

Enfield Equality Impact Assessment (EqIA)

Introduction

The purpose of an Equality Impact Assessment (EqIA) is to help Enfield Council make sure it does not discriminate against service users, residents and staff, and that we promote equality where possible. Completing the assessment is a way to make sure everyone involved in a decision or activity thinks carefully about the likely impact of their work and that we take appropriate action in response to this analysis.

The EqIA provides a way to systematically assess and record the likely equality impact of an activity, policy, strategy, budget change or any other decision.

The assessment helps us to focus on the impact on people who share one of the different nine protected characteristics as defined by the Equality Act 2010 as well as on people who are disadvantaged due to socio-economic factors. The assessment involves anticipating the consequences of the activity or decision on different groups of people and making sure that:

- unlawful discrimination is eliminated
- opportunities for advancing equal opportunities are maximised
- opportunities for fostering good relations are maximised.

The EqIA is carried out by completing this form. To complete it you will need to:

- use local or national research which relates to how the activity/ policy/ strategy/ budget change or decision being made may impact on different people in different ways based on their protected characteristic or socio-economic status;
- where possible, analyse any equality data we have on the people in Enfield who will be affected eg equality data on service users and/or equality data on the Enfield population;
- refer to the engagement and/ or consultation you have carried out with stakeholders, including the community and/or voluntary and community sector groups you consulted and their views. Consider what this engagement showed us about the likely impact of the activity/ policy/ strategy/ budget change or decision on different groups.

The results of the EqIA should be used to inform the proposal/ recommended decision and changes should be made to the proposal/ recommended decision as a result of the assessment where required. Any ongoing/ future mitigating actions required should be set out in the action plan at the end of the assessment.

Section 1 – Equality analysis details

| | |
|---|---|
| Title of service activity / policy/ strategy/ budget change/ decision that you are assessing | Enfield's SEND Partnership Strategy 2023-27 |
| Team/ Department | Corporate Strategy Service for SEND Partnership (Education Department Led project on behalf of SEND Partnership) |
| Executive Director | Tony Theodoulou, Executive Director People |
| Cabinet Member | Cllr Abdul Abdullahi, Cabinet Member for Children's Services, Education and Protection |
| Author(s) name(s) and contact details | Victoria Adnan, Strategy and Policy Manager- Corporate Strategy Service Victoria.adnan@enfield.gov.uk |
| Committee name and date of decision | Full Council on 21 September 2022 |

| | |
|---|-------------------------------------|
| Date the EqIA was reviewed by the Corporate Strategy Service | 26 July 2022 |
| Name of Head of Service responsible for implementing the EqIA actions (if any) | Barbara Thurogood, Head of SEN |
| Name of Director who has approved the EqIA | Peter Nathan, Director of Education |

The completed EqIA should be included as an appendix to relevant EMT/ Delegated Authority/ Cabinet/ Council reports regarding the service activity/ policy/ strategy/ budget change/ decision. Decision-makers should be confident that a robust EqIA has taken place, that any necessary mitigating action has been taken and that there are robust arrangements in place to ensure any necessary ongoing actions are delivered.

Section 2 – Summary of proposal

Please give a brief summary of the proposed service change / policy/ strategy/ budget change/project plan/ key decision

Please summarise briefly:

What is the proposed decision or change?

What are the reasons for the decision or change?

What outcomes are you hoping to achieve from this change?

What is the proposed decision or change?

Enfield is introducing a new Special Educational Needs and Disabilities (SEND) Partnership Strategy 2023-27. The SEND Partnership brings together representatives from our parent and carer groups and expertise from education, health, social care and the voluntary and community sector. The partnership is chaired by Enfield Council's Director of Education.

This Strategy sets out our shared vision, principles and priorities as we work together to support every child and young person with SEND up to the age of 25.

What are the reasons for the decision or change?

The SEND Partnership Strategy replaces the [SEND Education Strategy](#) published in 2018, which has now expired. The former strategy included 3 priorities:

1. Identify, assess and intervene early where children and young people have SEND.
2. Improve access and participation in early years settings and schools.
3. Support a successful transition to adulthood.

What outcomes are you hoping to achieve from this change?

The Special Education Needs and Disabilities (SEND) Partnership has high aspirations for every child and young person with SEND in Enfield. We want them to achieve their best in the early years and throughout their education, in their health and wellbeing; and as they take their next step towards independence and adulthood.

This strategy sets out our commitment to making sure our children, young people and families can access what they need locally to thrive in all areas of their lives - the right services and support, at the right time and in the right place. At the heart of our work is also a commitment across our partnership to champion inclusion, and to recognise the strength of our community as we work together with our children, young people and families to drive forward our ambitious SEND agenda in Enfield.

The number of children and young people being identified with SEND is increasing in Enfield, and across the national and local systems there are financial pressures and challenges. Through efficient monitoring, joint commissioning, and service improvements, this strategy embeds the SEND Partnership's approach to ensuring that we continue to meet the changing needs of our children, young people and families in Enfield both now and in the future.

Our Vision is for all our children and young people with SEND to have high aspirations and to achieve positive lifelong outcomes.

- **Priority 1:** Know our local area and effectively plan for the needs of our children, young people and families
- **Priority 2:** Identify needs early and provide the right support, in the right place, at the right time
- **Priority 3:** Make sure inclusion is at the heart of our services and communities
- **Priority 4:** Education Health and Care needs assessments and plans (EHCPs) are on time, effective and produced to a high standard
- **Priority 5:** Develop opportunities for children and young people with complex needs to have high aspirations; participate and thrive

Each priority has been carefully identified based on expert guidance from the SEND Strategy Development Group, research, local evidence of need and engagement with stakeholders, on the basis that each priority area contributes to improved outcomes for children and young people both now and in the future.

Who will be impacted by the project or change - staff, service users, or the wider community?

This strategy will impact all children and young people with SEND in Enfield, including those attending out of borough education placements, as well as their families and all stakeholders involved in the care and lives of children and young people with SEND.

Section 3 – Equality analysis

This section asks you to consider the potential differential impact of the proposed decision or change on different protected characteristics, and what mitigating actions should be taken to avoid or counteract any negative impact.

According to the Equality Act 2010, protected characteristics are aspects of a person's identity that make them who they are. The law defines 9 protected characteristics:

1. Age
2. Disability
3. Gender reassignment.
4. Marriage and civil partnership.
5. Pregnancy and maternity.
6. Race
7. Religion or belief.
8. Sex
9. Sexual orientation.

At Enfield Council, we also consider socio-economic status as an additional characteristic.

“Differential impact” means that people of a particular protected characteristic (eg people of a particular age, people with a disability, people of a particular gender, or people from a particular race and religion) will be significantly more affected by the change than other groups. Please consider both potential positive and negative impacts, and provide evidence to explain why this group might be particularly affected. If there is no differential impact for that group, briefly explain why this is not applicable.

Please consider how the proposed change will affect staff, service users or members of the wider community who share one of the following protected characteristics.

Detailed information and guidance on how to carry out an Equality Impact Assessment is available here.

Age

This can refer to people of a specific age e.g. 18-year olds, or age range e.g. 0-18 year olds.

Will the proposed change to service/policy/budget have a **differential impact [positive or negative]** on people of a specific age or age group (e.g. older or younger people)?

Please provide evidence to explain why this group may be particularly affected.

The SEND Partnership Strategy sets out our strategic approach to supporting and improving outcomes for our children and young people up to the age of 25. However, the delivery of the strategy and the 5 priorities, is expected to further contribute to improved outcomes for our children and young people beyond the age of 25 and throughout adulthood. The SEND Partnership Strategy is therefore expected to have a positive impact on children and young people up to the age of 25 and into adulthood.

Age and Education, health and Care Plans:

Children and young people with SEND receive support through two pathways depending on their needs. The first is through an [Education, Health and Care Plan \(EHCP\)](#), which sets out how a child or young person's needs will be supported through education, health and social care services. Importantly, the EHCP includes a dedicated focus on a child and young person's aspirations and the support they need to [prepare for adulthood](#) and their independence, and depending on individual need, the EHCP can remain in place up until the age of 25.

Enfield currently maintains EHCPs for around 3.5% of 0–25-year-olds. As of 1 May 2022, this equates to 4,041 children and young people. Although this is below the national average of 3.75%¹, the local area has experienced a much higher growth in the number of EHCPs each year since 2018, when compared with the national average.

The age split of children and young people with an Enfield maintained EHCP is as follows:

| | | | | |
|--|---|--|---|--|
| 9% are 0-5 years (early years) | 39% are 6-11 years (primary school) | 33% are 12-16 years (secondary school) | 13% are 17-19 years (post-16) | 6% are 20-25 years (post-19) |
|--|---|--|---|--|

The highest percentage of pupils with an EHCP is in primary school education. As pupils transition into secondary school this percentage starts to decrease, and the smallest number of young people with an EHCP is over the age of 20. The number

¹ Number of Enfield council Maintained EHCPs at 31 March 2022

of children and young people with an EHCP declines with age due to several factors. The first is the local authority is no longer responsible for maintaining the EHCP and it has been ceased on the basis that a young person has entered into paid employment, higher education (university), has left education, turned 25 or moved to another borough. The second is that the EHCP is no longer necessary because the objectives set out in the plan have been achieved and the provision is no longer needed.

Children and young people who do not need an EHCP, but still require extra or different support, will receive this at school. This is called SEN Support and it is tailored to the individual needs of the child or young person and is met through the school's notional budget.² In 2021/22 academic year 10.3% of pupils attending Enfield schools and settings received SEN Support, this equates to 6,008 children and young people.

The age split of children and young people receiving SEN Support is as follows:

| | | | | |
|--|--|---|-----------------------------|---------------------------------------|
| 14.9% are 0-5 years (early years) | 48.6% are 6-11 years (primary school) | 33.6% are 12-16 years (secondary school) | 2.5% are 17-18 years | under 1% are 19 years and over |
|--|--|---|-----------------------------|---------------------------------------|

Age and EHCP primary needs (based on pupils aged 2 and under up to 25 attending Enfield schools and settings) - Source: [Explore Education Statistics](#)

The most common EHCP primary needs in Enfield are Speech Language and Communication Needs, Autism and Social Emotional and Mental Health needs.

Speech, language and communication needs (SLCN): 37% of pupils have SLCN as their primary EHCP need. SLCN are most common in Enfield for pupils with an EHCP between the ages of 11-13 (accounting for 32.4% of pupils with SLCN as their primary EHCP need). In contrast with the London averages, where SLCN is most common as a primary need for pupils with an EHCP between the ages of 8-10 (accounting for 28.9% of pupils with SLCN as their primary EHCP need). When considering SLCN as a primary EHCP need across all relevant age groups, the London averages indicate that SLCN are more common in primary age pupils with an EHCP (54.8%) than in secondary age pupils (36.6%). In Enfield however, the data indicates an over-representation of secondary school age pupils (50.2%) with SLCN as a primary EHCP need compared with primary age pupils (41%).

Autism: In Enfield, 25% of pupils with an EHCP have Autism identified as their primary need. Of this total, the highest proportions are at age 5 (12.4%) and age 6 (13.5%). When compared with the London average, the proportion of children with Autism in Enfield aged from birth to 5 years (early years) is higher. In Enfield, 22.8% of children with Autism are in the early years compared with 14.8% of

² an amount of money paid directly to the school to help make special educational provision meet the needs of children with SEND.

children with autism in the early years in London. After the age of 6, the proportion of children and young people with Autism as their primary EHCP need is lower for each age group up until the age of 17 than the London averages.

Social, emotional and mental health needs (SEMH): In Enfield 14% of children and young people with an EHCP have SEMH as their primary need. Of our children and young people with SEMH needs, the highest proportion are aged between 8-15 years (88.3%). This is in line with the London averages (85.5% aged 8-15). SEMH is most common for pupils with SEMH as their primary EHCP need in London (11.7%) and Enfield at age 10 (12.9%). Notably in Enfield, there are a higher proportion of young people with SEMH as their primary EHCP need in secondary school education (58.5%) than in primary school (39.4%). This is similar to the London averages of 37% are primary age children and 59.9% are secondary age young people.

Age and SEN Support primary needs (based on pupils aged 2 and under up to 25 attending Enfield schools and settings) - Source: [Explore Education Statistics](#)

In 2021/22, the most common SEN Support needs for pupils in Enfield schools and settings were Speech Language and Communication Needs, Social Emotional and Mental Health needs, and Moderate Learning Difficulty.

Speech, language and communication needs (SLCN): 30% of pupils receiving SEN support have SLCN as their primary SEN support need. Based on all pupils receiving SEN support for SLCN, 49% are aged between 4-7 years. This is in line with the London average, where 47.5% of pupils receiving SEN Support for SLCN are also aged between 4-7 years. More pupils receiving SEN support for SLCN in both London and Enfield are in primary school than any other phase of education (62%).

Social, emotional and mental health needs (SEMH): 22% of pupils receiving SEN Support have SEMH as their primary SEN support need. Based on all pupils receiving SEN Support for SEMH as slightly higher proportion are in primary school (48.1%) compared with secondary school (46.5%). In contrast, in London a slightly lower proportion of pupils receiving SEN Support for SEMH are in primary school (45%) than in secondary school (49.4%).

Moderate Learning Difficulty: 21% of pupils receiving SEN Support in Enfield schools and settings have a Moderate Learning Difficulty with the largest proportion aged 15 (14%). This is in contrast with the London average where the largest proportion of children who receive SEN Support for Moderate Learning Difficulty needs are age 10 (11.8%). Based on all pupils receiving SEN Support for a Moderate Learning Difficulty in Enfield, a higher proportion are in secondary school (62.8%) compared with primary school (34%). In contrast, in London the split between primary and secondary is more evenly split, with a slightly lower proportion of pupils receiving SEN Support for a Moderate Learning Difficulty in primary school (47.5%) than in secondary school (48.6%).

The above data provides a statistical comparison between Enfield and the London wide data. This informs an understanding of our localised picture and approach while understanding the regional context across London. The SEND Partnership Strategy recognises that special educational needs and disabilities can present and be more prevalent at different ages, and for every child and young person their individual needs may differ. For some of our children their needs may be identified before they are born, at birth, or they may emerge or change as they grow up.

Anticipated impact of the Strategy

Evidence shows nationally that children and young people with SEND, are more likely to experience poorer life outcomes and have less opportunities than their peers.³ The SEND Partnership Strategy therefore embeds the partnership approach to identifying needs early and making sure they receive the right inclusive support, in the right place to enable them to thrive at all stages of their childhood and into adulthood. To enable us to plan, commission and meet the needs of our children, young people and families, both now and in the future, the partnership is prioritising work to strengthen the management, sharing and analysis of high-quality data, knowledge and insights from across the SEND Partnership. Each priority within the strategy is therefore intended to address inequality of outcomes and improve life chances.

Finally, the strategy embeds our commitment to make sure our children and young people with SEND are prepared for adulthood. This includes being supported to live as independently as possible and increasing their access to paid employment. In 2020/21, 16.8% of adults with a learning disability in Enfield who received long-term support during the year were in paid employment. Although this is the highest figure in London (London average of 6.1%) and the 4th highest nationally (the England average was 5.1%) the council and our partners are committed to increasing employment, apprenticeships and supported internships. The successful delivery of this work is interconnected with various departmental workstreams, and wider council policies including through the Fairer Enfield: Equality, Diversity and Inclusion Policy⁴.

Mitigating actions to be taken

No mitigating actions to be taken.

Disability

A person has a disability if they have a physical or mental impairment which has a substantial and long-term adverse effect on the person's ability to carry out normal day-day activities.

³ [SEND Review: Right Support, right place, right time](#) pp.20

⁴ Enfield Council, [Fairer Enfield: Equality, Diversity and Inclusion Policy 2021-2025](#)

This could include:

Physical impairment, hearing impairment, visual impairment, learning difficulties, long-standing illness or health condition, mental illness, substance abuse or other impairments.

Will the proposed change to service/policy/budget have a **differential impact [positive or negative]** on people with disabilities?

Please provide evidence to explain why this group may be particularly affected.

The SEND Partnership Strategy sets out our overarching vision, principles and priorities as we work together to support every child and young person with SEND up to the age of 25. This strategy is therefore expected to have a positive impact on all children and young people with SEND.

The SEND Partnership Strategy includes 5 key priorities, which have been carefully identified based on expert guidance from the SEND Strategy Development Group, research, local evidence of need and engagement with stakeholders. The Strategy has also taken into account legislation and guidance from the national SEND system, as set by the SEND Code of Practice 2014/15 and the Government's 2022 SEND Review. Each priority intends to contribute to improving outcomes for all children and young people with SEND both now and in the future.

Children and young people with SEND, are more likely to experience poorer life outcomes and have less opportunities than their peers.⁵ Inequality of outcomes starts in the early years and are evident throughout childhood and into adulthood, and many of the issues and inequalities faced by our children, young people and their families have been exacerbated by the effects of the COVID-19 pandemic and the resulting lockdowns.⁶

Number of children with and EHCP / receiving SEN Support

Enfield currently maintains EHCPs for around 3.5% of 0–25-year-olds. As of 1 May 2022, this equates to 4,041 children and young people. Although this is below the national average of 3.75%⁷, the local area has experienced a much higher growth in the number of EHCPs each year since 2018, when compared with the national average. In 2021/22 academic year 10.3% of pupils attending Enfield schools and settings received SEN Support. This equates to 6,008 children and young people. This is lower than the London average where 11.7% of pupils receive SEN Support at school.⁸

Most common EHCP and SEN Support primary needs

In terms of most common primary EHCP needs, 37% of all pupils with an Enfield maintained EHCP have Speech Language and Communication Needs, 25% have

⁵ [SEND Review: Right Support, right place, right time](#) pp.20

⁶ Council for Disabled Children (2022) [Investing in early intervention](#)

⁷ Number of Enfield council Maintained EHCPs at 31 March 2022

⁸ [Explore Education Statistics](#)

Autism and 14% have Social Emotional and Mental Health needs. When considering the most common primary needs for children and young people receiving SEN Support at their Enfield school or setting, in 2021/22, 30% of pupils receiving SEN support had Speech Language and Communication Needs, 22% had Social Emotional and Mental Health needs and almost 21% had a Moderate Learning Difficulty.

Attainment

Pre-pandemic attainment data from 2019 shows that 75.7% of pupils in Enfield without SEN achieved a good level of development at the Early Years Foundation Stage, compared to 25.9% of pupils with SEN support and 6.3% of pupils with an EHCP.⁹ At KS2 level, 31.5% of pupils receiving SEN Support and 9.1% of pupils with an EHCP achieved at least the expected standard in reading, writing and maths. This is slightly lower than the London average but higher than the national average. The London average indicates 34.3% of pupils receiving SEN Support and 11.7% of pupils with an EHCP achieved at least the expected standard in reading, writing and maths. At KS4 level in Enfield, 4.9% of pupils with an EHCP and 24.2% of pupils with SEN support achieved a 5+ in English and Maths. Across London on average, 7.1% of pupils with an EHCP achieved at least the expected standard in reading, writing and maths, higher than in Enfield. However, across London on average 21.7% of pupils receiving SEN Support achieved at least the expected standard in reading, writing and maths. This is lower than in Enfield.

Absences and Exclusions

In terms of absences and exclusions from school, children and young people with EHCPs attending Enfield schools and settings, missed an average of 11.8% of available sessions in the 2020/21 academic year.¹⁰ Overall pupils without SEND missed 5.1% of available sessions. Pupils receiving SEN Support at their Enfield school or setting on average missed 7% of available sessions in the 2020/21 academic year. When considering the most recently available exclusion data, in 2019/20, just under 4% of all pupils had an EHCP, but they represented 11% of pupils with a fixed term exclusion. However, zero pupils with an EHCP were permanently excluded from Enfield schools. Furthermore in 2019/20, only 10% of all pupils in Enfield schools received SEN support, however they represented 60% of pupils permanently excluded and 29% of pupils with fixed term exclusions.

Employment Outcomes

Looking ahead into adulthood, in 2020/21, 16.8% of adults with a learning disability in Enfield who received long-term support during the year were in paid employment. Although this is the highest figure in London (London average of 6.1%) and the 4th highest nationally (the England average was 5.1%), the Council and partners are continuing to work hard to increase the number of local residents

⁹ Department for Education, [Early years foundation stage profile results](#), 2018/19

¹⁰ A session refers to a school half day either the morning or afternoon. Includes both authorised and unauthorised absences

with SEND who are in paid employment. This is crucial to making sure that Enfield is a fairer and more inclusive place for everyone.¹¹

Anticipated impact of the Strategy

The strategy embeds a clear commitment to ensuring that we identify and meet needs as early as possible to improve learning outcomes. Early identification is an important first step to making sure children and young people benefit from the right services and support that they need to help them thrive, throughout all stages of their childhood and as they transition into adulthood. To help identify SEND early we will be developing our services, to ensure robust processes and the right workforce skills and knowledge are in place across education, health and social care. The SEND Partnership will also be continuing to develop an effective and sustainable needs-based approach to reducing wait times for children and young people with neurodiverse differences, making sure they can access support while awaiting a diagnosis, based upon their presenting needs.

Access to the right support, in the right place and at the right time is crucial to improving outcomes for our children and young people with SEND and their families. An important aspect of delivering this priority is making sure at all stages of childhood and during key periods of transition (such as when a child moves to a new phase of education or where appropriate to receiving support from Adults Social Care), children, young people and families have access to appropriate information, advice and support for their child's individual needs and their family circumstances.

At present around 17% of children and young people with an EHCP attend an out of borough education placement. The strategy includes a commitment to develop our local provision to increase the number of children and young people being educated and cared for locally. This includes increasing the number of [Special Resourced Provisions](#) (SRPs), and [designated units](#) in mainstream schools. Effective place planning will be informed by high quality data and insights.

The SEND Partnership Strategy recognises the frustrations felt, and the challenges experienced by our families, local practitioners and schools around EHCPs. Notably, during our engagement process there were concerns about the effectiveness of EHCP Annual Review processes. Looking ahead, we are committed to continuing to improve the time it takes us to complete EHC needs assessments and EHCPs. We will also be focusing on ensuring that EHCPs are of a consistently high standard and that our workforce across the partnership has the skills they need to confidently develop plans, which include high quality professional advice. Crucially, work is already underway to strengthen the Annual Review process, and this is a key area of focus for us over the next four years.

Feedback during the engagement included the suggestion for a dedicated priority focused on supporting and developing opportunities for our children and young people with the most complex needs. A 5th priority was subsequently added to the

¹¹ As set out in our [Fairer Enfield Policy](#)

SEND Partnership Strategy, which includes a dedicated focus on working together to make sure that our children and young people with learning disabilities and/or autism can grow up and remain living in their local community and close to their families; supporting our young people to access the right discrete and specialist learning pathway that meets their medical, learning, and social needs; and developing our approach to inclusively and meaningfully involving children and young people with complex needs in the decision-making and planning of their care, and in shaping the services and support they need and use.

This crucial focus on inclusion is central to the strategy and delivering lifelong outcomes. One of the important ways the strategy seeks to address educational inequalities is through more inclusive education settings for all our children and young people with SEND. This includes encouraging early years settings, schools, and colleges to sign up to the Enfield Inclusion Charter. The Charter sets out eight principles of inclusive education, including: ensuring that everyone takes responsibility for children and young people with SEND; understanding that behaviour is communication that happens for a reason; and supporting children and young people to prepare for adulthood from the early years and throughout their childhood and adolescence. The Council has recently produced a guidance to sit alongside the Charter which sets out what the principles mean in practice and how early years settings, schools and colleges can evidence them. Work to enhance inclusion in schools is expected to further contribute towards improved attendance and the Council's ambition of zero exclusions by 2025.

Furthermore, the inclusion of our children, young people and families and the importance of their lived experiences in decision making is embedded in the strategy as a core principle. Over the lifecycle of the Strategy the partnership will be extending the range of opportunities to work in partnership with children, young people and their families to influence and shape services and support in Enfield. This includes consultation, engagement and co-production that is meaningful to our children, young people and families.

Mitigating actions to be taken

No mitigating actions are anticipated.

Gender Reassignment

This refers to people who are proposing to undergo, are undergoing, or have undergone a process (or part of a process) to reassign their sex by changing physiological or other attributes of sex.

Will this change to service/policy/budget have a **differential impact [positive or negative]** on transgender people?

Please provide evidence to explain why this group may be particularly affected.

Gender Research and Identity Society (GIREs) estimates that in the UK around

650,000 people, representing around 1% of the population, experience some degree of gender non-conformity.¹² These statistics are for adults but can be reflected in children and young people as they become older.

The SEND Partnership Strategy sets out our overarching vision, principles and priorities as we work together to support every child and young person with SEND up to the age of 25, and their families. SEND provision, services and support are based on the individual needs of our children, young people and families and can be accessed regardless of whether our children and young people or their parent/carer are proposing to undergo, are undergoing, or have undergone a process (or part of a process) to reassign their sex.

Mitigating actions to be taken

No mitigating actions to be taken.

Marriage and Civil Partnership

Marriage and civil partnerships are different ways of legally recognising relationships. The formation of a civil partnership must remain secular, where-as a marriage can be conducted through either religious or civil ceremonies. In the U.K both marriages and civil partnerships can be same sex or mixed sex. Civil partners must be treated the same as married couples on a wide range of legal matters.

Will this change to service/policy/budget have a **differential impact [positive or negative]** on people in a marriage or civil partnership?

Please provide evidence to explain why this group may be particularly affected

The SEND Partnership Strategy sets out our overarching vision, principles and priorities as we work together to support every child and young person with SEND up to the age of 25. This strategy will have a positive impact on all our children and young people with SEND and their families, regardless of whether they themselves (the legal age of marriage in the UK is 18) or their parents/carers are in a marriage or civil partnership.

Everyone has a right to romantic relationships, including marriage and civil partnership should they want them. The SEND Partnership Strategy embeds a continued commitment to supporting our children and young people to prepare for adulthood from an early age. [Preparing for Adulthood \(PfA\)](#) is a national programme for children and young people with SEND and includes 4 pathways including “[friends, relationships and community.](#)” PfA objectives and outcomes are based on supporting each child or young person’s aspirations and are intended to enable them to make choices about their lives and futures. This includes choices relating to friendships, romantic and sexual relationships.

Implementation of the strategy is subject to the Council’s relevant policies and

¹² Gender Identify and Research Society, [Individual help](#)

approach to safeguarding all our children and young people, including those attending out of borough provisions.

Mitigating actions to be taken

No mitigating actions to be taken.

Pregnancy and maternity

Pregnancy refers to the condition of being pregnant or expecting a baby. Maternity refers to the period after the birth and is linked to maternity leave in the employment context. In the non-work context, protection against maternity discrimination is for 26 weeks after giving birth, and this includes treating a woman unfavourably because she is breastfeeding.

Will this change to service/policy/budget have a **differential impact [positive or negative]** on pregnancy and maternity?

Please provide evidence to explain why this group may be particularly affected

The SEND Partnership Strategy sets out our overarching vision, principles and priorities as we work together to support every child and young person with SEND up to the age of 25 and is expected to have a positive impact on those who are pregnant and taking maternity.

According to the latest data available from 2020, there were 4,086 live births where Enfield was the usual residence of the mother.¹³

Evidence shows that the first 1,001 days of a child's life (from conception up until the age of 2), can have a significant impact on their development and their life chances; including how well they build relationships, achieve at school and their future job prospects, to their overall health and wellbeing.¹⁴ However, a child's development and also their life chances can also be impacted by lots of different factors, such as their early relationships and the care they receive, living in poverty or becoming looked after.¹⁵ It's important to also note that development and life changes are impacted by factors that extend beyond the scope of pregnancy and maternity.

Anticipated impact of the Strategy

The SEND Partnership Strategy is jointly delivered by education, health, social care and the community and voluntary sector. The strategy embeds the partnerships' commitment to working together to support the delivery of the [early help services](#) that wrap around our families to make sure they can access the right information, advice and support for their child's individual needs and their family circumstances, in a timely way. This includes supporting our families to give their child the best start in life, through services such as midwifery, health visiting and parenting support; and enabling families to access early help including housing,

¹³ ONS, [Births in England and Wales: summary tables](#), 2020

¹⁴ HM Government (2021) [The Best Start for Life: The Early Years Healthy Development Review Report](#) (A Vision for the 1,001 Critical Days)

¹⁵ *ibid*

debt and income advice.

Mitigating actions to be taken

No mitigating actions to be taken.

Race

This refers to a group of people defined by their race, colour, and nationality (including citizenship), ethnic or national origins.

Will this change to service/policy/budget have a **differential impact [positive or negative]** on people of a certain race?

Please provide evidence to explain why this group may be particularly affected

The SEND Partnership Strategy sets out our overarching vision, principles and priorities as we work together to support every child and young person with SEND up to the age of 25. The SEND Partnership Strategy is therefore expected to have a positive impact on all children and young people with SEND, regardless of their ethnicity.

As of January 2022, 15.7% of pupils attending Enfield schools or settings¹⁶ were Black-African. However, Black-African pupils represented 20.7% of pupils with an Education, Health and Care Plan (EHCP). This means that there are a higher proportion of Black-African pupils with an EHCP compared with the proportion of Black-African pupils attending Enfield schools and settings. There is also a higher proportion of White-British pupils with an EHCP (22.3%) compared with the proportion of White British pupils in the whole school population (18.3%).

Most overrepresented groups (pupils with an EHCP)

| Pupil Ethnicity | % Of whole school population | % Of pupil EHCP population |
|-----------------|------------------------------|----------------------------|
|-----------------|------------------------------|----------------------------|

Most overrepresented groups (pupils receiving SEN Support)

| Pupil Ethnicity | % Of whole school population | % Of pupil SEN Support population |
|-----------------|------------------------------|-----------------------------------|
| Black-African | 15.7% | 16.4% |
| White British | 18.3% | 19.9% |

¹⁶ School or setting in this analysis refers to and includes state-funded nursery, primary, secondary and special schools, non-maintained special schools and pupil referral units (does not include independent schools or hospital settings).

| | | |
|-------------------------|------|-------|
| Black Caribbean | 4.2% | 6.2% |
| Mixed-White & Caribbean | 2.6% | 3.1% |
| White Turkish | 10.9 | 12.8% |

In terms of our pupils receiving SEN Support at their Enfield school or setting Black-African, Black-Caribbean, White-Turkish and White British pupils are overrepresented in the proportion of children and young people receiving SEN Support in Enfield schools and settings, when compared with the proportion of Black-African, Black-Caribbean, White-Turkish and White British pupil in the whole school population.

When considering underrepresentation, ethnicity and EHCPs, local data suggests that children and young people of Asian Bangladeshi, White-Turkish, White-Other, and White-Eastern European backgrounds are among those with a lower proportion of EHCPs, when compared with the proportion of pupils of the same ethnic backgrounds within the whole school population.

In terms of our pupils receiving SEN Support, local data suggests that there are a lower proportion of children and young people of Asian Bangladeshi, Asian-Other, Asian-Indian, and Mixed-Other backgrounds receiving SEN Support, when compared with the proportion of pupils of the same ethnic backgrounds within the whole school population.

It is important to note, that currently it has not been possible to carry out statistical significance analysis to further inform this EqIA.

Ethnicity Data Source: Enfield Schools Borough Profile (Schools Census)

Anticipated impact of the Strategy

The SEND Partnership Strategy includes a commitment to develop our services based on high quality data and knowledge, that respond to the changing needs of our diverse community, their lived experiences, and the performance of our local area. As part of our work over the next 4 years, we will be further building our joint data dashboard and carrying out ongoing analysis to identify local trends to help us to better plan and secure services and support for the future. It is anticipated that this work will include, where possible enhancing the partnership's understanding of locally available equalities data relating to our SEND community, including ethnicity data. However, it is acknowledged that the collection of ethnicity data may be subject to the framework set out by the Schools Census. As the Partnership works to better understand local trends and the profile of our SEND community, factors such as socio-economic deprivation should also be considered. Crucially, the SEND Partnership Strategy prioritises early identification of need and early intervention to ensure all our children and young people thrive throughout childhood and into adulthood.

The SEND Partnership Strategy also includes a commitment to extend the range of opportunities to work in partnership with children, young people and their families to influence and shape services and support in Enfield. This is intended to

help us provide opportunities to enhance inclusive participation and identify and enable seldom heard communities to participate.

Mitigating actions to be taken

The strategy aims to positively impact all children and young people with SEND regardless of ethnicity. Where possible, the delivery of Priority 1 should explore opportunities to enhance the Partnership's understanding of locally available equalities data relating to overrepresented groups as part of our work to better understand the profile and needs of our local SEND community.

Religion and belief

Religion refers to a person's faith (e.g. Buddhism, Islam, Christianity, Judaism, Sikhism, Hinduism). Belief includes religious and philosophical beliefs including lack of belief (e.g. Atheism). Generally, a belief should affect your life choices or the way you live.

Will this change to service/policy/budget have a **differential impact [positive or negative]** on people who follow a religion or belief, including lack of belief?

Please provide evidence to explain why this group may be particularly affected.

Data from the last census in 2011, shows that Christianity was the most common religion in the borough (53.6%). 16.7% of residents were of the Muslim faith, and 15.5% hold no religion or belief at all. Sikhs were the smallest group in the borough, composing 0.3% of the population, and people of 'other religion' made up 0.6%.¹⁷

The SEND Partnership Strategy sets out our shared vision, principles and priorities as we work together to support every child and young person with SEND up to the age of 25 and their families, regardless of their religion or belief. We do not anticipate a differential impact on children, young people of their families on the basis of their religion or belief.

¹⁷ Enfield Council, [Borough Profile](#), 2021

Mitigating actions to be taken

No mitigating actions to be taken.

Sex

Sex refers to whether you are a female or male.

Will this change to service/policy/budget have a **differential impact [positive or negative]** on females or males?

Please provide evidence to explain why this group may be particularly affected.

The SEND Partnership Strategy sets out our shared vision, principles and priorities to support every child and young person with SEND up to the age of 25, regardless of their sex. The SEND Partnership Strategy is therefore expected to have a positive impact on all children and young people with SEND.

Nationally, across London and locally in Enfield, males are significantly more likely to receive SEN Support at school or have an EHCP. In 2021/22, 28% of children and young people with an Enfield Council maintained EHCP were female and 72% are male; and 38% of children and young people receiving SEN Support were female and 62% were male.

The most common EHCP primary needs in Enfield are Speech Language and Communication Needs, Autism and Social Emotional and Mental Health needs. When considering the most common primary categories of EHCP need in Enfield, we can also consistently see that males are overrepresented. The overrepresentation of males appears consistent with the London averages.

| Primary need | Males with an EHCP (London) | Females with an EHCP (London) | Males EHCP (Enfield) | Females EHCP (Enfield) |
|--------------|-----------------------------|-------------------------------|----------------------|------------------------|
| Autism | 80.3% | 19.7% | 78.9% | 21.1% |
| SLCN | 72.2% | 27.8% | 73.5% | 26.5% |
| SEMH | 80.1% | 19.9% | 76% | 24% |

Source: [Explore Education Statistics](#)

In 2021/22, the most common SEN Support needs for pupils in Enfield schools and settings were Speech Language and Communication Needs, Social Emotional and Mental Health needs, and Moderate Learning Difficulty. Males are again significantly overrepresented across London and in Enfield.

| Primary need | Males SEN Support (London) | Females SEN Support (London) | Males SEN Support (Enfield) | Females SEN Support (Enfield) |
|------------------------------|----------------------------|------------------------------|-----------------------------|-------------------------------|
| SLCN | 68.5% | 31.5% | 68.4% | 31.6% |
| SEMH | 63.7% | 36.3% | 60.9% | 39.1% |
| Moderate learning Difficulty | 58.4% | 41.6% | 56.9% | 43.1% |

The overrepresentation of males identified with SEND is evident at the local, regional and national levels and there is a lack of consensus as to the reason. Recent research and analysis carried out by the Education Policy Institute (EPI) on identifying pupils with SEND published in 2021 indicated that *“some but not all of the over-representation of boys is mediated by lower assessment score in the Early Years Foundation Stage Profile.”* The EPI notes that EYFS assessments are also carried out by the same teachers assessing SEND needs and it was therefore *“unclear whether or to what extent the SEND differences reflect real differences in underlying need as opposed to bias in the assessments.”*¹⁸ Notably the primary finding of the EPI’s analysis is that the primary school a child attends most prominently effects their chances of being identified with SEND, rather than a child or young person’s individual characteristics, their experiences, or the borough they live in. The Government’s recently published 2022 [‘SEND Review: Right Support, right place, right time’](#), also states the importance of early years education and references evidence suggesting that high quality provision can reduce the likelihood of a child or young person being identified with SEN later on (although it does not explicitly reference the over-representation of males).

Anticipated impact of the Strategy

The SEND Partnership Strategy includes a commitment to develop our services based on high quality data and knowledge, that respond to the changing needs of our diverse community, their lived experiences, and the performance of our local area. As part of our work over the next 4 years, we will be further building our joint data dashboard and carrying out ongoing analysis to identify local trends to help us to better plan and secure services and support for the future. It is anticipated that this work will include, where possible enhancing the partnership’s understanding of locally available equalities data relating to our SEND community, as the Partnership works to better understand the profile of our SEND community.

Crucially, the Strategy embeds the partnership’s approach to identifying the needs of all children early and making sure they receive the right inclusive support, in the right place to enable them to thrive at all stages of their childhood and into adulthood. This includes making sure we have high quality early years provision and continuing to develop workforce skills to identify and meet needs across education, health and social care.

¹⁸ Education Policy Institute (2021) [Identifying Pupils with SEND](#), Pp.66

Mitigating actions to be taken

The strategy aims to positively impact all children and young people with SEND. Where possible, the delivery of Priority 1 should explore opportunities to enhance the Partnership's understanding of locally available equalities data relating to overrepresented groups as part of our work to better understand the profile and needs of our local SEND community.

Sexual Orientation

This refers to whether a person is sexually attracted to people of the same sex or a different sex to themselves. Please consider the impact on people who identify as heterosexual, bisexual, gay, lesbian, non-binary or asexual.

Will this change to service/policy/budget have a **differential impact [positive or negative]** on people with a particular sexual orientation?

Please provide evidence to explain why this group may be particularly affected.

In 2019, nationally, an estimated 2.7% of the UK population aged 16 years or over identified as lesbian, gay or bisexual (LGB). Younger people aged 16 to 24 years were most likely to identify as LGB. In 2019, 6.6% of all 16 to 24-year olds identified as LGB.¹⁹

The SEND Partnership Strategy sets out our shared vision, principles and priorities to support every child and young person with SEND up to the age of 25, regardless of their sexual orientation. It is therefore anticipated that this strategy should have a positive impact on all children and young people with SEND, no matter their sexual orientation.

Mitigating actions to be taken

No mitigating actions to be taken.

Socio-economic deprivation

This refers to people who are disadvantaged due to socio-economic factors e.g. unemployment, low income, low academic qualifications or living in a deprived area, social housing or unstable housing

Will this change to service/policy/budget have a **differential impact [positive or negative]** on people who are socio-economically disadvantaged?

Please provide evidence to explain why this group may be particularly affected.

The SEND Partnership Strategy sets out our shared vision, principles and priorities to support every child and young person with SEND up to the age of 25, regardless

¹⁹ ONS, [Sexual orientation UK](#), 2012 to 2019

of their socio-economic status.

In a report published in 2016, the Joseph Rowntree Foundation highlighted “the strong link between poverty and SEND. Children from low-income families are more likely than their peers to be born with inherited SEND, are more likely to develop some forms of SEND in childhood and are less likely to move out of their SEND categories. At the same time, children with SEND are more likely than their peers to be born into poverty, and also more likely to experience poverty as they grow up.”²⁰

In terms of the identification of SEND, recent research and analysis carried out by the Education Policy Institute (EPI) published in 2021, indicates that the primary school a child attends most prominently effects their chances of being identified with SEND, rather than a child or young person’s individual characteristics, their experiences, or the borough they live in.²¹

Children and young people with SEND, are more likely to experience poorer life outcomes and have less opportunities than their peers.²² In 2021/22 43% of pupils with an EHCP and 37% of pupils with SEN support in Enfield were entitled to FSM. Since 2020/21, the percentage of pupils eligible for FMS has increased 2.5% for pupils with an EHCP and by 4% for pupils receiving SEN Support. Looking ahead into adulthood, statistical analysis carried out by the Department for Education in 2018 on outcomes for pupils eligible for FSM and identified with SEN, found that 60% of individuals who were eligible for free school meals in year 11 were in sustained employment at age 27, compared to 77% of their peers who were not eligible for FSM. Therefore, FSM-eligible pupils were 23% less likely to be in sustained employment aged 27 when compared to their peers who were not eligible for FSM. When considering pupils with Special Educational Needs, 58% of individuals who were identified with SEN in year 11 were in sustained employment at age 27, compared to 78% of their peers who were not identified with SEN. Therefore, pupils with SEN were 25% less likely to be in sustained employment aged 27 when compared to their peers who were not identified with SEN.²³

In 2020/21, 16.8% of adults with a learning disability in Enfield who received long-term support during the year were in paid employment. Although this is the highest figure in London (London average of 6.1%) and the 4th highest nationally (the England average was 5.1%).

The SEND Partnership Strategy embeds inclusion at the heart of our strategic approach and planned work over the next 4 years, to support our children and young people to thrive from the early years through into adulthood. This includes encouraging our schools to sign up to and live by the principles of the Schools Inclusion Charter. Furthermore, as part of our aims over the next 4 years we plan to work together with our schools and settings to introduce a Preparing for Adulthood

²⁰ Joseph Rowntree Foundation, [Special educational needs and their links to poverty](#), 2016

²¹ Education Policy Institute (2021) [Identifying Pupils with SEND](#),

²² [SEND Review: Right Support, right place, right time](#) pp.20

²³ Department for Education (2018) [Outcomes for pupils eligible for FSM and identified with SEN](#)

(PfA) enriched curriculum from the earliest opportunity. This includes advice and support provided through the East London Careers Hub and network. As part of our Fairer Enfield Policy, the Council and SEND Partnership are also committed to supporting our young people to access good quality work experience, apprenticeship opportunities and supported internships tailored to their personal interests and goals.

The strategy includes our commitment to provide a range of fair and inclusive travel assistance options for children and young people getting to and from school or college, so that young people are as independent as they can be, as early as possible. As set out in our [Getting to School Policy](#), travel assistance is considered if a family are in receipt of working tax credit at the maximum rate for their case or the pupil is eligible for means-tested free school meals; if the young person is in receipt of 16-19 bursary funding; or has been provided with a Motability allowance or vehicle.²⁴ The policy applies to all children and young people aged 5 to 25, including those with SEND. The travel assistance scheme for children and young people with SEND is currently under review. The strategy commits us to ensuring that there are inclusive travel assistance options for children and young people getting to and from school or college and ensuring that fair and transparent processes are in place.

Finally, the SEND Partnership Strategy includes our commitment to make sure children, young people and their families receive the right support, in the right place and at the right time. Importantly, the strategy embeds the work of our [Early Help for All Strategy](#). The SEND Partnership will be working together to support the delivery of the [early help services](#) that wrap around our families to make sure they can access the right information, advice and support for their child's individual needs and their family circumstances, in a timely way. This includes supporting our families to give their child the best start in life, through services such as midwifery, health visiting and parenting support; and enabling families to access early help including housing, debt and income advice.

Plans to enhance the SEND Partnership's knowledge and understanding of our SEND community and their needs through collecting high quality data and knowledge of lived experiences will help us to enhance the way we plan and deliver services and support. As the Partnership's works to better understand local trends and the profile of our SEND community, factors such as socio-economic deprivation should be considered.

It is therefore anticipated that this strategy should have a positive impact on all children and young people with SEND, including our children, young people and families that are socio-economically disadvantaged.

Mitigating actions to be taken.

No mitigating actions were identified.

²⁴ Enfield Council, [Getting to School](#), 2020

Section 4 – Monitoring and review

How do you intend to monitor and review the effects of this proposal?

Who will be responsible for assessing the effects of this proposal?

How do you intend to monitor and review the effects of this proposal?

An action plan is under development to monitor the delivery and the effectiveness of the strategy, and to keep track of our progress towards achieving our five priorities. This important document helps us to recognise and understand the impact we are having on outcomes for children and young people, and where necessary sets out any areas that might need to be improved. The Action Plan combines our local area Self Evaluation Framework and our strategy and includes:

- What we need to do (operational actions)
- Who is responsible for overseeing and delivering the work
- When the action needs to be completed (and any important milestones along the way)
- What progress we are making and any other considerations like funding or other potential risks that might impact when an action could be completed.
- Key indicators and measures of success and progress

Who will be responsible for assessing the effects of this proposal?

Enfield's SEND Partnership Board are accountable overall for the delivery, monitoring and review of the SEND Partnership Strategy. The SEND Partnership's Inclusion Working Group (formerly the SEND Strategy Development Group) are responsible for leading the development and updating of the action plan document, which will be regularly presented to the SEND Partnership Board for oversight.

Once published, this strategy will be periodically reviewed and, when necessary, updated to respond to local and national change. Upon review of the strategy, the accompanying EqIA should be updated to reflect the changes.

Section 5 – Action plan for mitigating actions

Any actions that are already completed should be captured in the equality analysis section above. Any actions that will be implemented once the decision has been made should be captured here.

| Identified Issue | Action Required | Lead officer | Timescale/ By When | Costs | Review Date/Comments |
|--------------------|--|-------------------|--|-------|----------------------|
| Overrepresentation | Where possible, the delivery of Priority 1 should explore opportunities to enhance the Partnership's understanding of available equalities data relating to overrepresented groups as part of our work to better understand the profile and needs of our local SEND community. | Barbara Thurogood | Ongoing throughout lifecycle of the strategy | | Annually |