



LONDON BOROUGH OF HAVERING EQUALITY ANALYSIS

PROPOSAL FOR ADDITIONAL POST-16 PROVISION IN HAVERING FOR YOUNG PEOPLE AGED 16-19 WITH SPECIAL EDUCATIONAL NEEDS AND/OR DISABILITIES

SCOPE OF PROPOSAL

- 1. What is the scope and intended outcomes of the activity being assessed; in terms of both the Council's organisation and staffing, and services to the community?**

The proposal is to create additional in-borough provision for a small number (approximately 25-30) of 16-19 year olds with high levels of special educational needs and/or disabilities ("SEND"). If the necessary approvals are granted and funding is available, it is hoped that new provision could be in place for September 2015.

1 (a) Organisation and Staffing

There will be no impact on existing staff. If a new provision is developed, additional staff will be required to work at the facility. The guidance is that one teacher and two Learning Support Assistants would be required for every 8 learners.

1 (b) Services to the Community

The local authority has a duty to secure enough suitable education and training to meet the reasonable needs of young people with SEND. The Council currently offers post-16 provision within Havering at the following:

- Ravensbourne School, which serves pupils with severe and profound and multiple learning disabilities to age 19.
- Havering College, which offers programmes at its Foundation Skills Centre for adults aged 16 to 25 with learning difficulties and disabilities.
- Havering College also runs a satellite unit for a small number of 16-19 year olds based at Corbets Tey School but this is not a permanent arrangement.

The needs of Havering's young people with SEND are also met by some out-of-borough special schools and sixth forms, where neither Ravensbourne School nor Havering College is deemed appropriate.

By creating a continuum of appropriate and local provision, young people will be able to remain in their home environment rather than potentially travelling to out of borough provision. It is anticipated that this proposal will ensure that these young people maximise their potential for independence, will improve their quality of life and long-term outcomes and will potentially reduce long-term reliance on Adult Social Care.

PEOPLE AFFECTED

2. Which individuals and groups are likely to be affected by the activity?

2 (a) Staff Individuals and Groups

No direct impact has been identified on existing staff individuals or groups as a result of this proposal. As explained above, if the proposal is successful, additional staff will be required to ensure that the needs of children and young people with SEND are adequately met.

We do recognise, however, that some staff members living locally might be indirectly affected as parents/carers of children and young people with SEND. The impact on those staff members and their children has been considered under the Community sections of the EA.

2 (b) Community Individuals and Groups (*including voluntary organisations*)

Children and young people currently in Key Stage 4 or below at the borough's special schools.

Parents and carers of those children and young people.

By virtue of the scope of the project, the children and young people who will be affected are currently aged 16 and under with "SEND", i.e. children and young people who have learning difficulties and/or disabilities that make it harder for them to learn or access education than most children of the same age. The majority of those aged 3 to 19 have statements of special educational need and attend special schools rather than mainstream education.

Other protected characteristics and socio-economic profiles have not been examined as this proposal relates to meeting the needs of a specific section of society which have arisen *because* of their protected characteristics of age and disability.

The purpose of the proposal is to improve and increase the options available to those young people when they reach age 16, as many cannot access mainstream college provision.

DATA AND INFORMATION

3. What data/information do you have about the people with 'protected characteristics' or other socio-economic disadvantage among these individuals and groups? What information do you have about how they will be affected by the activity? Will you be seeking further information in order to assess the equalities impact of the activity? How is this information being used to influence decisions on the activity?

3 (a) Staff

Please refer to sections 2(a) and 3(b).

3 (b) Community

London Borough of Havering

Havering's principal town is Romford but other main communities also exist in Hornchurch, Upminster, Rainham and Harold Hill. The borough is primarily characterised by suburban development with large areas of protected Metropolitan Green Belt land.

Geographically, Havering is significantly larger than its neighbouring London boroughs (43.35 square miles, compared with Barking & Dagenham being 13.93sqm, Redbridge 21.78sqm and Bexley 23.38sqm). Due to the large areas of parkland and protected areas, Havering is much less densely populated than its London neighbours (approx. 5,500 people per square mile, compared with Barking & Dagenham and Redbridge – each with 13,000 people per sqm and Bexley with 10,000 people per sqm). Whilst Havering's population is slightly smaller than Redbridge's (237,500 compared with 281,400)¹, it is spread over an area twice as large.

These differences do impact the way in which education and other services can be provided, with children and young people potentially having to travel further than their peers elsewhere in London to access suitable schooling within the borough.

Transport Links

Although there are good transport links within the borough (including London Underground, buses and trains), and independent travel is actively encouraged by the Council, there are many young people with special educational needs and/or disabilities who require supported travel in some form and will continue to do so on leaving school.

Increase in incidence and complexity of SEND

One of the key factors in the proposal for developing new provision is the change in the number of children with special educational needs and the types of need. The

¹ Population data estimated 2011

increase in incidence and complexity of SEND must be taken into account in planning appropriate provision.

Given Havering's growing general population (set to rise by 19.26% from 2010 to 2033, compared with London 17.81% and England 16.32%)², an increase in the number of children with SEND is inevitable. The number of children and young people (0-19) in Havering is expected to rise by almost 25% by 2021³ with current projections suggesting an overall increase of 7.5% across all categories of learning difficulties and disabilities by 2017⁴.

However, it is not just the number of children with SEND which is set to rise. The complexity of their needs is also changing due to an increase in the survival rates of preterm infants, especially those born very preterm (less than 32 weeks) and extremely preterm (less than 28 weeks). The increased use of IVF is also a factor, with IVF twins being 23% more likely to be born prematurely than naturally-conceived twins⁵.

A new and increasing cohort of learners with complex learning difficulties and disabilities has recently been identified nationally. These children in addition to having difficulties arising from premature birth or from parental substance/alcohol abuse and/or rare chromosomal disorders may also require invasive procedures such as assisted ventilation⁶. These changes pose challenges for all ranges of SEND provision.

Summary

Geographical accessibility, adequate provision in terms of meeting increasing demand and the changing nature of the complexity and type of need are factors to be considered in the medium- to long-term strategy for Post-16 provision.

Additional data relating in particular to preterm births can be found in Havering's "Post-16 Strategy for young people with special educational needs and/or disabilities".

CONSULTATION

- 4. If no data and information is available about the groups likely to be affected by the activity, how would you inform your EA? Will you be considering carrying out some consultation to inform your EA?**

² Office for National Statistics (2010) *Change in population 2010-2033, ONS population Projections*

³ London Borough Of Havering (January 2013) *Demographic, Diversity and Socio-economic Profile of Havering's Population*, p6

⁴ *ibid.*, p7 (informed by 2011/12 Joint Strategic Needs Assessment data)

⁵ Royal College of Obstetricians and Gynaecologists (release 6 June 2012)

⁶ Specialist Schools and Academies Trust (2011) *Complex Learning Difficulties and Disabilities Research Project, Report Overview*

4 (a) Staff

Staff that have been consulted as stakeholders in the strategy development process include:

- Group Director, Children Adults & Housing;
- Head of Learning and Achievement;
- Service Manager, Prevention & Intervention;
- Manager – Inclusion, Assessment & Support;
- Education Provision & Specialist Commissioning Manager;
- 14-19 Young People Learning Manager;
- Learning Support Service;
- Learning Disability Service Manager;
- Havering Clinical Commissioning Group.

4 (b) Community

Parents and carers; head teachers

A strategy group was set up in mid-2012 to discuss existing provision and identify any gaps in that provision. This group included representatives from Positive Parents as well as head teachers and officers from the Council and Health Service.

If Cabinet approves the proposals, a working group will be set up to discuss a potential brief for any new building, an appropriate curriculum and other services to fit around any new Post-16 provision which may be commissioned. Again, this group will include parent representatives.

Young people with SEND

It was important to gather the views of young people with SEND who were either in post-16 provision or supported employment, or who were in Key Stage 4 at the special schools. A consultation of 14 to 30 year olds was carried out in the form of a questionnaire (in pictorial and large print formats). This took place across special schools, colleges and supported employment programmes and aimed to find out what this group of young people would like and expect from post-16 provision and/or their experience of post-16 provision (for example, what they liked, what could have been better).

The responses from these questionnaires supported the view that post-16 provision should be available in the local area and should help to encourage independence by providing life skills such as cooking, shopping, travelling by bus as well as preparing young people for potential employment by offering work experience opportunities.

LIKELY IMPACT

5. **Based on the collected data and information, what will be the likely impact of the activity on individuals and groups with protected characteristics or other socio-economic disadvantage?**

5 (a) Staff

No direct impact has been identified on existing staff as a result of this proposal. As explained above, if the proposal is successful, additional staff will be required to ensure that the needs of children and young people with SEND are adequately met.

We do recognise, however, that some staff members living locally might be indirectly affected as parents/carers of children and young people with SEND. The impact on those staff members and their children has been considered under the Community sections of the EA.

5 (b) Community

This proposal is intended to improve the equality of outcomes, social inclusion and well-being of children and young people with SEND and their parents/carers.

It is anticipated that the impact on young people with SEND and their families will be wholly positive. By offering a variety of local post-16 provision, young people will be able to attend an appropriate provision nearer to their home. This will result in fewer young people having lengthy journeys out of borough. It will also mean that life skills learnt whilst at Post-16 provision can be put into practice more easily in the young person's local area, leading to greater independence and social inclusion.

6. What is the likely impact on arrangements for safeguarding children and/or safeguarding vulnerable adults?

6 (a) Vulnerable children

If the proposal to create additional SEND provision is approved, there is likely to be a need to recruit additional teaching and support staff to meet the needs of children and young people with SEND.

All necessary checks (e.g. DBS checks and disclosures) will be carried out prior to recruitment of any new staff members.

We will ensure that all staff members working with children and young people with SEND have completed relevant Safeguarding, Equality and Diversity and other relevant training.

6 (b) Vulnerable adults

If the proposal to create additional SEND provision is approved, there is likely to be a need to recruit additional teaching and support staff to meet the needs of young people with SEND.

All necessary checks (e.g. DBS checks and disclosures) will be carried out prior to recruitment of any new staff members.

We will ensure that all staff members working with young people with SEND have completed relevant Safeguarding, Equality and Diversity and other relevant training.

PREVENTING DISCRIMINATION

- 7. If any negative impact is identified, is there a way of eliminating or minimising it to reasonable level? If not, how can the negative impact be justified?**

7 (a) Staff

If the proposal to create additional SEND provision is approved, there is likely to be a need to find a suitable and accessible accommodation and recruit additional teaching and support staff to meet the needs of children and young people with SEND.

A working party will be created to take the work forward to ensuring sufficient high quality provision is available, and both parents and young people will be consulted during the development phase.

7 (b) Community

Please refer to section 7(a) above.

PROMOTING EQUALITY

- 8. How will the activity help the Council fulfil its legal duty to advance equality of opportunity in the way services are provided?**

8 (a) Staff

Please refer to section 5(a).

8 (b) Community

Please refer to sections 2(b) and 5(b).

A key objective of any new post-16 provision would be to provide equality of opportunity for this group of young people. They will have post-16 provision which will be appropriate to their needs. It will offer them the chance to develop life skills, independence and potential employment opportunities which other members of the community take for granted.

SPECIFIC NEEDS

- 9. What actions will you be taking in order to maximise positive impact and minimise negative impact from the activity?**

9 (a) Staff

Please refer to section 9(b) below.

9 (b) Community

Positive impact will be maximised by involving parents, head teachers and other professionals to ensure that any new provision is developed to provide the best possible opportunities and outcomes for this group.

MONITORING AND REVIEW

10. Once implemented, how often do you intend to monitor the actual impact of the activity?

10 (a) Staff

Please refer to section 10(b).

10 (b) Community

Positive impact of any new provision could be monitored in several ways. The key indicator of success will be through looking at positive long-term outcomes and the resulting change in need and reliance on Adult Social Care in the future.

SIGN OFF AND PUBLICATION

11. When completed, the Equality Analysis needs to be signed off by the Head of Service. Once signed off, it should be forwarded to the Directorate Equality Analysis Web administrator to publish it on the council's website.

HEAD OF SERVICE

Name: Mary Pattinson

Date: 17-10-13

Signature:

