

EQUALITY IMPACT ASSESSMENT AND ANALYSIS (EqIAA)

Schools and Special Education Needs & Disabilities - SEND Clusters Pilot

This document describes an **initial** assessment of equalities impacts in relation to the SEND Clusters pilot.

The council has a statutory duty to consider the impact of its actions in relation to the following protected characteristic groups:-

Age
Disability
Gender Reassignment
Marriage and Civil Partnership
Pregnancy and Maternity
Race
Religion or Belief
Sex
Sexual Orientation

SECTION 1 – INTRODUCTION

South Gloucestershire Council and the South Gloucestershire Schools' Forum (representing schools across the local authority) are piloting new ways of working with schools to meet the needs of pupils with special educational needs and disability (SEND). Within South Gloucestershire there are approximately 6,600 children and young people between the ages of 0-25 years with SEND.

The SEND Cluster pilot is focussed on access to support for pupils at **SEN Support and/or those at risk of exclusion** from school. It does not impact on the arrangements in place for the 1,920 children and young people who have an EHC plan. Nor does the pilot directly support children in early years settings as there is an early years inclusion funding stream already in place. The focus is on the primary and secondary schools in South Gloucestershire.

South Gloucestershire is made up of 92 primary schools (which includes 7 paired infant and junior schools), 12 secondary schools, 3 all through primary and secondary schools, 1 Studio School and 1 University Technical College (UTC), 5 special schools, 1 Alternative Provision, 7 resource bases and 2 units. There are therefore 114 mainstream and special schools in South Gloucestershire.

The SEND Cluster pilot is an exciting new project that is underway in selected schools in South Gloucestershire. This pilot has been running for two clusters of schools since January 2019 and this EqIAA is linked to the expansion of the pilot to a wider group of schools (described as phase 2 of the pilot). The pilot supports pupils with special educational needs and disabilities (SEND) and/or social emotional mental health needs, and those who may need support in their learning. It is one of the activities outlined in the South Gloucestershire SEND Strategy 2018- 2023 (see activity 4f), designed not only to help children at an earlier stage by giving them greater access to learning, but also to help schools address and resolve the increasing needs of children and young people with SEND. The Strategy sets out the vision, priorities and activities to be implemented from 2018 - 2023 for children and young people with special educational needs and disabilities from 0-25 years of age. A copy of the Strategy is available by [clicking here](#) and a copy of the EqIAA accompanying the Strategy is available by [clicking here](#).

In line with the SEND Strategy, South Gloucestershire is committed to empowering schools to provide earliest access to support and in doing so, enable pupils to make better progress earlier on. The aspiration of the pilot is that this approach will lead to opportunities for a child to meet their full potential, while reducing the need for more costly interventions later on in their school life.

The following three main strategic outcomes were identified for the SEND Cluster pilot before schools were invited to take part:

1. Better educational outcomes for children identified at SEN Support
2. Earlier identification of need at SEN Support so that there is a reduction in requests for Education Health Care needs assessments
3. Meeting the needs of pupils with behaviour that challenges in schools and reducing the number of permanent exclusions

Schools have consistently stated that they would benefit from offering small group programmes to meet the needs of children and young people with speech and language, autism or behavioural needs, but in the past they haven't been able to access this type of training or support. The SEND Cluster pilot provides a framework to offer a much broader local offer and early help opportunities to children with SEND. Schools have been able to access additional funds through the pilot, to put some of these much-needed programmes in place across the participating cluster schools. The pilot funding can be invested in school staff skills and capacity, as well as bringing in specialist services to support children in groups. This can include group speech and language therapy support and specialist teacher advice and support, both of which are universally requested by schools and parents.

In July 2018, South Gloucestershire Council invited schools to work within one of five clusters that are already in place to support health and adult social care, with responses required in September 2018. Two groupings of schools came forward saying they wanted to work in their cluster location to make a positive impact in the three strategic outcome areas. There are two clusters already in place in phase 1: Filton, Bradley Stoke, Patchway and Yate.

In the Filton, Bradley Stoke and Patchway cluster there are 20 schools involved and in the Yate cluster there are 24 schools engaged in the pilot. With support from the council, each cluster group has set up a School Cluster Board to govern their project. The Boards meet each term (every 6 weeks) to plan activities and review progress. A list of the participating schools in each cluster is available at <https://www.southglos.gov.uk/documents/SEND-cluster-pilot-schools-taking-part-June-2019.pdf>. Phase 2 will expand the SEND Cluster pilot to all primary and secondary schools across South Gloucestershire.

Schools are 'in the driving seat' to decide what training, support and services they feel is needed within their locality. Primary and secondary schools are working together to address children's needs at an earlier point and in doing so they are able to implement the graduated approach - 'Assess, Plan Do and Review' - and support the progress of children with SEND. Parents will also be able to access services and support (e.g. parenting programmes, speech and language therapy).

This EqIAA now goes on to investigate a range of data and information so that potential impacts on 'Protected Characteristic groups' can be identified and evidenced. Please note that a glossary of terms is shown in Appendix 2 of this EqIAA. Appendix 1 has a table outlining demographic ethnicity data for the local authority.

SECTION 2: RESEARCH

As already stated the SEND Cluster pilot has three key outcome areas and all activities are designed to impact on these areas. Below data is provided in these three outcome areas.

A: Better educational outcomes for pupils identified at SEN Support

Table 1 provides data on the attainment of pupils at the end of Key Stage 2 in reading, writing and maths by SEN provision and local authority. Pupils with SEN Support at KS2 perform below the national and South West average. Pupils with no identified SEN perform slightly lower than those in the South West/England.

Table 1: Attainment of pupils at the end of Key Stage 2 in reading, writing and maths by SEN provision and local authority

Region	Pupils with no identified SEN		SEN support	
	Number of eligible pupils	Percentage of pupils in reaching the expected standard	Number of eligible pupils	Percentage of pupils in reaching the expected standard
ENGLAND (state-funded schools)	505,556	74	89,319	24
South West	46,385	73	9,082	22
South Gloucestershire	2,613	72	401	20

(Source DfE attainment tables Sept 2018)

Tables 2, 3 and 4 show outcomes in Key Stages 1 and 2 as disaggregated according to Ethnicity, Gender and SEN. Table 2 shows that white pupils perform just as well as pupils in the South West but slightly lower than the national average. All other pupils (Mixed/Asian/Black/Chinese) in South Gloucestershire perform at the same level or better than those in the South West but (Black and Chinese) perform at a lower level in South Gloucestershire than the national average.

Table 2: Outcomes in Key Stages 1 and 2 according to Ethnicity

Region	Number of eligible pupils					Percentage of pupils reaching the expected standard				
	White	Mixed	Asian	Black	Chinese	White	Mixed	Asian	Black	Chinese
ENGLAND (state-funded schools)	457,266	35,328	66,989	36,941	2,509	64	66	69	64	82
South West	51,669	2,257	1,451	987	164	63	64	68	54	75
South Glos	2,746	162	111	51	12	63	66	79	59	75

(Source DfE attainment tables Sept 2018)

Table 3 shows attainment of pupils at the end of Key Stage 2 in reading, writing and mathematics by region, local authority and gender (2018 revised). Boys in South Gloucestershire perform just as well as those in England and girls perform at a lower level than those in England and the South West.

Table 3 - Attainment of pupils at the end of Key Stage 2 in reading, writing and mathematics by region, local authority and gender

Region	Number of eligible pupils			Percentage of pupils reaching the expected standard in reading, writing and maths		
	All	Boys	Girls	All	Boys	Girls
ENGLAND (state-funded schools) ⁵	615,003	314,322	300,681	65	61	69
South West	57,301	29,427	27,874	63	59	67
South Gloucestershire	3,120	1,591	1,529	63	61	66

(Source DfE attainment tables Sept 2018)

Table 4 shows that both the ‘disadvantaged’ and ‘all pupils’ groups in South Gloucestershire perform below the England and South West average.

Table 4 - Attainment of pupils at the end of Key Stage 2 in reading, writing and mathematics by region, local authority and disadvantaged pupils

Region	Disadvantaged pupils		All other pupils	
	Number of eligible pupils	Percentage of pupils in reaching the expected standard	Number of eligible pupils	Percentage of pupils in reaching the expected standard
ENGLAND (state-funded schools)	189,996	51	425,007	71
South West	14,556	46	42,745	69
South Gloucestershire	621	45	2,499	68

(Source DfE attainment tables Sept 2018)

Table 5 shows an improving trend in the performance of the following groups: all pupils, disadvantaged, SEN Support and pupils with EHCPs. A similar trend can be seen amongst our national and statistical neighbours. However, South Gloucestershire pupils still perform below the national average at KS2 in all categories apart from those with an EHC plan.

Table 5 – Trend data % of pupils achieving expected standard in reading, writing and maths (combined) for all pupils, disadvantaged pupils, SEN Support and pupils with EHC plans

Key Stage 2

Key Measures: percentage of pupils achieving expected standard in all of reading, writing and mathematics (combined) and average progress in each of reading, writing and mathematics.

The expected standard is a scaled score of 100 or more in reading and maths and a teacher assessment in writing of working at the expected standard.

Progress scores are presented as positive or negative numbers either side of zero. A score of zero means that pupils in a school (or group) made the same progress as those with similar prior attainment nationally; a positive score means that they made more progress than those with similar prior attainment; a negative score means they made less progress than pupils with similar starting points nationally.

Reading, Writing and Mathematics

	All Pupils				Disadvantaged				SEN Support				SEN EHCP			
	2016	2017	2018		2016	2017	2018		2016	2017	2018		2016	2017	2018	
South Glos	53	60	63		34	41	45		10	17	20		11	9	12	
National	53	61	64		39	47	51		16	20	24		7	8	9	
Stat Neig.	54	61	64		36	43	46		12	16	20		7	8	8	

(Source: Key Academic Measures LA National Results Sept 2018 based on DfE attainment tables 2018)

Secondary School – Key Stage 4

Table 6 provides GCSE and equivalent entries and achievements of pupils at the end of Key Stage 4 by SEN provision for local authority and region. The table shows that at KS4 all pupils, those with no identified SEN, and those on SEN Support perform below the English/South West average. In contrast those with EHC plans perform slightly better than the English/South West average.

Table 6: GCSE and equivalent entries and achievements of pupils at the end of Key Stage 4 by SEN provision for local authority and region.

	Number of eligible pupils				Average Progress 8 score (5)(6)			
	Pupils with no identified SEN	SEN Support	SEN with a statement or EHC plan	All pupils	Pupils with no identified SEN	SEN Support	SEN with EHC plan	All pupils
England ¹⁰	423,440	51,959	18,476	494,835	0.1	-0.4	-1.1	0.0
South West	40,273	5,221	1,732	47,294	0.0	-0.5	-1.2	-0.1
South Gloucestershire	2,068	275	85	2,428	-0.1	-0.5	-0.9	-0.2

(Source: DfE published progress 8 data) P8 score measures the average progress made by a child between KS2 and KS4; 0 being the norm. Key Measures: progress 8, attainment 8 and attainment in English and mathematics. Reformed GCSE start introduced from 2017 - comparison with previous years is not valid.

Table 7 shows the achievements of pupils at the end of Key Stage 4 by ethnicity for local authority and region. All ethnicity groups (apart from Asian pupils) perform at a lower level than the English/South West average at GCSE and equivalent entries.

Table 7: Achievements of pupils at the end of Key Stage 4 by ethnicity for local authority and region

	Number of eligible pupils ⁽³⁾						Average Progress 8 score (4)(5)					
	White	Mixed	Asian	Black	Chinese	All pupils ⁽⁶⁾	White	Mixed	Asian	Black	Chinese	All pupils ⁽⁶⁾
England ⁹	381,934	22,916	50,460	25,183	1,536	494,835	-0.1	0.0	0.5	0.1	1.0	0.0
South West	43,422	1,400	930	526	102	47,294	-0.1	0.0	0.7	0.1	1.0	-0.1
South Gloucestershire	2,203	96	68	32	4	2,428	-0.2	-0.3	0.6	0.0	-0.2	-0.2

Source DfE attainment tables Sept 2018

Table 8 shows the trends at KS4 and highlights that in South Gloucestershire all categories of pupils apart from those with EHC plans perform at a lower level than the national average. However, the performance of all pupils, disadvantaged, SEN Support and pupils with EHC has improved between 2017 and 2018.

Key Stage 4

Key Measures: progress 8, attainment 8, attainment in English and mathematics and, from 2018, English Baccalaureate average point score (EBacc APS). Reformed GCSE start being introduced from 2017 - comparison with previous years invalid.

Progress 8 aims to capture the progress pupils make from the end of key stage 2 to the end of key stage 4. It compares pupils' achievement – their Attainment 8 score – with the average Attainment 8 score of all pupils nationally who had a similar starting point (or 'prior attainment'), calculated using assessment results from the end of primary school. Progress 8 is a relative measure, therefore the national average Progress 8 score for mainstream schools is zero.

Table 8: Progress 8 capturing the progress pupils make from the end of KS2 to the end of KS4
Progress 8

	All Pupils				Disadvantaged				SEN Support				SEN EHCP			
	2016	2017	2018		2016	2017	2018		2016	2017	2018		2016	2017	2018	
South Glos	-0.23	-0.32	-0.18		-0.82	-0.90	-0.76		-0.62	-0.73	-0.54		-0.96	-1.10	-0.86	
National	0.03	-0.03	-0.02		-0.38	-0.40	-0.44		-0.38	-0.43	-0.43		-1.03	-1.04	-1.09	
Stat Neig.	-0.02	-0.08	0.00		-0.42	-0.59	-0.60		-0.41	-0.51	-0.40		-0.98	-0.98	-1.10	

(Source Key Academic Measures LA National Results Sept 2018 based on DfE attainment tables 2018)

B: Earlier identification of need at SEN Support so that there is a reduction in requests for Education Health Care needs assessments

At any one time, there are approximately 6,600 children and young people aged between 0-25 years with SEND in South Gloucestershire. 1,920 children have more complex needs and have an EHC plan in place. 4,750 children have been identified with SEND and have a SEN Support Plan via the graduated approach. The majority of this group attend primary and secondary schools and will be identified at SEN Support, some may also be at risk of permanent exclusion.

Table 9 shows the number per 1,000 of the 2 – 18 population within South Gloucestershire pupils identified at SEN Support by their schools. South Gloucestershire identifies less pupils at SEN Support than the national average level across primary schools (10.5% compared to national level of 12.4%) whereas across secondary schools the level is in line with national levels. One of the aims of the pilot is to increase this number identified at SEN Support at primary level so children's needs are identified earlier and support provided by the cluster of schools.

Table 9: Characteristics of South Gloucestershire's schools – gender, SEN, ethnicity

Primary (R-Yr6)	Total Number	%Male	%Female	%Non-SEN	%SEN	%SEN Support	% EHC	White	Mixed	Asian	Black	Chinese	Any other ethnic group
South Glos Autumn 2018	22928	51%	49%	87.7%	12.3%	10.4%	1.9%	N/A	N/A	N/A	N/A	N/A	N/A
South Glos Jan 2018	22893	51%	49%	88%	12.5%	10.5%	2%	87.7%	5.6%	3.5%	1.5%	0.5%	0.70%
National Jan 2018		51%	49%	86.2%	13.8%	12.4%	1.4%	73.9%	6.2%	11.1%	5.5%	0.5%	2%
Secondary	Total Number	%Male	%Female	%Non-SEN	%SEN	%SEN Support	% EHC	White	Mixed	Asian	Black	Chinese	Any other ethnic group
South Glos Autumn 2018	15959	51%	49%	87.6%	12.4%	10.3%	2.1%	N/A	N/A	N/A	N/A	N/A	N/A
South Glos Jan 2018	15792	51%	49%	87.1%	12.9%	10.7%	2.2%	88.3%	4.3%	3.3%	2.2%	0.3%	0.5%
National Jan 2018		50%	50%	87.7%	12.3%	10.6%	1.6%	74.2%	5.2%	11%	5.8%	0.4%	1.8%
Special	Total Number	%Male	%Female	%Non-SEN	%SEN	%SEN Support	% EHC	White	Mixed	Asian	Black	Chinese	Any other ethnic group
South Glos Autumn 2018	488	74%	26%	0%	100%	2.3%	97.7%	N/A	N/A	N/A	N/A	N/A	N/A
South Glos Jan 2018	456	73%	27%	0%	100%	2%	98%	88.8%	3.7%	3.3%	2.4%	0.40%	0.40%
National Jan 2018		72%	28%	0%	99.90%	2%	97.9%	74.2%	5.8%	9.8%	6.8%	0.3%	1.6%

(Source: School Census 2018 data)

Gender

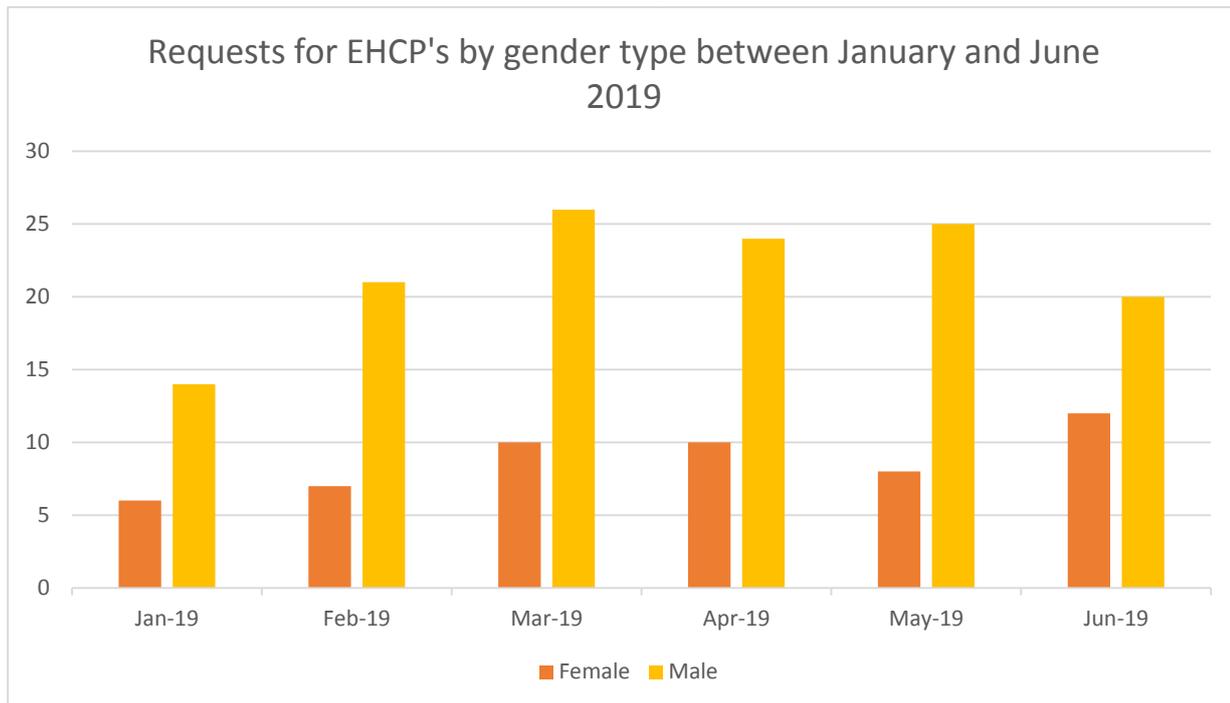
Table 9 shows that there is roughly an even split of Males/Females in primary and secondary schools in South Gloucestershire. Of the pupils with an EHC plan, 71% are boys. This figure is as expected since the incidence rate of SEND nationally is higher in boys than in girls. This is for a number of reasons:

- There are more genetic syndromes that affect boys than girls and boys are more likely to be referred for a medical diagnosis.
- Females are less likely to be identified with SEND as their behaviours are less likely to bring them to the attention of education and health professionals.

Whilst it is expected that the incidence rate of female pupils requesting an EHC needs assessment and being issued with an EHC Plan will increase slightly, it is anticipated that this differential will remain between males and females.

(Source: All Pupils with EHC Plans List – December 2017)

Table 9: Requests for EHC needs assessments by gender



(Source: Sept 2019 EHCP Dashboard South Gloucestershire)

The data highlights that in any month there is approximately two or three times more requests from the families of boys than girls for an EHC needs assessment.

Race

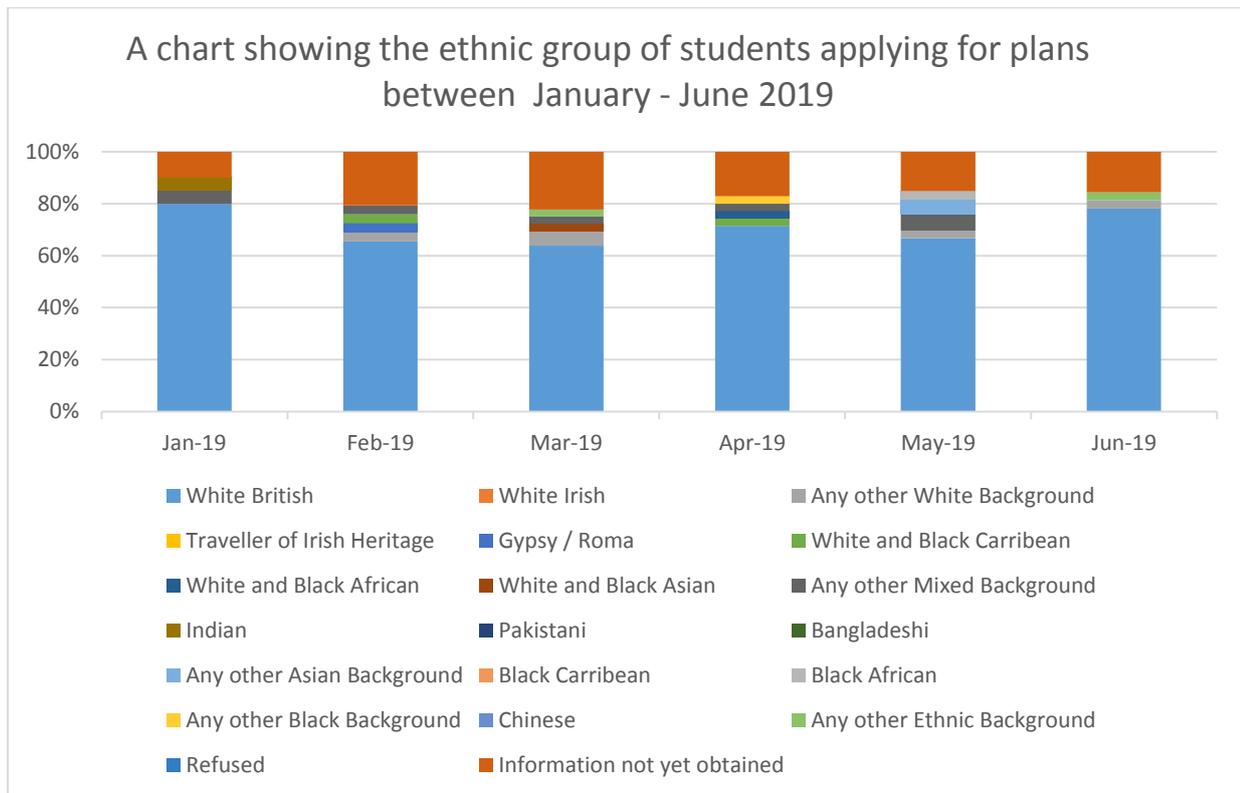
Table 10 shows the percentage of pupils with SEN Support plans as disaggregated by ethnicity group (the ethnicity of all pupils across South Gloucestershire is included in the final column in order to show a comparator). The ethnicity of pupils with SEN Support broadly mirrors the ethnicity profile of those learners without a special educational need or disability but with some differences: 'White British' pupils are slightly more likely to be identified at SEN Support than the all pupil population. In contrast, 'White Non British', 'Asian' and 'Black' are less likely to be identified at SEN Support than the % existing in the all pupil population. This trend is reversed for 'Black' pupils and EHC plans as they are more likely to receive an EHC plan.

Table 10: Percentage of pupils with SEN Support plans by ethnicity group

Ethnicity	CYP in receipt of SEN Support	All Pupils in South Glos.
White British	86.8%	83.90%
Mixed	4.4%	4.90%
White Non British	4.1%	4.70%
Asian	1.9%	3.30%
Black	1.4%	1.60%
Chinese	0.3%	0.30%
Any other	0.3%	0.50%
Unclassified	1.0%	0.70%

(Source: SEN2 data return 2017)

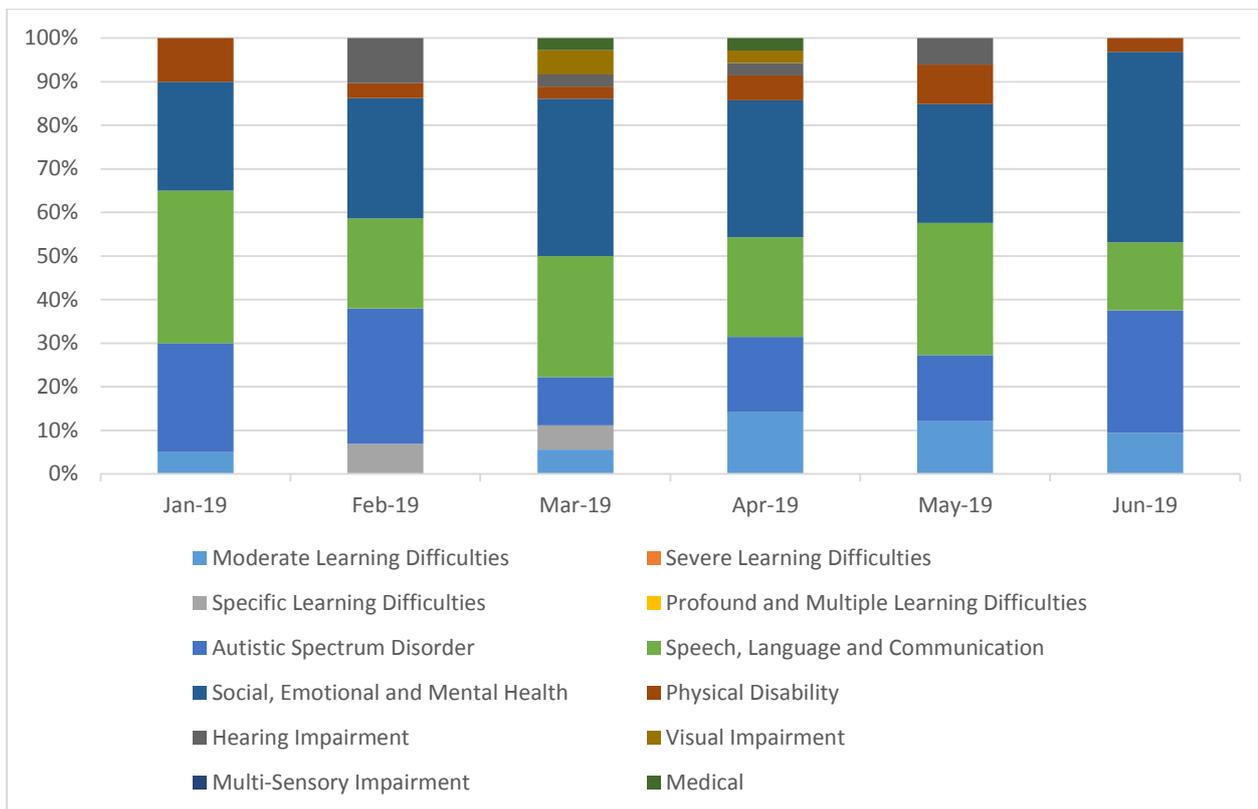
Table 11: number of EHC needs assessment requests by ethnicity grouping



(Source 0-25 Data dashboard June 2019)

Table 12 shows the type of need being requested for EHC needs assessment between January and June 2019. ASD, SLCN and SEMH continue to be the areas of demand. The SEN Cluster pilot targets support to pupils with these needs.

Table 12: Number of EHC needs assessment requests by SEN Category



(Source 0-25 Data dashboard June 2019)

Table13 below highlights patterns of SEN need in South Gloucestershire schools when compared to English/South West trends. The data shows that across primary and secondary schools South Gloucestershire has a similar number of pupils with SEMH compared with national levels (although a little lower than the SW average). For ASD, South Gloucestershire identify a higher level in secondary schools and a lower level in primary schools than the national averages.

State-funded PRIMARY SCHOOLS: Number and percentage of pupils with special educational needs by primary type of need

January 2019

	Specific Learning Difficulty	Moderate Learning Difficulty	Severe Learning Difficulty	Profound & Multiple Learning Difficulty	Social, Emotional and Mental Health	Speech, Language and Communications Needs	Hearing Impairment	Visual Impairment	Multi-Sensory Impairment	Physical Disability	Autistic Spectrum Disorder	Other Difficulty/Disability	SEN support but no specialist assessment of type of need	Total
ENGLAND	63,693 9.5%	139,998 20.3%	4,136 0.6%	1,742 0.3%	108,979 16.3%	205,111 20.0%	11,486 1.7%	6,218 0.3%	2,177 0.3%	18,907 2.8%	52,808 7.9%	25,965 3.9%	28,891 4.3%	670,111
South West	7,286 11.4%	11,712 18.3%	457 0.7%	207 0.3%	12,231 19.1%	18,909 29.5%	1,144 1.8%	578 0.9%	276 0.4%	1,909 3.0%	3,984 6.2%	2,723 4.2%	2,751 4.3%	64,167
South Glos	383 12.8%	488 16.3%	28 0.9%	5 0.2%	529 17.7%	770 25.8%	45 1.5%	31 1.0%	7 0.2%	84 2.8%	212 7.1%	142 4.8%	263 8.8%	2,987

Note: Heat-map indicates the higher values per primary type of need

State-funded SECONDARY SCHOOLS: Number and percentage of pupils with special educational needs by primary type of need

	Specific Learning Difficulty	Moderate Learning Difficulty	Severe Learning Difficulty	Profound & Multiple Learning Difficulty	Social, Emotional and Mental Health	Speech, Language and Communications Needs	Hearing Impairment	Visual Impairment	Multi-Sensory Impairment	Physical Disability	Autistic Spectrum Disorder	Other Difficulty/Disability	SEN support but no specialist assessment of type of need	Total
ENGLAND	85,393 20.6%	90,933 22.0%	1,928 0.5%	385 0.1%	81,223 19.6%	47,574 11.5%	9,465 2.3%	5,625 1.4%	825 0.2%	12,552 3.0%	42,555 10.3%	24,619 5.9%	10,710 2.6%	413,787
South West	10,381 24.7%	6,894 16.4%	205 0.5%	23 0.1%	8,846 21.0%	5,120 12.2%	915 2.2%	445 1.1%	103 0.2%	1,318 3.1%	4,254 10.1%	2,557 6.1%	1,049 2.5%	42,110
South Glos	447 22.3%	447 22.3%	6 0.3%	1 0.1%	355 18.2%	214 11.0%	54 2.8%	30 1.5%	1 0.1%	75 3.8%	225 11.5%	130 6.7%	93 4.8%	1,954

This data combines EHC plan and SEN Support data (Source - SEN2 Jan 2018)

C: Meeting the needs of pupils with behaviour that challenges in schools and reducing the number of exclusions.

Table 14: Table to show fixed exclusion rates across all schools in South Gloucestershire

Fixed Exclusion rates (All schools)	All	Male	Female	Non-SEN	SEN	SEN-Support	EHCP	White	Mixed	Asian	Black	Chinese
South Glos (2017/2018)	8%	12%	4%	5%	30%	30%	31%	8%	9%	1%	9%	1%
National (2016/2017)	5%	7%	3%	3%	15%	15%	16%	5%	6%	2%	6%	1%

(Source: School Census 2018 data Exclusion rates / number of fixed exclusions as a percentage of cohort)

Fixed term exclusion rates are higher in South Gloucestershire than the national average and exclusion rates for pupils with SEN/SEN Support are significantly higher than for any other group. Male students are more likely to be excluded than female and pupils from 'Mixed' and 'Black' backgrounds are more likely to be excluded than pupils from other ethnicities. Pupils at SEN Support make up 30% of fixed term exclusions compared to a national level of 15%.

In 2017/18 data 81% of permanent exclusions were boys. In the latest data for 2018/19 this has reduced to 75% as the number of girls has increased. 91% of permanent exclusions are in school years 8 – 11 (aged 12 to 16). Table 15 shows the range of permanent exclusions by ethnicity grouping. Caution needs to be advised as the numbers are small and can have a significant influence on the % levels. As expected White British is the highest group with the second largest group being Black Caribbean where there are 3% of exclusions (2 pupils) in 2018/19 and 2017/18 42% of permanent exclusions in 2018/19 are identified at SEN Support. The month with the highest level of permanent exclusions is November (24%).

Table 15 – Permanent exclusion by ethnicity category.

Ethnicity category	2017/18 no	2017/18 %	2018/19 no	2018/19 %
ABAN - Bangladeshi	0	0%	0	0%
AOTH - Any Oth Asian b'ground	0	0%	0	0%
APKN - Pakistani	0	0%	1	2%
BAFR - Black African	0	0%	0	0%
BCRB - Black Caribbean	2	3%	2	3%
BOTH - Any Oth Black b'ground	2	3%	1	2%
MOTH - Any Oth Mixed b'ground	1	2%	1	2%
MWBA - White and Black African	1	2%	0	0%
MWBC - White & Black Caribbean	4	6%	1	2%
NOBT - Info not yet obtained	1	2%	0	0%
OOTH - Any other Ethnic Group	1	2%	0	0%
REFU - Refused	1	2%	0	0%
WBRI - White British	47	73%	50	85%
WIRI - White Irish	0	0%	0	0%
WIRT - Traveller - Irish Herit	1	2%	1	2%
WOTH - Any Oth White b'ground	3	5%	1	2%
WROM - Gypsy/Roma	0	0%	1	2%

(Source: Capita school census report June 2019)

SECTION 3 – IDENTIFICATION AND ANALYSIS OF EQUALITIES ISSUES AND IMPACTS

The SEND Cluster pilot provides funding for schools to meet the needs of their pupils at SEN Support and/or those at risk of exclusion. The data in section 2 raises the following issues:

Better educational outcomes for pupils identified at SEN Support

At Key Stage 2

- Pupils with SEN Support in South Gloucestershire at KS2 perform below the National and South West average levels;
- Mixed/Asian/Black/Chinese pupils in South Gloucestershire perform at the same level or better than those in the South West but (Black and Chinese) perform at a lower level in South Gloucestershire than the English Average;
- There is an improving trend in the performance of all, disadvantaged, SEN Support and EHC plan pupils. A similar trend can be seen amongst our National and Statistical Neighbours. However, South Gloucestershire pupils still perform below the National Average at KS2 in all categories apart from those with an EHC plan.

At Key Stage 4

- At KS4 all pupils in South Gloucestershire, those with no identified SEN, and those on SEN Support perform below the English/South West Average;
- Apart from Asian pupils all other BME groups perform at a lower level than the English/South West average on GCSE and equivalent entries;
- Outcomes for pupils at SEN Support have improved between 2017 and 2018 but is still lower than English/South West averages.

Earlier identification of need at SEN Support so that there is a reduction in requests for Education Health Care needs assessments

- South Gloucestershire identifies less pupils at SEN Support than the national average level at primary level (10.5% compared to national level of 12.4%) whereas in secondary the level is in line with the national level;
- More boys are identified as having SEN at SEN Support;
- Approximately two to three times more requests are made for EHC needs assessments for boys than girls;
- The ethnicity of pupils with SEN Support broadly mirrors the ethnicity profile of those learners without a special educational need or disability but with some differences: 'White British' pupils are slightly more likely to be identified at SEN Support than the all pupil population. In contrast, 'White Non British', 'Asian' and 'Black' are less likely to be identified at SEN Support than the % existing in the all pupil population;
- Across primary and secondary schools South Gloucestershire has a similar number of pupils with SEMH than national levels (although a little lower than the SW average). For ASD, South Gloucestershire identify a higher level in secondary schools and a lower level in primary schools than the national average.

Meeting the needs of pupils with behaviour that challenges in schools and reducing the number of exclusions

- Fixed term exclusion rates are higher in South Gloucestershire than the national average. Pupils at SEN Support make up 30% of fixed term exclusions compared to a national level of 15%. 42% of permanent exclusions are pupils identified at SEN Support;
- For fixed and permanent exclusions, male pupils are more likely to be excluded than female;
- Pupils from 'Mixed' and 'Black' backgrounds are more likely to be excluded than pupils from other ethnicities. Caution needs to be advised as the numbers of permanent exclusions are small and can have a significant influence on the % levels. As expected White British is the highest group for permanent exclusions with the second largest group being Black Caribbean where there are 3% of exclusions (2 pupils) in 2018/19 and 2017/18;
- In 2017/18 data 81% of permanent exclusions were boys. In the latest data for 2018/19 this has reduced to 75% as the number of girls has increased. 91% are years 8 – 11 (aged 12 to 16);
- November is the highest excluding month across the academic year.

This data should be considered within the wider context of society. The Equality and Human Rights Commission Report – How fair is Britain published in 2018 highlights the inequalities in education across particular groups. The report highlights:

- 'Disabled people are not enjoying the progress experienced by other groups. Their right to an inclusive education is not being fulfilled – in fact, the proportion of disabled children at special rather than mainstream schools has increased in England and Wales – and they are more likely to be excluded from school. This disadvantage continues in later life.
- 'People from certain ethnic minorities, such as Indian and Chinese people, have continued to succeed in education and at work, and for others there have been marked improvements in these areas of life. However, Black African, Bangladeshi and Pakistani people are still the most likely to live in poverty and deprivation, and – given the damaging effects of poverty on education, work and health – families can become locked into disadvantage for generations'
- Gypsy, Roma and Travellers face multiple disadvantages across different areas of life. They achieve below-average results at school

SECTION 4 – EqIAA OUTCOMES

Outcome	Response	Reason(s) and Justification
Outcome 1: No major change required.	<input type="checkbox"/>	
Outcome 2: Adjustments to remove barriers or to better promote equality have been identified.	x <input type="checkbox"/>	See comments below.
Outcome 3: Continue despite having identified potential for adverse impact or missed opportunities to promote equality.	<input type="checkbox"/>	
Outcome 4: Stop and rethink.	<input type="checkbox"/>	

The success of the SEND Cluster Pilot will be evaluated on whether the support and interventions funded by the pilot deliver success in the three desired outcome areas of:

1. Better educational outcomes for children identified at SEN Support
2. Earlier identification of need at SEN Support so that there is a reduction in requests for Education Health Care needs assessments
3. Meeting the needs of pupils with behaviour that challenges in schools and reducing the number of permanent exclusions

The SEND Cluster pilot will provide additional support, interventions and training to all pupils and is designed to specifically meet the needs of those pupils with Protected Characteristics of disability (and SEN). In addition the impact on Protected Characteristics of age, race and gender can be monitored. The data in the above sections highlights the need for the pilot to focus on the following areas:

- Disability - Increasing the number of pupils identified at SEN Support across all schools but particularly in primary schools and that girls and some ethnicity groups are not under represented;
- Disability / Race - Raising of attainment for all pupils at SEN Support at KS2 and 4 and especially those currently underachieving in particular ethnicity groupings;
- Disability - Supporting the improving trend of outcomes at SEN Support for KS2 and 4;
- Disability - Increasing the identification of pupils with ASD in the primary phase at SEN Support;
- Disability/Age/Gender/Race - Reduce the high numbers of pupils that are fixed term excluded at SEN Support;
- Disability/Age/Gender/Race - Reduce the number of permanent exclusions and ensure that specific ethnicity groupings are not over represented in the numbers.

This pilot will help support primary and secondary schools across South Gloucestershire. Therefore, the Protected Characteristic of “Disability” is relevant to some but not all pupils

at SEN Support as some but not all will fall under the Equality Act 2010 definition of 'Disability'. In addition, the Protected Characteristic of "Age" is relevant as 100% of those impacted are children and young people. The impact would be positive as the pilot releases support and funding to these pupils.

It can also be noted that the highest proportions of pupils with SEND fall under the categories of "Autism Spectrum Disorder", "Speech, Language and Communication Needs" and "Moderate Learning Difficulty" which shows that these categories would be proportionately more impacted due to higher numbers in these categories of need. The impact would be positive as the pilot releases support and funding to these pupils.

In addition, the research data reveals that the following groups are proportionately more likely to be impacted:-

- Males (i.e. the Protected Characteristic of "Sex"). This is not to say that females are not impacted, it is to say that males are proportionately more impacted because the majority of pupils identified SEN Support are boys. The impact would be positive as the pilot releases support and funding to these pupils.
- White British (i.e. the Protected Characteristic of "Race"). This is not to say that other ethnicities are not impacted, it is to say that pupils from White British backgrounds are proportionately more impacted because a slightly higher proportion of children and young people from White British backgrounds are in receipt of SEN Support and EHC Plans when compared to the pupil population of South Gloucestershire (86.8% and 86.6% respectively compared to 83.90% in the total pupil population). The impact would be positive as the pilot releases support and funding to these pupils.
- "Black" (i.e. the Protected Characteristic of "Race"). This is not to say that other ethnicities are not impacted, it is to say that children and young people from 'Black' backgrounds are potentially proportionately more impacted because a slightly higher proportion of children and young people from 'Black' backgrounds are excluded from schools and a lower number than expected identified at SEN Support (Asian and Black pupils). The impact would be positive as the pilot releases support and funding to these pupils.

In summary, the impact would be positive for these identified groups as it concerns providing more support and intervention for these pupils.

SECTION 5: ACTIONS TO BE TAKEN AS A RESULT OF THIS EQIAA

The next steps are:

- Data will be collected during phase 1 and 2 to demonstrate the impact of the pilot work with particular attention to the points noted in section 3 and specifically the impact (if any) on pupils in terms of gender, race and disability
- This EqiAA will be updated during the pilot phases.
- Ensure that all Cluster Boards are aware of the EqiAA and report on progress on a regular basis.

SECTION 6 EVIDENCE INFORMING THIS EqIAA

Sources of information:

South Gloucestershire SEND Strategy

School Census Data 2018

SEN2 Data return 2017/2018

South Gloucestershire EHCP Dashboard and supporting information

DfE Data January 2018

How fair is Britain? EHRC, Dec 2018

DfE attainment tables Sept 2018

Key Academic Measures LA National Results Sept 2018 based on DfE attainment tables

**Appendix 1 - Percentage and Number of Pupils by Ethnic Group in South Glos. Schools – January 2018 data DfE.
Primary/Secondary and Special Schools – January 2018**

Primary Schools	White	White British	Irish	Traveller Of Irish Heritage	Gypsy/ Roma	Any Other White Background	Mixed	White And Black Caribbean	White And Black African	White And Asian	Any Other Mixed Background	Asian	Indian	Pakistani	Bangladeshi	Any Other Asian Background	Black	Caribbean	African	Any Other Black Background	Chinese	Any Other Ethnic Group	Classified (2)/(3)	Unclassified (5)	Minority Ethnic Pupils (6)	All pupils (4)
ENGLAND	3485200.00	3115863.00	12126.00	4658.00	17933.00	334620.00	291019.00	74025.00	40539.00	69250.00	107205.00	521999.00	145021.00	208826.00	80666.00	87486.00	261674.00	46377.00	178888.00	36409.00	22552.00	92380.00	4674824.00	41420.00	1558961.00	4716244.00
%	73.90	66.07	0.26	0.10	0.38	7.10	6.17	1.57	0.86	1.47	2.27	11.07	3.07	4.43	1.71	1.85	5.55	0.98	3.79	0.77	0.48	1.96	99.12	0.88	33.06	100.00
SOUTH WEST	377158.00	351893.00	764.00	298.00	961.00	23242.00	17504.00	4637.00	2610.00	4735.00	5522.00	10938.00	4769.00	1815.00	1263.00	3091.00	7327.00	990.00	5064.00	1273.00	1265.00	2733.00	416925.00	4192.00	65032.00	421117.00
%	89.56	83.56	0.18	0.07	0.23	5.52	4.16	1.10	0.62	1.12	1.31	2.60	1.13	0.43	0.30	0.73	1.74	0.24	1.20	0.30	0.30	0.65	99.00	1.00	15.44	100.00
South Glos	20084.00	18788.00	26.00	59.00	26.00	1185.00	1283.00	397.00	136.00	306.00	444.00	809.00	436.00	115.00	35.00	223.00	339.00	51.00	223.00	65.00	105.00	155.00	22775.00	118.00	3987.00	22893.00
%	87.73	82.07	0.11	0.26	0.11	5.18	5.60	1.73	0.59	1.34	1.94	3.53	1.90	0.50	0.15	0.97	1.48	0.22	0.97	0.28	0.46	0.68	99.48	0.52	17.42	100.00
Secondary Schools	White	White British	Irish	Traveller Of Irish Heritage	Gypsy/ Roma	Any Other White Background	Mixed	White And Black Caribbean	White And Black African	White And Asian	Any Other Mixed Background	Asian	Indian	Pakistani	Bangladeshi	Any Other Asian Background	Black	Caribbean	African	Any Other Black Background	Chinese	Any Other Ethnic Group	Classified (3)	Unclassified (4)	Minority Ethnic Pupils (5)	All pupils (6)
ENGLAND	2416841.00	2222444.00	10487.00	1134.00	8033.00	174743.00	170140.00	46173.00	21436.00	40322.00	62209.00	360022.00	98749.00	142011.00	59244.00	60018.00	189653.00	42053.00	124130.00	23470.00	12930.00	58650.00	3208236.00	50215.00	985792.00	3258451.00
%	74.17	68.21	0.32	0.03	0.25	5.36	5.22	1.42	0.66	1.24	1.91	11.05	3.03	4.36	1.82	1.84	5.82	1.29	3.81	0.72	0.40	1.80	98.46	1.54	30.25	100.00
SOUTH WEST	281326.00	267091.00	735.00	94.00	403.00	13003.00	11028.00	2995.00	1438.00	2998.00	3597.00	7230.00	2988.00	1220.00	962.00	2060.00	4292.00	805.00	2735.00	752.00	887.00	1793.00	306556.00	5538.00	39465.00	312094.00
%	90.14	85.58	0.24	0.03	0.13	4.17	3.53	0.96	0.46	0.96	1.15	2.32	0.96	0.39	0.31	0.66	1.38	0.26	0.88	0.24	0.28	0.57	98.23	1.77	12.65	100.00
South Gloucestershire	13943.00	13258.00	18.00	8.00	7.00	652.00	675.00	237.00	60.00	153.00	225.00	521.00	172.00	147.00	48.00	154.00	352.00	69.00	221.00	62.00	45.00	72.00	15608.00	184.00	2350.00	15792.00
%	88.29	83.95	0.11	0.05	0.04	4.13	4.27	1.50	0.38	0.97	1.42	3.30	1.09	0.93	0.30	0.98	2.23	0.44	1.40	0.39	0.28	0.46	98.83	1.17	14.88	100.00
Special Schools	White	White British	Irish	Traveller Of Irish Heritage	Gypsy/ Roma	Any Other White Background	Mixed	White And Black Caribbean	White And Black African	White And Asian	Any Other Mixed Background	Asian	Indian	Pakistani	Bangladeshi	Any Other Asian Background	Black	Caribbean	African	Any Other Black Background	Chinese	Any Other Ethnic Group	Classified (2)	Unclassified (3)	Minority Ethnic Pupils (4)	All pupils (5)
ENGLAND	87574.00	82290.00	318.00	139.00	422.00	4405.00	6800.00	2073.00	897.00	1233.00	2597.00	11618.00	2151.00	5486.00	1954.00	2027.00	8030.00	1727.00	5064.00	1239.00	390.00	1927.00	116339.00	1713.00	34049.00	118052.00
%	0.74	0.70	0.00	0.00	0.00	0.04	0.06	0.02	0.01	0.01	0.02	0.10	0.02	0.05	0.02	0.02	0.07	0.01	0.04	0.01	0.00	0.02	0.99	0.01	0.29	1.00
SOUTH WEST	8197.00	7881.00	23.00	4.00	21.00	268.00	398.00	127.00	56.00	79.00	136.00	246.00	78.00	48.00	54.00	66.00	222.00	46.00	124.00	52.00	22.00	56.00	9141.00	141.00	1260.00	9282.00
%	88.31	84.91	0.25	0.04	0.23	2.89	4.29	1.37	0.60	0.85	1.47	2.65	0.84	0.52	0.58	0.71	2.39	0.50	1.34	0.56	0.24	0.60	98.48	1.52	13.57	100.00
South Gloucestershire	405.00	396.00	1.00	3.00	1.00	4.00	17.00	10.00	0.00	4.00	3.00	15.00	6.00	3.00	2.00	4.00	11.00	3.00	5.00	3.00	2.00	2.00	452.00	4.00	56.00	456.00
%	88.82	86.84	0.22	0.66	0.22	0.88	3.73	2.19	0.00	0.88	0.66	3.29	1.32	0.66	0.44	0.88	2.41	0.66	1.10	0.66	0.44	0.44	99.12	0.88	12.28	100.00

January 2018
By local authority area and region in England

Appendix 2: Glossary

Special School - If your child has more severe or complex needs they may need to go here.

Mainstream School – This means general education classes are combined with special education classes. Schools that practice mainstreaming believe that students with special needs who cannot function in a general education classroom to a certain extent belong in the special education environment.

Resource Base - A resource base is a specialist provision within a mainstream school for a specific area of special need or disability.

Pupil Referral Unit - is an establishment maintained by a local authority which is specifically organized to provide education for children who are excluded, sick, or otherwise unable to attend a mainstream or special maintained school.

Maintained school - This means they are overseen, or 'maintained', by the Local Authority.

Academy - Academy schools are state-funded schools in England which are directly funded by the Department for Education and independent of local authority control.

Free school - Free schools are new independent state schools. Charities, groups of teachers, existing schools and parents can set up these new schools if they can prove that they are needed and wanted by a local community.

SEN Support – is the process schools and similar settings use to identify and meet the needs of children with special educational needs. A pupil who is identified at SEN Support will have an SEN plan to meet their needs.

Terms and abbreviations frequently used within SEND:

AP	Alternative Provision
ASD	Autistic Spectrum Disorder
AWPU	Average Weighted Pupil Unit
CYP	Child and Young Person
DfE	Department for Education
DSG	Dedicated Schools Grant
EHE	Electively Home educated
EHCP	Education Health and Care plan
FSM	Free school Meals
HI	Hearing Impairment
MLD	Moderate Learning Difficulty
MSI	Multiple Sensory Impairment
LAs	Local Authorities
OLA	Other Local Authority
OTH	Other Provision
PD	Physical Disability
PMLD	Profound and Multiple Learning Difficulty
PRU	Pupil Referral Unit
RB	Resource Base
SEMH	Social, Emotional and Mental Health
SEND	Special Educational Needs and Disabilities
SLD	Severe Learning Difficulty
SpLD	Specific Learning Difficulties
VI	Visual Impairment