

EQUALITY IMPACT ASSESSMENT AND ANALYSIS (EqIAA)

Schools and Special Education Needs & Disabilities (SEND) Budget 2019/20

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SECTION 1 – INTRODUCTION

South Gloucestershire Council is looking to set the schools budget for 2019-20. An important element of this is looking at ways of reducing the deficit and continued overspend in the Schools Special Needs and Disability (SEND) budget (called the High Needs Block).

South Gloucestershire is made up of 95 Primary Schools, 18 Secondary Schools and 8 Special Schools and Pupil Referral Units. There are approximately 39,769 pupils. 22,893 students are in Primary Schools; 15,792 in Secondary schools; and the remainder of pupils are in the other provisions.

Within South Gloucestershire there are approximately 6,600 children and young people between the ages of 0-25 years with SEND. There are currently around 1,750 children and young people who have significant and complex special educational needs and/or disabilities who are in receipt of an Education, Health and Care Plan (EHCP).

Pupils with SEND i.e. pupils with an EHCP or in receipt of SEND support, will always receive funding via the Local Authority regardless of whether they attend a Local Authority maintained school or an Academy.

It is forecast that if the council continues to spend against the schools SEND budget as currently, a deficit of £12 million will be accumulated by the end of 2018/19. Spending on children with SEND is increasing but the budget has remained fairly static. Currently the total SEND budget is around £31 million.

The council has in place a SEND Strategy and Vision. This 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 EqlAA accompanying the Strategy is available by [clicking here](#).

The following key points provide information to assist in understanding the terms and implications covered in this EqlAA. A glossary of terms is also provided in Appendix 1.

KEY POINT - How Schools are funded

Every Local Authority receives money in the form of an annual grant for education from Central Government; this grant is ring-fenced specifically for education (this means it can only be used for that specific purpose). This grant is called the Dedicated Schools Grant (DSG). The grant is allocated each year to the Council with the total amount broken up into four areas (known as Blocks) as follows:

- 1. The Schools Block** – covers mainly funding that is passed onto mainstream schools (i.e. all schools other than special schools) including academies. Schools have complete discretion on how they use this funding to run their school to support all pupils from reception age to year 11. Schools normally use a large element of this funding for their day to day running costs including staffing.
- 2. The High Needs Block** – covers spending to support pupils with high levels of needs in relation to SEND. A large proportion of this is used to support pupils with SEND in mainstream school provision as well as funding Special Schools and Resource Bases in mainstream schools.
- 3. The Early Years Block** – this mainly covers funding to nursery providers.
- 4. The Central Services Block** – this mainly covers statutory duties exercised by Local Authorities in relation to Schools e.g. school audits, school improvement etc.

KEY POINT - How pupils are funded

Every pupil in a school is entitled to 3 elements of funding according to their needs. There are three ways students with SEND are currently funded which are called “Elements”:-

- **Element 1** - This is the core budget and it is used to provide education and support for all pupils in the school including those pupils with SEND. This funding comes from the Schools Block.
- **Element 2** - In addition to Element 1, schools receive an amount of money to help make special provision for children with SEND. This is called the “notional SEND budget” and comes from the Schools Block.
- **Element 3 (this is also known as “Top-Up Funding”)** - There will always be pupils whose needs are so complex or exceptional that they cannot be met from the resources normally available to schools. This is called Element 3. Currently, Element 3 funding for pupils is allocated to a school after a statutory assessment has been carried out and an EHCP is agreed for the pupil. After this process has been complete the funding is passed onto the school.

KEY POINT – Consultation options covered

1. Option 1 – Transfer £3m from Schools Block to the High Needs Block. South Gloucestershire Council would require agreement from schools and the Schools Forum to approve this approach as well as needing to secure the Secretary of State’s approval to make this transfer.
2. Option 2 – Reduce Element 3 Funding passed to schools by £3m by implementing a new tool (called the Ready Reckoner) for assessing all Element 3 Funding levels.
3. Option 3 – A combination of transferring funds from the Schools Block and reducing Element 3 Funding allocated to schools (again using the Ready Reckoner). Option 3 is a combination of options 1 and 2, which proposes to transfer £1.5m from the Schools Block and reduce SEND Element 3 funding passed to schools by £1.5m. Under Option 3 the Ready Reckoner will be rolled out on a more gradual basis than under option 2 (phased in over 2 years). This option would also require approval from the Secretary of State for Education.

KEY POINT – Additional option

As a result of the analysis of impacts in respect of options 1, 2 and 3, consultation feedback received from all parties and communication received from central government, a further option has been developed and this EqlAA provides an analysis of this option.

KEY POINT – Longer term approach to SEND financial sustainability

The consultation papers and activities provided comprehensive details and information. In addition, an explanatory note was attached to the consultation paper providing information regarding longer term approaches to SEND financial sustainability and this set out 4 initiatives.

It is noted that each one of these 4 initiatives would be subject to its own individual and specific Equality Impact Assessment and Analysis (EqlAA) prior to any decisions regarding implementation.

This EqlAA now goes on to investigate a range of data and information so that potential impacts on ‘Protected Characteristic groups’ can be identified and evidenced. As consultation has been conducted specifically in relation to the SEND budget, much information is included in this EqlAA in respect of this. However, it is important to note that wider information concerning the whole budget for schools is covered and all of the information provided is to be used as a genuine component of decision-making processes.

Please note that a glossary of terms is shown in Appendix 1 of this EqlAA.

SECTION 2 –RESEARCH AND CONSULTATION

The following information is set out in order to build a picture of impacts in respect of ‘Protected Characteristic’ groups. This section of this EqlAA sets out a range of data and information, and Section 3 of this EqlAA sets out the implications to be aware of in respect of impacts for ‘Protected Characteristic’ groups.

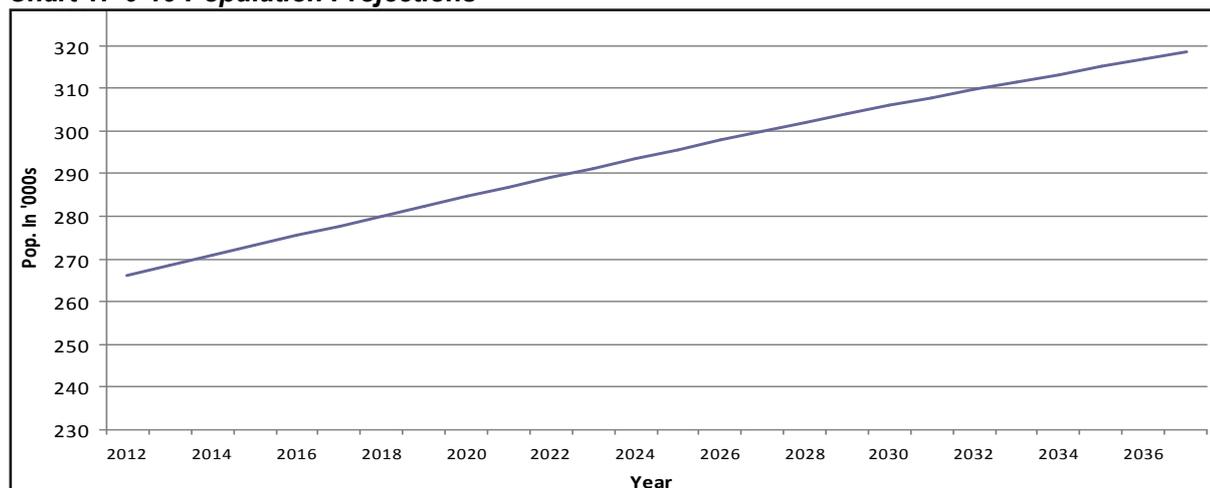
Detailed information is set out in respect of pupils with SEND as consultation has been conducted specifically in relation to the SEND budget. However, information regarding outcomes for all pupils along with clear reference and links to Protected Characteristics is set out in order to provide a comprehensive set of information to be used within decision making processes.

From the outset, it is noted that the ‘Protected Characteristics’ of “Age” and “Disability” are clearly highly relevant in relation to the schools budget and the proposals and options under consideration.

Resident Population

South Gloucestershire currently has a total resident population estimated at around 274,661 (Office for National Statistics 2015 population estimate). Growth in population is expected to continue with an estimated increase of 2,560 people per annum which represents a 13.7% increase over a 15 year period (see chart 1 below).

Chart 1: 0-19 Population Projections



Source:

Office for National Statistics (ONS) 2015 estimates.

South Gloucestershire has a 0-19 population of around 64,556 (source: ONS 2015 population estimates); this accounts for almost a quarter (23.5%) of the total population. The number of 0-19 year olds is projected to increase by 8,800 over the next 15 years (source: ONS 2015 projections) which is a 13.6% increase on the current population. This continues the trend of a relatively fast growing population in South Gloucestershire.

The scale of growth in South Gloucestershire brings major challenges with a significant pressure for more housing and development and pressure on South Gloucestershire’s infrastructure.

The Council’s [Core Strategy](#) sets out the Council’s approach to managing growth in the period up to 2027. Adopted in December 2013, the Core Strategy is the main planning document for guiding and managing new development and change. The Strategy makes provision for a total of 28,400 new homes. Around 10,000 have already been built with 18,900 new homes to be built over the next 10 years. The majority of growth is planned within the Bristol North and East Fringes on a series of strategic development sites at Cribbs Patchway, Harry Stoke and Emersons Green East. Additional strategic sites are being developed at North Yate and North Thornbury.

Numbers aged 0 – 25 with SEND

At any one time there are approximately 6,600 children and young people aged between 0-25 years with SEND in South Gloucestershire. 1,750 children have more complex needs and have an EHC Plan. 4,750 children have been identified with SEND have a SEN Support Plan via the graduated approach.

SEND Categories of Need

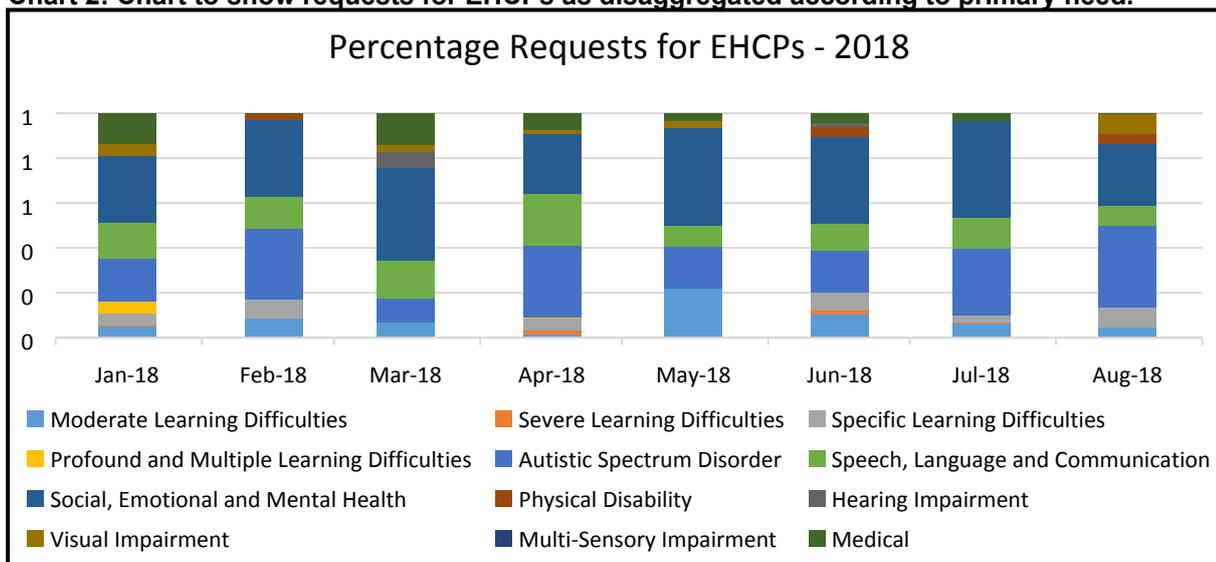
South Gloucestershire Council completed an analysis of SEND needs in May 2017 as part of the development of its SEND Strategy and Vision 2018 - 2023. The table below outlines the percentage of needs in relation to children and young people with EHC Plans. Types of special educational needs or disabilities can be divided by 12 categories which are identified by the Government.

Table 1: Table to show percentage of each SEND need type in relation to children and young people with EHC Plans.

Primary Need	Description	% total Primary Need with EHC plans 0-25 years
ASD	Autism Spectrum Disorder	26.6
SLCN	Speech, Language and Communication Needs	18.2
MLD	Moderate Learning Difficulty	15.3
SEMH	Social, Emotional, Mental Health	14.8
SLD	Severe Learning Difficulty	8.4
PD	Physical Difficulty	8.2
HI	Hearing Impairment	3.1
PMLD	Profound, Multiple, Learning Difficulty	1.7
VI	Visual Impairment	1.5
SpLD	Specific Learning Difficulty	1.3
OTH	Other	0.8
MSI	Multi-Sensory Impairment	0.2

Source: July 2017 Data Report to Schools Forum

Chart 2: Chart to show requests for EHCPs as disaggregated according to primary need.



Source: Sept 2018 EHCP Dashboard South Glos.

The graph shows that the majority of requests for EHCPs during 2018 have been for students with SEMH and ASD.

Gender

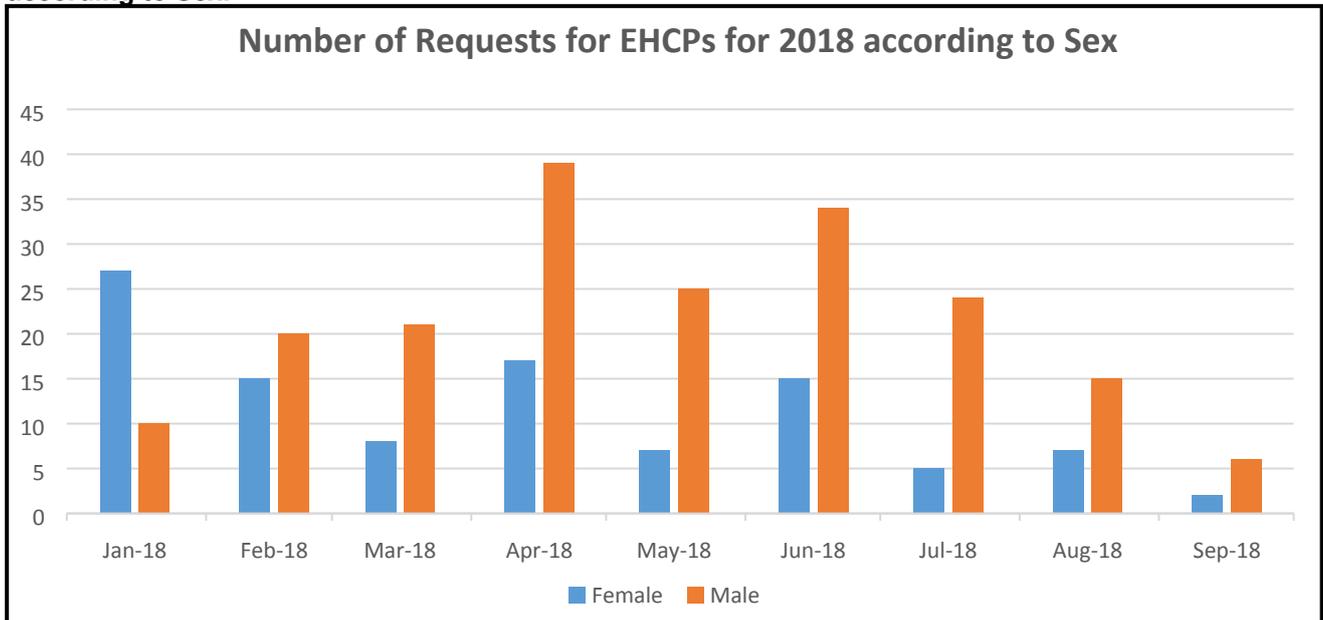
Of the children and young people with EHC Plans, 74% are boys. This figure is as expected since the incidence rate of SEND nationally is higher in boys than in girls. This is for a number of reasons:

- 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 children and young people 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*

Chart 3: Chart to show the number of requests received for EHCPs during 2018 as disaggregated according to Sex.



Source: *Sept 2018 EHCP Dashboard South Glos*

Race

The ethnicity of children and young people with SEN Support and with EHC Plans broadly mirrors the ethnicity profile of those learners without a special educational need or disability but with some differences for “White British” and “Black” students who are proportionately slightly more likely to have an EHC Plan.

Table 2: Table to show the percentage of children and young people with EHC Plans and SEND Support plans as disaggregated by ethnic group (the ethnicity of all pupils across South Gloucestershire is included in the final column in order to show a comparator).

Ethnicity	CYP with EHC Plans	CYP in receipt of SEND Support	All Pupils in South Glos.
White British	86.6%	86.8%	83.90%
Mixed	4.9%	4.4%	4.90%
White Non British	2.9%	4.1%	4.70%
Asian	2.1%	1.9%	3.30%
Black	1.9%	1.4%	1.60%
Chinese	0.2%	0.3%	0.30%
Any other	0.2%	0.3%	0.50%
Unclassified	1.2%	1.0%	0.70%

Source: SEND data return 2017

Table 3: Chart to show the percentage of students applying for an EHCP so far during 2018 as disaggregated according to ethnicity.

Ethnicity	Percentage of requests
White British	76%
White Irish	0%
Any other White Background	3%
Traveller of Irish Heritage	0%
Gypsy / Roma	0%
White and Black Caribbean	1%
White and Black African	2%
White and Black Asian	0%
Any other Mixed Background	3%
Indian	1%
Pakistani	0%
Bangladeshi	0%
Any other Asian Background	2%
Black Caribbean	0%
Black African	1%
Any other Black Background	0%
Chinese	0%
Any other Ethnic Background	1%
Refused	0%
Information not yet obtained	9%

Source: Sept 2018 EHCP Dashboard South Glos

Age

The following table shows the numbers of children and young people aged 0-25 who are in receipt of EHC Plans according to year group and category of need. Year 11 students have the biggest proportion followed by Year 9.

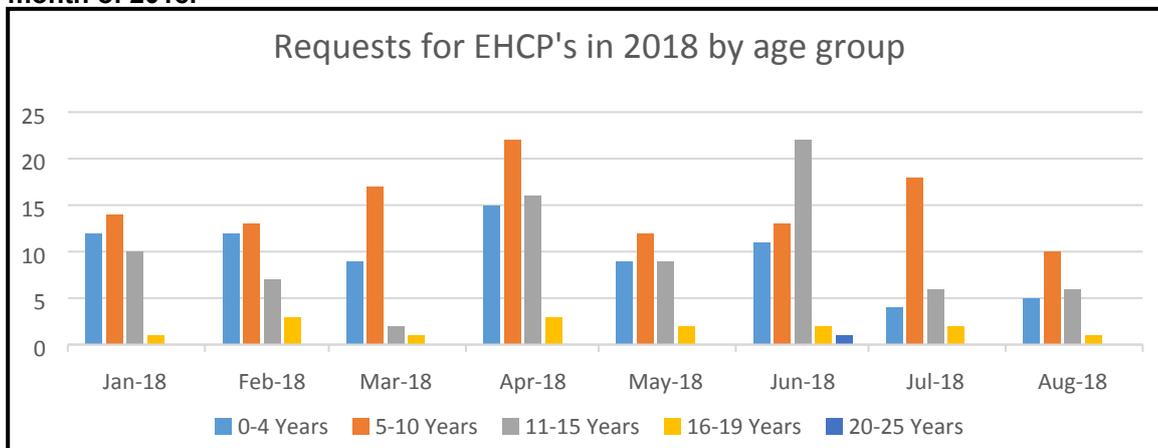
Table 4: Table to show the numbers of children and young people aged 0 – 25 with an EHC Plan according to year group and category of need.

Year Group	ASD	HI	MLD	MSI	OTH	PD	PMLD	SEMH	SLCN	SLD	SPLD	VI	Grand Total
-2	1			1		4	1		2	2			0.7%
-1	5		1		1	6			13	4		1	1.9%
0	28	3	7		1	2		6	30	3		2	5.0%
1	26	3	2		2	4	1	10	29	6	1	1	5.2%
2	20	4	5			8	2	13	26	11		2	5.5%
3	21	2	11	1	1	12	2	9	17	5	1	3	5.2%
4	24	5	17		3	5		11	25	12			6.2%
5	24	6	16			16	3	14	17	11	2		6.6%
6	27	3	26			8	2	19	13	9	1	1	6.6%
7	25	3	12		2	5	1	24	22	7	3	1	6.4%
8	25	2	18		1	10		18	26	9	3		6.8%
9	32	3	17	1		15	1	26	13	7	1	4	7.3%
10	23	1	19		1	11		21	13	6	1	2	6.0%
11	47	3	28		1	6	4	21	22	1	3	2	8.4%
12	34	3	24	1		3	3	20	11	7	2	3	6.8%
13	36	2	23			8	2	21	11	9	2		6.9%
14	22	3	16			3	2	5	4	10		1	4.0%
15	9	3	5			3	3	3	1	7	1		2.1%
16	5	1	1			4			1	6			1.1%
17	2		3			2				5			0.7%
18		1						2				1	0.2%
19									1	1			0.1%
20									1				<0.1%

Source: July 2017 data report to Schools Forum (May 2017 data)

NB. Year group “-2”, year group “-1” and year group “0” are early years students. Year groups 1 - 6 are Primary School students. Year groups 7 - 13 are Secondary School students.

Chart 4: Chart to show the age group of children and young people aged 0 – 25 requesting an EHCP per month of 2018.



Source: Sept 2018 EHCP Dashboard South Glos.

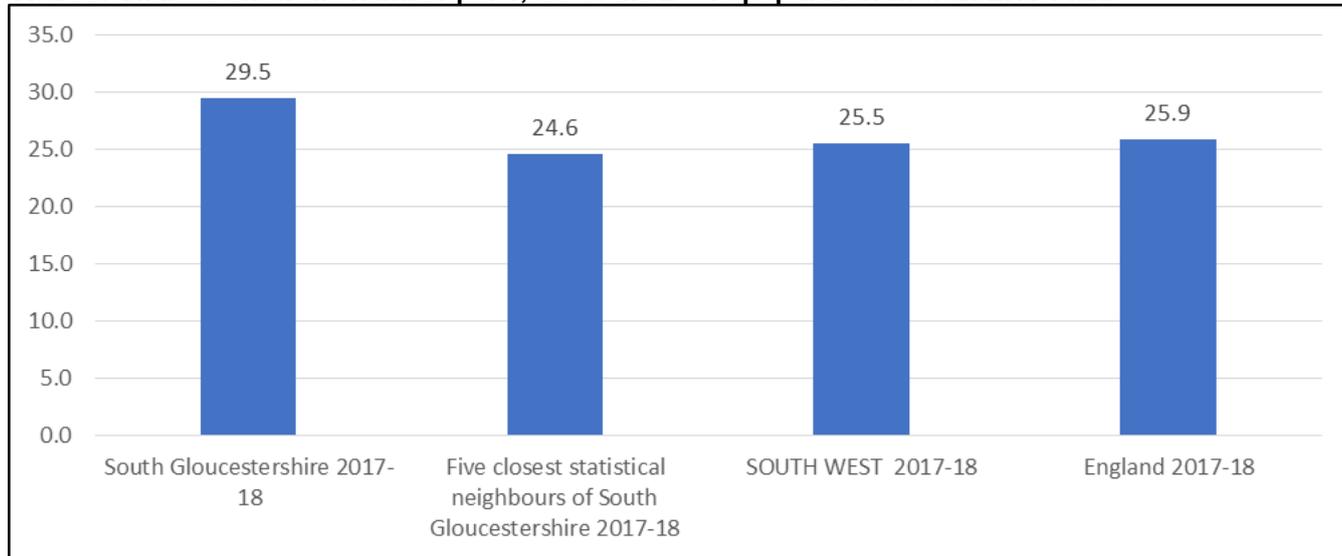
The chart shows that the highest proportion of requests for EHCPs are from children and young people aged 5 – 10 years.

Number per 1,000 of 2-18 population with SEN statement or EHC Plan

The following chart shows the number per 1,000 of the 2 – 18 population within South Gloucestershire with an EHC Plan and provides comparison against England, the South West and the five closest statistical neighbours of South Gloucestershire.

Differences in proportions reflect not only differences in the level of needs but also variations between local authorities in the way that SEN assessments are undertaken, EHC Plans produced and special provision made.

Chart 5: Chart to show the number per 1,000 of the 2 – 18 population with an EHC Plan.



Source: Department for Education Benchmarking Tool – Version 2 2017-18

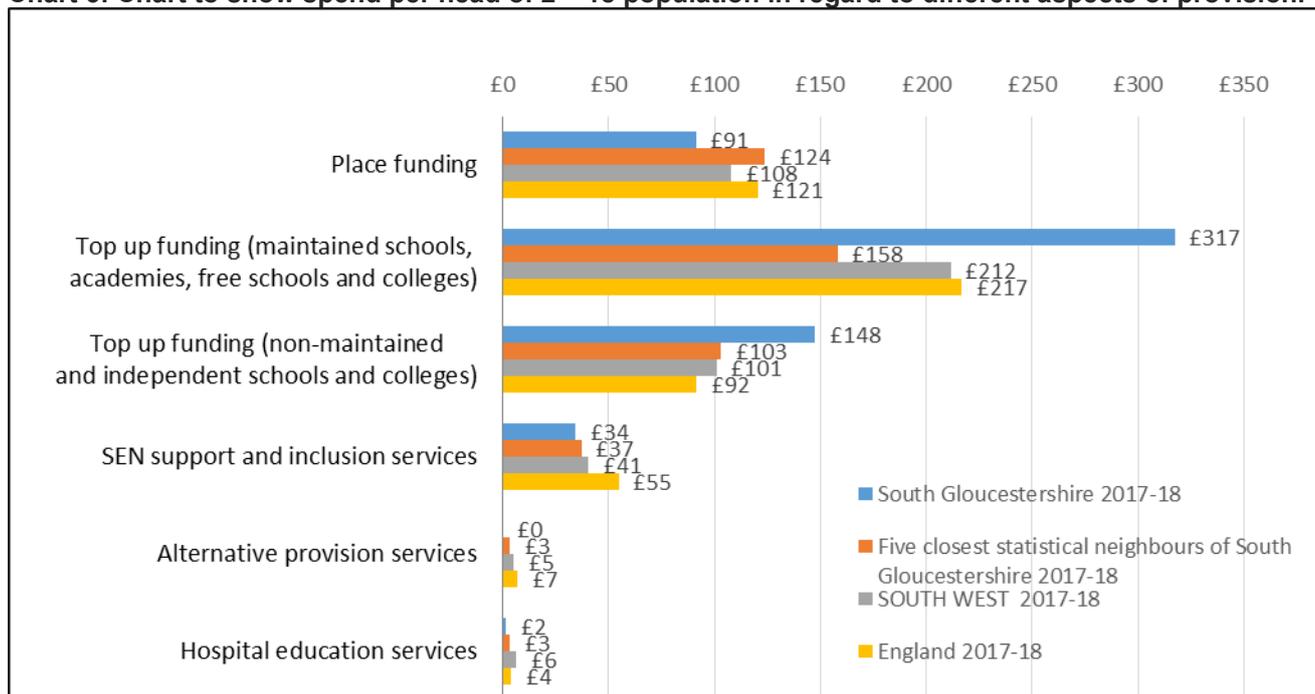
NB. 'Statistical Neighbours' are LAs which have a similar demographic make up to that of South Gloucestershire.

To illustrate the chart, in South Gloucestershire during 2017/18 for every 1,000 children and young people aged 2-18 there were 29.5 children who were in receipt of an EHCP.

The chart shows that South Gloucestershire issue more EHC Plans per head than other Local Authorities.

High needs spend per head of 2-18 population

Chart 6: Chart to show spend per head of 2 – 18 population in regard to different aspects of provision.



Source: Department for Education Benchmarking Tool – Version 2 2017-18

Table 5: Table to show spend per head of 2 – 18 population in regard to different aspects of provision

Provision	South Glos (£)	Five Statistical Neighbours (£)	South West (£)	England (£)
Place Funding	91	124	108	121
Top up Funding – maintained	317	158	212	217
Top up Funding – non maintained	148	103	101	92
SEN support	34	37	41	55
Alternative Provision	0	3	5	7
Hospital Education	2	3	6	4
Total	592	394	473	496

Source: Department for Education Benchmarking Tool – Version 2 2017-18

Chart 6 and table 5 show how South Gloucestershire is spending more on Top up funding per head of 2-18 population than other Local Authorities. However, for place funding (which includes Elements 1 and 2), the spend is less than other Local Authorities. This demonstrates that students are potentially attracting less funding before the SEND process begins.

Current Outcomes of all Pupils in South Gloucestershire and for Pupils with SEND

Table 6 below shows that there is roughly an even split of Males/Females in Primary and Secondary Schools in South Gloucestershire.

Special schools are predominately occupied by boys – 74%.

Table 6: Table to show the characteristics of pupil population in South Gloucestershire schools

Primary (R-Yr6)	Total Number	%Male	%Female	%Non-SEN	%SEN	%SEN Support	% EHCP	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	% EHCP	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	% EHCP	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

Early Years Foundation

The table below shows student performance in early years. South Gloucestershire is currently above the national average for all pupils including pupils with SEN support and EHC Plans.

Table 7: Table to show how well pupils perform at EYF Stage as disaggregated according to FSM, SEN Support and EHCP

	All Pupils			Eligible for FSM			SEN Support			SEN EHCP		
	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017
South Glos.	76	76	77	55	54	60	30	25	34	4	5	7
National	66	69	71	51	54	56	24	26	27	4	4	4
Stat Neig.	67	70	72	48	52	53	23	27	26	4	5	5

Source: Schools key measures 2018 v 1.7 DFE

Key Measure: percentage of pupils achieving a Good Level of Development

Children achieving a good level of development are those achieving at least the expected level within the following areas of learning: communication and language; physical development; personal, social and emotional development; literacy; and mathematics.

Primary School – Key Stage 2

The table below shows that pupils with SEN support at KS2 perform slightly below the national average but well above our Statistical Neighbours. Pupils with EHC Plans perform better than the national average and our Statistical Neighbours.

Table 8: Table to show how well pupils perform at KS2 as disaggregated according to Disadvantaged, SEN Support and EHCP

	All Pupils			Disadvantaged			SEN Support			SEN EHCP		
	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017
South Glos.		53	60		34	41		10	17		11	9
National		53	61		39	47		16	20		7	8
Stat Neig.		54	61		36	43		12	8		7	8

Source: Schools key measures 2018 v 1.7 DFE

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.

Table 9: Table to show outcomes in Early Years and Key Stages 1 and 2 as disaggregated according to Sex, SEN and Ethnicity

EYFS GLD 2017/2018	All	Male	Female	Non-SEN	SEN	SEN-Support	EHCP	White	Mixed	Asian	Black	Chinese
South Glos	77%	72%	83%	81%	26%	32%	11%	77%	78%	80%	84%	83%
National	72%	65%	78%	77%	24%	28%	5%	72%	73%	71%	70%	79%
KS1 Reading %EXS 2017/2018	All	Male	Female	Non-SEN	SEN	SEN-Support	EHCP	White	Mixed	Asian	Black	Chinese
South Glos	79	74	85	88	25	34	22	79	83	90	87	86
National	75	71	80	84	25	33	13	75	77	78	77	84
KS1 Writing %EXS 2017/2018	All	Male	Female	Non-SEN	SEN	SEN-Support	EHCP	White	Mixed	Asian	Black	Chinese
South Glos	74	66	82	82	20	24	17	73	80	89	79	86
National	70	63	77	79	20	25	9	69	72	74	72	83
KS1 Maths %EXS 2017/2018	All	Male	Female	Non-SEN	SEN	SEN-Support	EHCP	White	Mixed	Asian	Black	Chinese
South Glos	80	77	83	87	31	40	22	80	82	89	81	100
National	76	75	77	84	28	36	13	76	77	78	74	91
KS2 RWM 2017/2018 Provisional	All	Male	Female	Non-SEN	SEN	SEN-Support	EHCP	White	Mixed	Asian	Black	Chinese
South Glos	63	61	66	72	18	20	12	63	66	79	58	75
National	64	60	68									

Source: School Census 2018 data

Percentage reaching the expected norm.

The table shows that in South Gloucestershire, female students tend to outperform male students at Early Years and at Key Stages 1 and 2.

Outcomes for all groups in South Gloucestershire are strong when compared to national data; however, by Key Stage 2, outcomes for students from 'Black' backgrounds are below the national average.

Secondary School – Key Stage 4

The table below shows how pupils with both SEN support and EHCPs at KS4 perform slightly below other LAs and the national average. Pupils with SEN support and EHCPs have P8 scores slightly less than our Statistical Neighbours and other LA's.

Table 10: Table to show how well pupils perform at KS4 as disaggregated according to Disadvantaged, SEN Support and EHCP

	All Pupils			Disadvantaged			SEN Support			SEN EHCP		
	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017
South Glos.		-0.23	-0.32		-0.82	-0.90		-0.62	-0.73		-0.96	-1.10
National		0.03	-0.03		-0.38	-0.40		-0.38	-0.43		-1.03	-1.04
Stat Neig.		-0.02	-0.08		-0.42	-0.59		-0.41	-0.51		-0.98	-0.98

Source: Schools key measures 2018 v 1.7 DFE

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 11: Table to show how well pupils perform at KS4 as disaggregated according to Sex, SEN and Ethnicity

KS4 P8 2017/2018 Provisional	All	Male	Female	Non-SEN	SEN	SEN-Supp	EHCP	White	Mixed	Asian	Black	Chinese
South Glos	-0.18	-0.45	0.07	-0.1	-0.61	-0.54	-0.86	-0.2	-0.31	0.61	0.05	-0.18
National	-0.02	-0.26	0.21	The national data for KS4 by characteristics is due during January								

Source: School Census 2018 data

NB. This data is provisional

A school's Progress 8 score is calculated as the average of its pupils' Progress 8 scores. It gives an indication of whether, as a group, pupils in the school made above or below average progress compared to similar pupils in other schools. In this table the p8 scores of all schools have been averaged out to form a LA figure.

The greater the Progress 8 score, the greater the progress made by the pupil compared to the average of pupils with similar prior attainment.

South Gloucestershire students perform below the National Average.

Male students perform much worse than females with a negative P8 score of -0.45.

Pupils from 'Mixed' backgrounds perform well below the South Gloucestershire average.

Pupils with SEN perform well below the South Gloucestershire average.

Key Stage 5

The table below shows that pupils with EHCPs perform slightly better than other LAs. However, pupils with SEN support perform below other LAs.

Table 12: Table to show how well pupils perform at KS5 as disaggregated according to FSM, SEN Support and EHCP

	All Pupils			Eligible for FSM (aged 15)			SEN Support			SEN EHCP		
	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017
South Glos.	85.2	84.3	82.8	66.2	63.7	57.5	62.7	59.3	62.5	42.2	33.0	35.2
National	86.1	85.3	83.6	72.0	70.4	66.4	71.7	70.4	66.6	36.9	36.3	33.3
Stat Neig.	86.6	86.1	85.1	66.1	66.0	62.6	70.5	68.6	66.9	34.8	35.6	33.7

Source: Schools key measures 2018 v 1.7 DFE

Key Measures: % of students achieving level 2/3 passes at Level 2 and Level 3

There are numerous qualifications that may be used to make up a Level 2 or Level 3 qualification, they will all equate to:

5 full GCSE at grade A* to C - Level 2

2 A/A2 levels at grade A* to E - Level 3

(figures are updated annually in March for previous year)

Table 13: Table to show how well pupils perform at KS5

KS5 Level 3 attainment APS per entry	All	Male	Female	Non-SEN	SEN	SEN-Support	EHCP	White	Mixed	Asian	Black	Chinese
South Glos	29.46	28.7	30.14	Data not available until January 2019								
National	31.59	30.59	32.39	The national data for KS5 by characteristics is due during January								

Source: School Census 2018 data

KS5 Level 3 attainment APS per entry

APS – Average points Score

The above tables show that South Gloucestershire students at KS5 perform slightly lower than the National Average.

Other Data

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

Exclusion rates are higher in South Gloucestershire than the national average.

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.

Pupils from 'Mixed' and 'Black' backgrounds are more likely to be excluded than pupils from other ethnicities.

Bullying

The Online Pupil Survey (OPS) in South Gloucestershire took place in 2015 and 2017. The following is a summary of the findings of that survey in respect to bullying.

61% of pupils had not been bullied.

Table 15: Table to show the percentage of pupils reporting they had been bullied (OPS)

	Year 4	Year 5	Year 6	Year 8	Year 10	Year 12
% Pupils seriously bullied in the last year, quite often and most days	21.9%	19.9%	13.6%	10.6%	7.6%	3.3%
Pupils who think their school deals with bullying extremely well	73.3%	66.6%	64%	34.2%	21.2%	36.2%

Bullying decreased with age, but perception of school management in this area became worse.

Table 16: Table to show changes in pupils reporting being bullied between 2015 and 2017.

School stage	2015 - % children bullied	2017 - % children bullied
Primary	13%	18%
Secondary	11%	9%
Year 12	4%	3%

Changes between 2015 and 2017 - bullying for primary school children increased, and for secondary and year 12 it decreased.

Table 17: Table to show types of bullying reported.

School stage	Physical	Verbal	Cyber	Isolated / excluded
Primary	16%	26%	5%	15%
Secondary	8%	22%	9%	9%

Physical and isolated/excluded bullying were more prevalent for primary school children. Cyber bullying was more prevalent for secondary young people.

Table 18: Table to show the prevalence of cyber bullying.

Gender	Year 4	Year 5	Year 6	Year 8	Year 10
Girls	4%	4%	6%	15%	12%
Boys	5%	4%	3%	4%	4%

Cyber bullying was more prevalent for girls.

The reasons for bullying – the following lists the reasons for bullying in order of most frequent to least frequent:

- People think you are LGB
- Your disability
- Your skin colour
- Your accent
- People think you are trans
- Your religion
- Your home language
- You are a traveller

It is clearly noted that all reasons cited by students relate to a Protected Characteristic set out in the Equality Act 2010.

Future Pressures and Demand on the SEND Budget

Gender

This table shows the requests for EHC Plans between Jan 18 and Aug 18; there are roughly twice as many assessments for males as females.

Table 19: Table to show the number of requests for EHC needs assessments, Jan 18 to Aug 18.

Gender	Jan-18	Feb-18	Mar-18	Apr-18	May-18	Jun-18	Jul-18	Aug-18	Total
Female	27	15	8	17	7	15	5	7	101
Male	10	20	21	39	25	34	24	15	188
	37	35	29	56	32	49	29	22	289

Source: 0-25 Education Data Dashboard 2018

Age

This table shows the requests for EHC Plans between Jan 18 and Aug 18; the highest numbers of requests are for students between 5-10 years.

Table 20: Table to show the number of requests for EHC Plans, Jan 18 to Aug 18.

Age Group	Jan-18	Feb-18	Mar-18	Apr-18	May-18	Jun-18	Jul-18	Aug-18	Total
0-4 Years	12	12	9	15	9	11	4	6	78
5-10 Years	14	13	17	22	12	13	18	9	118
11-15 Years	10	7	2	16	9	22	6	6	78
16-19 Years	1	3	1	3	2	2	2	1	15
20-25 Years	0	0	0	0	0	1	0		1
	37	35	29	56	32	49	30	22	290

Source: 0-25 Education Data Dashboard 2018

SEND Pupil Projections (using current incidence rates)

The table below shows the current projections for future ECHPs. The data shows a projected 25% increase in need over the next 10 years.

Table 21: Table to show projections for future ECHPs as disaggregated according to year groups.

		2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
-2	Pre-School Age	11	11	11	11	11	12	12	12	12	12	12
-1	Pre-School Age	31	31	32	32	32	33	33	33	34	34	34
0	Reception	82	80	80	80	79	81	82	83	84	84	85
1	Year 1	85	87	85	85	85	83	86	87	88	89	89
2	Year 2	91	93	95	94	93	93	92	95	96	97	98
3	Year 3	85	87	89	91	90	89	89	88	91	92	93
4	Year 4	102	102	105	107	110	108	108	108	106	109	111
5	Year 5	109	116	117	120	123	126	124	123	123	121	124
6	Year 6	109	113	121	121	124	128	131	128	128	128	125
7	Year 7	105	106	109	117	117	120	124	127	124	124	124
8	Year 8	112	117	117	121	130	130	134	137	141	138	137
9	Year 9	120	119	124	125	129	138	138	142	146	149	147
10	Year 10	98	103	102	106	107	111	118	119	122	125	128
11	Year 11	138	136	143	142	148	148	154	164	165	169	174
12	Post 16	111	105	103	108	107	112	112	116	124	125	128
13	Post 16	114	108	101	100	105	104	108	109	113	120	121
14	Post 19	66	89	84	79	78	82	81	85	85	88	94
15	Post 19	35	63	84	80	75	74	78	77	80	81	84
16	Post 19	18	33	60	80	76	71	70	74	73	76	77
17	Post 19	12	14	26	46	63	59	56	55	58	57	60
18	Post 19	4	9	11	20	36	49	46	43	43	45	45
19	Post 19	2	3	7	9	16	28	38	36	34	33	35
20	Post 19	1	2	2	6	7	12	22	30	28	26	26
	Total	1641	1726	1808	1879	1939	1993	2036	2070	2096	2123	2149

Source: 0-25 Education Data Dashboard 2018

Growth by Primary Need by 2026

The table below shows that the biggest area of growth in need is projected to be within Mainstream Schools, FE Colleges and Special Schools. Growth is particularly in ASD, SLCN and SEMH.

Table 22: Table to show projections for future ECHPs as disaggregated according to year groups.

	ASD	HI	MLD	MSI	PD	PMLD	SEMH	SLCN	SLD	SPLD	VI	Other	Total
AP	9	0	1	0	1	0	10	0	0	0	0	0	22
EHE	10	0	8	0	1	0	4	3	3	0	0	0	29
FE college	73	13	64	0	10	0	42	35	12	4	1	0	255
Independent school	5	0	4	0	4	0	10	1	1	4	1	0	31
Independent special school	50	8	1	0	7	8	7	5	8	4	1	1	100
Independent specialist college	20	0	10	0	7	0	3	5	14	1	0	0	60
Mainstream	182	22	122	0	72	0	134	219	10	10	14	13	799
OLA Mainstream	9	1	8	0	5	0	9	7	1	0	1	0	42
OLA Special school	7	7	1	0	9	5	13	0	3	0	0	0	45
OTH	5	0	4	1	1	0	9	0	1	0	1	1	25
Pre-school	7	0	1	0	9	0	0	17	4	0	0	0	38
PRU	0	0	1	0	0	0	0	0	0	0	0	0	1
RB	73	16	3	0	16	0	5	41	0	0	7	0	160
SG Special	120	0	100	4	34	22	68	58	123	5	4	0	538
SU	0	0	0	0	0	0	4	0	0	0	0	0	4
Total	571	67	329	5	177	35	318	390	181	29	31	16	2,149

Source: 0-25 Education Data Dashboard 2018

Key:

<u>Rows</u>
OLA = Other Local Authority
OTH = Other Provision
SU = Special Unit
EHE = Electively Home educated
AP = Alternative Provision
<u>Columns</u>
ASD = Autistic Spectrum Disorder
HI = Hearing Impairment
MLD = Moderate Learning Difficulty
MSI = Multiple Sensory Impairment
PD = Physical Disability
PMLD = Profound and Multiple Learning Difficulty
SEMH = Social, Emotional and Mental Health
SLCN = Speech Language and Communication Needs
SLD = Severe Learning Difficulty
SpLD = Specific Learning Difficulties
VI = Visual Impairment

SEND Projected Growth by Phase

These tables clearly show the increasing pressure on Post 19 Services with school leavers accounting for a 200% increase in provision by 2026.

Table 23: Table to show growth according to phase

	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	No. Increase	%
Pre-school	42	42	43	43	43	45	45	45	46	46	46		
Growth		0	1	0	0	2	0	0	1	0	0	4	10

	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	No. Increase	%
Primary	663	678	691	697	703	709	712	712	715	719	725		
Growth		15	12	6	6	6	3	0	3	5	6	62	9

	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	No. Increase	%
Secondary	573	580	595	611	630	647	667	689	697	705	709		
Growth		7	15	15	20	17	20	21	9	8	4	136	24

	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	No. Increase	%
P16	225	212	204	208	212	216	221	225	237	245	249		
Growth		-13	-8	4	4	4	5	5	12	8	4	24	11

	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	No. Increase	%
P19	138	213	275	320	350	376	391	399	401	407	419		
Growth		75	62	45	30	26	15	8	1	6	13	281	204

	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	No. Increase	%
Total	1641	1726	1808	1879	1939	1993	2036	2070	2096	2123	2149		
Growth		85	83	71	60	54	43	34	26	27	26	508	31

Source: 0-25 Education Data Dashboard 2018

Consultation Feedback

Consultation was conducted between 1st October and 25th November 2018.

The Consultation Output Report contains full details of the feedback received. In addition the following information sets out feedback received which specifically relates to equality issues.

There were 733 responses to the consultation questionnaire.

Of those responses around 70% of them were from Parents/Carers of children without SEND. Around two thirds of the responses were from parents of children in Primary schools. The majority of these were between the ages of 26-35.

Overall, the consultation feedback shows the following results:

408 of 733 respondents answered the question requesting them to state their preferred option with the following results:

Table 24: Table to show the preferred options stated by consultation respondents.

	First choice
<i>Base size</i>	408
Option 1: Transfer £3m from Schools Block to the High Needs Block	34%
Option 2: Reduce Top-up / Element 3 funding given to schools by £3m	23%
Option 3: A combination of transferring £1.5m from the Schools Block and reducing Element 3 funding by £1.5m	44%

Of all the 733 respondents, 42% expressed no preference for any of the three options

The following tables provide the consultation responses as disaggregated according to 'group'.

Table 25: Table to show consultation responses as disaggregated according to parents/carers, residents, professionals and organisations.

Respondents	Total	Parent/Carer of a child aged 0 - 25 with special educational needs	Parent/Carer of a child aged 0 - 18 without any special educational needs	Local resident with no children living in household	Professional working in a school or education setting	Professional working in a practitioner role/ support role/ voluntary community sector	Answering on behalf of an organisation	Other
Base:	703	195	513	9	79	7	3	9
Option 1: Transfer £3m from Schools Block to the High Needs Block								
First choice	19%	42%	9%	33%	20%	-	33%	33%
Second choice	11%	13%	10%	11%	9%	-	-	44%
Third choice	30%	12%	35%	44%	33%	86%	33%	22%
Option 2: Reduce Top-up / Element 3 funding given to schools by £3m								
First choice	13%	5%	15%	22%	11%	29%	67%	11%
Second choice	16%	13%	16%	11%	23%	43%	-	11%
Third choice	29%	45%	23%	44%	24%	14%	-	67%
Option 3: A combination of transferring £1.5m from the Schools Block and reducing Element 3 funding by £1.5m								
First choice	25%	21%	26%	33%	28%	43%	-	44%
Second choice	24%	33%	19%	56%	15%	29%	33%	22%
Third choice	11%	11%	11%	-	19%	14%	-	11%

Table 26: Table to show consultation responses as disaggregated according to Age.

Respondents									
	Total	Under 16	16-25	26-35	36-45	46-55	56-65	66-75	Over 75
Base	703	4	4	91	380	183	8	8	1
Option 1: Transfer £3m from Schools Block to the High Needs Block									
First choice	19%	-	75%	18%	21%	18%	13%	63%	-
Second choice	11%	25%	-	9%	9%	13%	38%	-	-
Third choice	30%	-	25%	26%	29%	33%	38%	25%	100%
Option 2: Reduce Top-up / Element 3 funding given to schools by £3m									
First choice	13%	-	-	7%	11%	16%	25%	25%	-
Second choice	16%	-	25%	16%	16%	17%	25%	-	100%
Third choice	29%	25%	75%	27%	30%	26%	25%	50%	-
Option 3: A combination of transferring £1.5m from the Schools Block and reducing Element 3 funding by £1.5m									
First choice	25%	25%	-	25%	22%	31%	50%	-	100%
Second choice	24%	-	50%	15%	24%	25%	13%	75%	-
Third choice	11%	-	50%	14%	14%	4%	-	-	-

Table 27: Table to show consultation responses as disaggregated according to Sex, Disability and Ethnicity.

Respondents	Total	Sex		Disability		Ethnicity		
		Female	Male	Disabled	Not disabled	BAME	White Other	White British
Base	703	539	134	32	622	17	17	598
Option 1: Transfer £3m from Schools Block to the High Needs Block								
First choice	19%	20%	19%	25%	19%	18%	24%	20%
Second choice	11%	12%	7%	13%	11%	18%	24%	10%
Third choice	30%	27%	38%	28%	30%	12%	29%	29%
Option 2: Reduce Top-up / Element 3 funding given to schools by £3m								
First choice	13%	9%	22%	13%	12%	6%	12%	11%
Second choice	16%	16%	15%	22%	16%	6%	24%	16%
Third choice	29%	31%	23%	28%	29%	29%	35%	30%
Option 3: A combination of transferring £1.5m from the Schools Block and reducing Element 3 funding by £1.5m								
First choice	25%	26%	20%	25%	26%	24%	35%	25%
Second choice	24%	21%	34%	25%	23%	18%	18%	23%
Third choice	11%	12%	9%	13%	11%	-	18%	12%

Overview of Consultation Questionnaire Feedback

The data in tables 25 – 27 show the following:

Option 1

- Parents/Carers of children with SEND preferred this option, whereas parents/Carers of children without SEND did not.
- Disabled people were more likely than average to prefer option 1.
- People from 'White Other' backgrounds were more likely than average to prefer option 1.
- People aged 16-25, 36-45 and 66-75 were more likely than average to prefer option 1.

Option 2

- This was the least favourite choice by parents and carers of children with SEND.
- This was the least favourite choice of professionals working in a school or education setting.
- People aged 46 – 75 were more likely than average to select this as their first option.
- Males were more likely than average to select this as their first choice.
- This was the least favoured option of people from BAME and White British backgrounds.

Option 3

- There was a nearly even split by those to put option 3 as their most preferred choice and those who wanted it as a 2nd option.
- Local residents and Professionals were more likely than average to prefer Option 3.
- People aged 46-65 were more likely than average to prefer option 3.
- People aged 36-45 were less likely than average to prefer Option 3, as were males.
- Option 3 was preferred by Parents/Carers of a child aged 0 - 18 without any special educational needs.
- People from 'White Other' backgrounds were more likely than average to prefer Option 3.

In addition to the data, comments were received as part of the consultation. Below is a summary of comments received split into themes.

Table 28: Table to show consultation comments received analysed by theme.

Comments	Number of Mentions
Disagree with all / No option are preferable / no reductions	323
Raise money to increase funding e.g. Lobby govt. /secretary of state	245
SG schools fund already insufficient	211
Find a different solution	42
schools already underperforming / badly resourced or maintained	41
minimise impact on kids with no needs / protect majority of kids	37
unfair / wrong / damaging outcome	36
Already too hard to get SEND support / needs not currently being met / current support insufficient	35
will impact badly on mainstream kids	30
SEND requires more/ most help & resources	27
Fair / fairer	26
all children need extra funding / treat all children equally	26
cuts to schools would leave inadequate standards	25
not sustainable	24
Don't take from schools block	24
negative impact on SEND children described	21
Find more efficient ways / why does our support cost so much at present?	19
give to / protect most vulnerable / greatest need	17
least bad option	17
Spread the impact over wider population	16
bad financial management	15
Keep SEND support at present level	14
SEND support affects all kids and teachers	14
Approve analysis / Ready Reckoner to make SGC more efficient / effective in spending	13
Endangers ability to fulfil EHCPs / need to ensure EHCPs protected	13
SEND kids receive disproportional funding / inefficient spending	12
minimise / minimal impact on children	12
growing SEND needs	11
won't meet council's plan / priorities / statutory obligations	10
transfer money from other council budgets / reserves	9
removing money from Schools block will affect SEN kids *6k) - protect higher needs with this	8
mainstream cuts affect SEND children	6
All SEND money should be ring-fenced / currently schools using money for other purposes	4
transfer more than £1.5m to HNB	3
balance / compromise	3
savings measures	3
let each school decide / follow school's recommendation	3
parents of SEND parents could pay some of costs	2
improve quality - reduce class sizes	1
disagree with financial figures / assumptions	1
not clear what impact would be	1
will reduce talent and skills of local workforce	1

The most received comments by a significant margin were:

- Disagree with all options / No options are preferable / no reductions
- Raise money to increase funding e.g. Lobby government/secretary of state
- South Gloucestershire schools funding is already insufficient

Schools Responses

All Head teachers in South Gloucestershire were given the opportunity of providing feedback in respect of the options which formed part of the consultation.

In total, 70 Head teachers responded with the following results:

Table 29: Table to show Head teacher feedback to the consultation

Option/Feedback	Percentage
Option 1	3%
Option 2	29%
Option 3	0%
None of the options	68%

SECTION 3 – IDENTIFICATION AND ANALYSIS OF EQUALITIES ISSUES AND IMPACTS

Consultation Options

Three options were presented by the consultation and it is clear that regardless of option, those impacted would be children and young people (i.e. the Protected Characteristic of “Age”). It of course follows that these children and young people will also fall under the Protected Characteristics of both “Sex” and “Race”.

Confirmation has been received that the Schools Block will grow by £3.73m for 2019/20. This means, for example, that under option 1 if the LA were to transfer £3m of the £3.73m into the High Needs Block there would be £730,000 more in the Schools Block.

Impact for Pupils with no identified SEND

- **Under Option 1 the funding allocated to each mainstream pupil in a Primary or Secondary would be £18.42 more than currently. (£730,000 shared amongst 38,000 students).**
- **Under option 2 all pupils in Mainstream Primary and Secondary would have a financial increase to their funding of £97 (£3.73m shared amongst 38,000 students).**
- **Under Option 3 the funding allocated to each mainstream pupil in a Secondary or Primary would be £49 more than currently.**

The following table provides an illustration of this in financial terms.

Table 30: Illustration of impact of options 1, 2 and 3 on pupils with no identified SEND (expressed in financial terms)

Provision	Current Funding level	Option 1	Option 2	Option 3
Primary – KS2	2,665	2,683	2,762	2,714
Secondary – KS3	3,748	3,766	3,845	3,797
Secondary – KS4	4,256	4,274	4,353	4,305

With regard to the above table, the relevant Protected Characteristic as defined by the Equality Act 2010 is “Age” as all of those affected would be children and young people. The funding itself goes to schools who then make decisions through their own internal processes in regard to exactly what is funded; however, it is clear that a reduction in funding that a pupil(s) attracts equates to less funding for the school to use for the educational benefit of that pupil(s).

Impact for Pupils with SEND

Option 1

Option 1 represents a change for pupils with SEND. Any pupil in mainstream education with an EHCP (matrix funded) would be slightly better off as their element 1 funding would increase.

Options 2 and 3

Options 2 and 3 would both have a negative impact for pupils with SEND. The negative effect would be for those who are in mainstream provisions and are in receipt of matrix funding.

Therefore, the Protected Characteristic of "Disability" is relevant as 100% will fall under the Equality Act 2010 definition of 'Disability'. In other words 100% of those impacted would be disabled people. In addition, the Protected Characteristic of "Age" is relevant as 100% of those impacted are children and young people.

100% of those impacted would be young disabled people (the Protected Characteristics of "Age" and "Disability").

It is also 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.

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 of the children and young people with EHC Plans, 74% are boys.
- 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 children and young people 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 SEND 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).
- "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 in receipt of EHC Plans when compared to the pupil population of South Gloucestershire (1.9% compared to 1.6% in the total pupil population during 2017).
- Ages 5-10 years (i.e. the Protected Characteristic of "Age") are the most impacted age groups. This is not to say that other ages are not impacted, it is to say that children and young people this age group are proportionately more impacted because the data shows there are far more requests for EHC Plans at these ages.
- It is also noted that Post 19 years (i.e. the Protected Characteristic of "Age") is the fastest growing educational setting for pupils with SEND.

The impact would be negative for these identified groups as it concerns a reduction in funding for these pupils. The funding itself goes to schools who then make decisions through their own internal processes in regard to exactly what is funded; however, it is clear that a reduction in funding that a pupil(s) attracts equates to less funding for the school to use for the educational benefit of that pupil(s). It is noted that the greatest negative impact for children and young people with SEND comes under option 2 as this takes £3 million from the High Needs Block.

Illustrations

The following tables show illustrations of the impact of all options on pupils with SEND. For the illustrations, a full range of pupils from different educational settings with differing needs are shown. Table 31 shows the impact on pupils with SEND in Mainstream Primary and Secondary Schools and Table 32 shows the impact on pupils with SEND in Resource Bases, Special Schools and Access Units.

NB. Assumptions made in tables:

- *The “Reduction in Hours per Week” column is based on the hourly rate of Teaching Assistant – £15.27 working 39 hours a week;*
- *Current Funding Level – based on 2017/2018 figures and most recent pay run.*

Table 31: Table to show the impact on funding levels of option changes on mainstream pupils with SEND (mainstream Primary and Secondary schools).

Type of Provision	Description of Need	School	Current Funding Level	Option 1	Reduction in £ per year	Reduction in hours per week	Option 2	Reduction in £ per year	Reduction in hours per week	Option 3	Reduction in £ per year	Reduction in hours
Mainstream Primary	ASD - Pupil 1	School 1	9612	9612	0	0.00	5208	4404	7.40	7410	2202	3.70
	PD - Pupil 2	School 2	11452	11452	0	0.00	6025	5427	9.11	8738	2714	4.56
	HI - Pupil 3	School 3	2396	2396	0	0.00	2002	394	0.66	2199	197	0.33
	VI - Pupil 4	School 4	9471	9471	0	0.00	5146	4325	7.26	7309	2162	3.63
	SLCN - Pupil 5	School 5	16263	16263	0	0.00	8164	8099	13.60	12214	4049	6.80
	SEMH - Pupil 6	School 6	12867	12867	0	0.00	6655	6212	10.43	9761	3106	5.22
	MLD - Pupil 7	School 7	9612	9612	0	0.00	5208	4404	7.40	7410	2202	3.70
	SpLd - Pupil 8	School 8	8622	8622	0	0.00	4769	3853	6.47	6696	1926	3.23
Mainstream Secondary	ASD - Pupil 9	School 9	14423	14423	0	0.00	7345	7078	11.89	10884	3539	5.94
	PD - Pupil 10	School 10	18951	18951	0	0.00	9357	9594	16.11	14154	4797	8.06
	HI - Pupil 11	School 12	7914	7914	0	0.00	4454	3460	5.81	6184	1730	2.90
	VI - Pupil 12	School 13	12584	12584	0	0.00	6528	6056	10.17	9556	3028	5.08
	SLCN - Pupil 13	School 14	2396	2396	0	0.00	2002	394	0.66	2199	197	0.33
	SEMH - Pupil 14	School 15	10178	10178	0	0.00	5460	4718	7.92	7819	2359	3.96
	MLD - Pupil 15	School 16	12156	12156	0	0.00	6337	5819	9.77	9246	2910	4.89
	SpLd - Pupil 16	School 17	11452	11452	0	0.00	6025	5427	9.11	8738	2714	4.56

Table 32: Table to show the impact on funding levels of option changes on pupils with SEND NOT in a mainstream setting (i.e. in Resource Bases, Special Schools and Access Units).

Type of Provision	Description of Need	School	Current Funding Level	Option 1	Reduction in £ per year	Reduction in hours per week	Option 2	Reduction in £ per year	Reduction in hours per week	Option 3	Reduction in £ per year	Reduction in hours per week
Resource Base Primary	ASD - Pupil 17	School 18	13845	13527	318	0.53	13527	318	0.53	13527	318	0.53
	PD - Pupil 18	School 19	29599	28918	681	1.14	28918	681	1.14	28918	681	1.14
	HI - Pupil 19	School 20	11936	11661	275	0.46	11661	275	0.46	11661	275	0.46
	SLCN - Pupil 20	School 21	2387	2332	55	0.09	2332	55	0.09	2332	55	0.09
Resource Base Secondary	ASD - Pupil 21	School 22	20051	19,590	461	0.77	19590	461	0.77	19590	461	0.77
	PD - Pupil 22	School 23	25780	25187	593	1.00	25187	593	1.00	25187	593	1.00
	HI - Pupil 23	School 24	5729	5597	132	0.22	5597	132	0.22	5597	132	0.22
Special School	ASD - Pupil 24	School 25	29599	28918	681	1.14	28918	681	1.14	28918	681	1.14
	PD - Pupil 25	School 26	20051	19590	461	0.77	19590	461	0.77	19590	461	0.77
	HI - Pupil 26	School 27	10503	10261	242	0.41	10261	242	0.41	10261	242	0.41
	SLCN - Pupil 27	School 28	20051	19590	461	0.77	19590	461	0.77	19590	461	0.77
	SEMH - Pupil 28	School 29	13845	13527	318	0.53	13527	318	0.53	13527	318	0.53
	VI - Pupil 29	School 30	4296	4197	99	0.17	4197	99	0.17	4197	99	0.17
	SLD - Pupil 30	School 31	4296	4197	99	0.17	4197	99	0.17	4197	99	0.17
	PMLD - Pupil 31	School 32	29599	28918	681	1.14	28918	681	1.14	28918	681	1.14
Access Unit	ASD - Pupil 32	School 33	25780	25187	593	1.00	25187	593	1.00	25187	593	1.00
Primary Access Unit	ASD - Pupil 33	School 34	29599	28918	681	1.14	28918	681	1.14	28918	681	1.14

The illustrations in tables 31 and 32 show that there is a clear difference in impact.

Pupils with SEND in Mainstream face a bigger reduction in yearly funding under options 2 and 3 than pupils in Resource Bases, Special Schools and Access Units.

In practical terms the funding would be removed from the High Needs Block via the implementation of the Ready Reckoner for 2019/20. This tool calculates an amount to allocate as Element 3 Funding to a School so that the specific needs identified in the pupil's Plan can be supported. It is estimated that setting Element 3 allocations in line with the Ready Reckoner would save around £3m. It is noted that this is in line with what schools and parents have requested (and is a requirement of the SEND Code of Practice 2015 and the Children and Families Act 2014). It is also noted that the Ready Reckoner has been designed to ensure that funding is clear and transparent and is sufficient for meeting pupil needs as set out by the requirements of EHCPs.

Further Note

It is noted that Section 2 of this EqIAA provides details in respect of pupil performance and compares the performance of South Gloucestershire pupils against both the National average and statistical neighbours (Tables 6 – 18). Also provided is a comparison of funding levels between South Gloucestershire and the National average (Chart 6 and Table 5). This information does not show a conclusive link between funding levels and pupil performance, however, a reduction in funding is not likely to result in a positive effect in this regard.

Cumulative Impact

It is important that 'cumulative impact' is assessed as part of this EqIAA. Cumulative impact assessment measures the overall impact of a set or series of changes on the population, analysed according to one or more characteristic (e.g. income level, age, ethnicity, disability, and so on – in this instance we are particularly concerned with children and young people aged 0 – 25 with SEND). Rather than looking at individual policy decisions in isolation, cumulative impact assessment helps to assess the overall impact of policies on the population as a whole and on specific groups (in this instance, people aged 0 – 25 with SEND).

In order to ensure the robustness of this assessment of 'cumulative impact', the consultation specifically asked about recent changes which have had an impact on children and young people aged 0 - 25 with SEND. This allows for a more holistic set of information to be presented which assesses impacts on the lives of children and young people with SEND, and which, as a result, can be used as part of decision making processes. The following presents a list of key points to raise within the context of this EqIAA.

Tax and welfare reforms

A range of tax and welfare reforms have recently taken place which impact upon children and young people with SEND and their families. Of course, tax and welfare reforms do not fall within the remit of schools and education, however it is important to raise the point that impacts on children and young people and their families as a result of issues outside of the remit of schools and education have the clear potential to impact on pupils' educational performance and in turn schools ability to deliver services. In the case of children and young people with SEND, a family's ability to afford such items as personal equipment and educational resources can be impacted by such issues, resulting in impacts in respect of learning and development of the young person.

The EHRC [Research Report 111](#), *The impact of welfare reform and welfare-to-work programmes: an evidence summary* has found that welfare reform and welfare-to-work programmes introduced since 2010 have affected the income, living standards and opportunities of a number of protected groups. The most affected protected group is disabled people. Families with disabled adults and disabled children have faced the largest financial loss in cash terms compared to any other household type. In addition, there is a particularly strong adverse impact on lone parents and larger families, including their children. The adverse impact on women is mainly driven by the fact that women represent the vast majority of lone parents and receive a larger proportion of their income from benefits and tax credits. Ethnic minorities have been affected disproportionately because of existing higher rates of poverty and because of family size, for some groups, and location. It is also apparent that people who fall into more than one protected group, for example age and disability (older people and children), are more affected than others by the reforms.

Contributory charge for post 16 travel assistance

A contributory charge for post 16 travel assistance was introduced in 2016.

Changes to banding rates

A reduction was implemented on 1st April 2018 in respect of banding rates which impacts funding to Special Schools and Resource Bases/Units.

Services from Health

A large proportion of Speech and Language Therapy is now funded from school budgets in relation to children and young people with Education, Health and Care Plans. Other services which have undergone recent changes which impact on schools budgets include school nurse provision, occupational health services and educational psychology.

Examples of feedback from respondents to the consultation are:

"...Also funding of NHS services such as Speech and Language and Occupational Therapy is now so bad that only the most severely affected children are able to access appropriate therapy leaving

our more "high functioning" children unable to achieve their full potential which will lead to more issues as they mature. It is false economy to not invest in our children's education and wellbeing"

"Reduction of health services delivered in school - physiotherapy, school nursing services etc. Benefits cuts which target disabled people in society, pushing more and more genuine and intelligent people into poverty. Increases in class sizes due to lack of funding for schools."

April 2019 salary increases

Teaching and non-teaching staff salaries are subject to increases set nationally and locally and this has the potential to put additional pressures on schools budgets. This includes National Joint Council for Local Government Services pay agreements.

Broader Impacts within schools

Examples of feedback from respondents to the consultation are:

"Fewer TAs to support, fewer resources, teachers leaving, heads leaving as they are burnt out. More and more being put on parents to support schools. Less money from cash-strapped parents to support school funding (e.g. governor's fund) so infrastructural decline of schools, fewer resources and yet higher expectations and pressure based on a ridiculous national curriculum that is focussed on testing very young children for the purposes of Tables and Ofsted. Disastrous. Schools need more money, not cutting, not moving it from one set of children to the other"

"Our school, for which I am a governor, is struggling enormously to balance its books. We have had to cut our TA hours by half and change the way our SEND children are supported. My little boy has never been on a school trip and the school is having to rely more and more heavily on fundraising through the PTA. If a teacher is off sick they are covered by unqualified staff. As a parent the cuts to education are so depressing to witness and you can see the consequences that it is having on the wellbeing of the most vulnerable children, including those who have SEND"

"The lack of funding has reduced the breadth of the curriculum and equipment such as IT etc. in my children's school"

"The funding cuts have already had a massive impact on my children. My eldest son has been given little support, and what he has been given is not consistent. For an autistic child consistency is key. It took years for anyone to listen, and in that time more damage was done to his mental health. Reduced hours for over a year has meant that his education and learning has been impacted greatly, and we have even had it mentioned to us from staff within the academy to de-register him or find alternative settings.[...] I worry that more damage is being done to children with SEN as teachers are overstretched. One TA split between 3 classes, is not enough, but this is what happens when it is a game to save money. At the centre of all of this are children, all of whom deserve an education."

Impact for Schools

The table below provides an indication of the reduction in funding for a particular school if you were to divide all pupil funding by the total number of pupils in the school depending on which option is applied. The data within the table is based on a diverse selection of schools and pupils in South Gloucestershire in order to provide a full range and variety of examples.

Table 33:- Table to show average reduction in funding for schools.

School	Per Pupil comparison on Schools Block Formula to 2018/19 Baseline Schools Block Formula						
	2018/19 Base £	Option 1 £	Option 1 %	Option 2 £	Option 2 %	Option 3 £	Option 3 %
School 1	4,878	4,670	-4.3%	4,302	-11.8%	4,467	-8.4%
School 2	4,591	4,391	-4.3%	4,161	-9.4%	4,261	-7.2%
School 3	4,265	4,105	-3.8%	3,924	-8.0%	4,014	-5.9%
School 4	5,081	4,881	-4.0%	4,684	-7.8%	4,782	-5.9%
School 5	5,072	4,900	-3.4%	4,709	-7.2%	4,804	-5.3%
School 6	6,838	6,552	-4.2%	6,420	-6.1%	6,486	-5.1%
School 7	4,116	3,955	-3.9%	3,879	-5.8%	3,900	-5.2%
School 8	4,259	4,117	-3.3%	4,024	-5.5%	4,070	-4.4%
School 9	4,022	3,870	-3.8%	3,804	-5.4%	3,839	-4.6%
School 10	3,958	3,834	-3.1%	3,770	-4.7%	3,790	-4.2%

Source: 2018/2019 Forecast spend on schools with different options.

The common characteristics shared by schools experiencing a reduction in funding as a result of the implementation of the SEND Ready Reckoner are:

- Mainly small to medium sized primary schools.
- All have a larger **than average number of students with EHCPs on roll**.
- All the schools have an average size of between 100 - 200 students.
- Schools with EHCPs with a higher number of units attached are more likely to experience a reduction.

Further notes:

Any school with pupils in a Resource Base would not be impacted as their funding would not change (they are funded through a banding system). These schools may however have pupils in mainstream who are funded through the matrix system and would be impacted (Table 31).

Special schools are not funded by matrix units and are protected by the national minimum funding guarantee and therefore are not included. (Table 32).

Funding through the Ready Reckoner is set at a rate which will ensure sufficient funding is available to meet pupil's needs. South Gloucestershire are committed to ensuring that all the provisions identified in Section F of the EHC plan will be met and covered by the level of funding issued.

Furthermore any change in funding made available to schools for pupils with EHCPs would not have any impact on other pupils in mainstream education.

Speed of Impact for Pupils and Schools

Implementation of the Ready Reckoner would be over the following timeframe:

Option 1 – Pupils moving between Key Stages would be reviewed at the end of every school Key Stage. Any change could take up to 3 years.

Option 2 – All pupils with EHCPs would be reviewed in 1 year.

Option 3 – All pupils with EHCPs would be reviewed, spread over a 2 year period.

Alternative Option Resulting from Analysis and Feedback

As a result of the analysis of impacts in respect of options 1, 2, and 3, consultation feedback received from all parties and communication received from central government of additional funding of £1.2m over 2 years, the following alternative option has been developed. Overall this option has clear potential to result in a high level of mitigation of the impacts identified for options 1, 2 and 3.

This option was considered by the Schools Forum on 27th November 2018.

The table below sets out a range of potential options and the highlighted options shown were favored by the Forum as alternatives to the 3 options presented in the consultation.

The three elements which combine to make up this option are highlighted in the table below.

Table 34: Table to show alternative options assessed by Schools Forum

Do nothing	Unsustainable financial position in the medium to long term, DfE intervention probable	+£3m	+£4m	+£5m	+£12m. Cumulative Deficit grows to £24m
School Forum through HNWG owns and drives cultural and operational changes needed to achieve balanced DSG	None to little impact on 2019/20 overspend but this approach is needed to achieve long term balance.	Unknown	Some funding impact likely but difficult to quantify	More significant funding impact but difficult to quantify	Currently unknown but is a must for long term sustainability
Move EHCP top-ups to RR based allocations over 3 years	Immediate impact however the size of the impact is uncertain as it depends on how successfully individual Top-Ups can be reduced (schools will need to support such changes)	-£0.7m	-£1.5m	-£0.8m	-£3m
Move EHCP top-ups to RR based allocations over 2 years	Immediate impact however the size of the impact is uncertain as it depends on how successfully individual Top-Ups can be reduced (schools will need to support such changes)	-£1.2m	-£1.8m	£0m	-£3m
Move EHCP top-ups to RR based allocations over 1 year	Immediate impact however the size of the impact is uncertain as it depends on how successfully individual Top-Ups can be reduced (schools will need to support such changes)	-£3m	£0m	£0m	-£3m
No transfer	Unsustainable financial position in the medium to long term, DfE intervention probable.	+£3m	+£4m	+£5m	+£12m. Cumulative Deficit grows to £24m
£0.73m permanent transfer from Schools Block to High Needs Block	Immediate and certain impact. Does not require Secretary of State approval but does require Forum approval	-£0.73m	£0m	£0.m	-£0.73m
£1.5m permanent transfer from Schools Block to High Needs Block	Immediate and certain impact. Does require Secretary of State approval.	-£1.5m	£0m	£0.m	-£1.5m
£3m permanent transfer from Schools Block to High Needs Block	Immediate and certain impact. Does require Secretary of State approval but does require Forum approval	-£3m	£0m	£0.m	-£3m

For the purposes of clarity, the alternative option developed is made up of the following 3 elements:

- 1. Transfer £0.73m from Schools Block to High Needs Block;**
- 2. Move EHCP top-ups to Ready Reckoner based allocations over 3 years;**
- 3. Head teachers and CEO's of Academies in South Gloucestershire form a working group to work in partnership with the council to identify key priorities and solutions which will ensure good outcomes for all pupils whilst working towards a balanced budget.**

It is noted that moving EHCP top-ups to Ready Reckoner based allocations over **3 years** as opposed to 2 years would be advantageous in mitigating negative impacts for the following reasons:

- Schools would understand that it would be all pupils at the point of a Key Stage change that would have their EHCP's reviewed (together with new and amended plans).
- The financial impact to schools would be more gradual and would enable better future financial planning. This would be more beneficial for all pupils and staff.

Alternative Option - Impact for Pupils and Schools

Pupils without EHCPs

Under this approach, the funding allocated to each mainstream pupil in a Primary or Secondary school would be £78.16 more than currently. (£2.97million shared amongst 38,000 students), compared to £18.42 under option 1, £97 under option 2, and £49 under option 3.

This would result in a positive impact in comparison to current funding levels due to an increase in per pupil funding of £78.16.

Pupils with EHCPs

These pupils would gain £78.16 more through element 1 funding but would face the same impact as option 1 for element 3 funding (Ready Reckoner implemented over 3 years). See tables 31 and 32.

Schools would also face the same impact as option 1 (Ready Reckoner implemented over 3 years). See table 33.

Under this option, the Ready Reckoner would be implemented over three years with a new High Needs Working Group in place with more involvement from School Headteachers and CEOs of Academies.

Overall, there is additional growth of funding to the Schools Block and recently confirmed additional funding to the High Needs Block over the next two years. This would mean that a movement of funding from the Schools Block to the High Needs Block of £0.73m would result in schools experiencing an overall minimal financial impact in comparison to what they currently receive.

It is also noted that the Ready Reckoner has been designed to ensure that funding is clear and transparent and is sufficient for meeting pupil needs as set out by the requirements of EHCPs.

Equalities Issues Relating to the Wider Schools Budget

The data in tables 6 – 18 also show differential outcomes in respect of attainment, exclusion rates and bullying incidences and which impact for a range of Protected Characteristic groups.

Section 5 of this EqIAA sets out a proactive plan to address these issues.

SECTION 4 - EqIAA OUTCOME

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.	<input type="checkbox"/>	
Outcome 3: Continue despite having identified potential for adverse impact or missed opportunities to promote equality.	<input checked="" type="checkbox"/>	See below for reasons and justification.
Outcome 4: Stop and rethink.	<input type="checkbox"/>	

Option 1

Per pupil funding would increase by £18.42 when compared to currently. However, this is lower than the £97 per pupil increase if £3m had not be taken from the Schools Block. Therefore, this is assessed as a negative impact in respect of the Protected Characteristic of “Age”, and furthermore, it is highlighted that all pupils will also have the Protected Characteristics of “Race”, “Sex” and “Disability” and would be proportionately, indirectly negatively impacted.

Option 2

Pupils in mainstream schools with EHCPs (600 pupils) would face a £3m reduction in funding over 1 year. See tables 31 and 32 for full details. Therefore, this is assessed as a negative impact in respect of the Protected Characteristics of both “Disability” and “Age”, and furthermore, it is highlighted that all pupils will also have the Protected Characteristics of “Race” and “Sex” and would be proportionately, indirectly negatively impacted. Those proportionately more likely to be negatively impacted would be: disabled pupils/pupils with SEND, particularly those with an identified primary need of ASD, SLCN and SEMH, boys, pupils from a ‘Black’ background, pupils in mainstream schools funded by matrix units.

Option 3

Pupils in mainstream schools with EHCPs (600 pupils) would face a £1.5m reduction in funding over 2 years. See tables 31 and 32 for full details. Therefore, this is assessed as a negative impact in respect of the Protected Characteristics of both “Disability” and “Age”, and furthermore, it is highlighted that all pupils will also have the Protected Characteristics of “Race” and “Sex” and would be proportionately, indirectly negatively impacted. Those proportionately more likely to be negatively impacted would be: disabled pupils/pupils with SEND, particularly those with an identified primary need of ASD, SLCN and SEMH, boys, pupils from a ‘Black’ background, pupils in mainstream schools funded by matrix units.

Alternative option

As a result of the consultation and Central Government communications this option has been developed as one which would ensure a minimisation of negative impacts identified under options 1,2 and 3.

This alternative option would result in a transfer of £0.73m from the Schools Block to the High Needs Block. Per pupil funding for mainstream pupils in Primary and Secondary would be £78.16 more than currently - this is lower than the £97 per pupil increase if £3m had not be taken from the Schools Block, resulting in the same negative impacts as identified under Option 1 (above), however, this is a significantly more balanced impact as only £0.73m would be taken out of the Schools Block.

This option would see the implementation of the SEND Ready Reckoner over a period of 3 years. A negative impact has been identified in respect of any implementation of the SEND Ready Reckoner and this is covered in the specific SEND Ready Reckoner EqIAA of December 2018. This is because Element 3 funding for pupils could reduce for pupils in mainstream schools on matrix funding. It is noted that the Ready Reckoner has been designed to ensure that funding is clear and transparent and is sufficient for meeting pupil needs as set out by the requirements of EHCPs.

Those proportionately more likely to be impacted any of the options would be:

- Disabled people/people with SEND, particularly those with an identified primary need of ASD, SLCN and SEMH
- Younger people
- Boys
- Pupils from a 'Black' background
- Pupils in mainstream schools funded by matrix units.

The common characteristics shared by schools experiencing a reduction in funding as a result of the implementation of the SEND Ready Reckoner are:

- Mainly small to medium sized primary schools.
- All have a larger **than average number of students with EHCPs on roll.**
- All the schools have an average size of between 100 - 200 students.
- Schools with EHCPs with a higher number of units attached are more likely to experience a reduction.

Any decision in respect of any of the above options should be balanced against the impacts identified, information which shows the comparisons against other LAs and the amount of funding available for Element 3.

Wider Schools Budget

In respect of issues impacting the wider schools budget, a negative impact has been identified due to the differential outcomes identified through data analysis for Protected Characteristic groups (see tables 6 – 18). These include lower than average attainment at KS4 for males, pupils from 'Mixed' backgrounds and pupils with SEN; higher exclusion rates for pupils with SEN/SEN support, males and pupils from 'Mixed' and 'Black' backgrounds; and data surrounding bullying where pupils identify key reasons for bullying including 'people think you are LGB' (the protected Characteristic of 'Sexual Orientation'); disability (the protected Characteristic of 'Disability'), skin colour (the protected Characteristic of 'Race'), people think you are trans (the Protected Characteristic of 'Gender Reassignment', religion (the protected Characteristic of 'Religion or Belief'), home language (the protected Characteristic of 'Race'), and being a traveller (the protected Characteristic of 'Race').

A set of proactive actions have been identified aimed at addressing the differential outcomes experienced by some pupils. See Section 5 of this EqIAA for details of these actions. These actions do not require a decision at this time which would have a direct impact for the Schools Budget, however, these issues and negative impacts are raised as key points to note with the potential to impact upon the Schools Budget in future as the development and implementation of the action plan progresses.

SECTION 5 - ACTIONS TO BE TAKEN AS A RESULT OF THIS EqIAA

This EqIAA has raised numerous issues. The following actions seek to mitigate the negative impacts identified. Success against these actions will be monitored and reported on a continual basis:

- Schools Forum, through the HNWG owns and drives cultural and operational changes needed to achieve balanced DSG. This group has been set up and the 1st meeting begins on 14th January.
- Monitoring of schools financial position through the introduction of the Ready Reckoner.
- Monitoring of number of tribunals arising from new funding of EHCP through the Ready Reckoner.
- Monitoring of schools delivery of provision set out in EHCPs.
- Continued pressure as part of an F40 Local Authority.

- Conduct a 'deep dive' analysis of pupil outcomes data in order to robustly examine the extent of differential outcomes across Protected Characteristic groups.
- Liaise with South Gloucestershire Race Equality Forum and identified others in order to gain feedback regarding the analysis conducted.
- Develop a comprehensive action plan to address any gaps as identified via the 'deep dive' analysis and liaise with South Gloucestershire Race Equality Forum in respect of this action plan.
- Monitor progress in addressing gaps identified.
- Report progress on an ongoing basis in respect of the action plan to address gaps (6 monthly).

SECTION 6 - EVIDENCE INFORMING THIS EqIAA

July 2017 Data Report to Schools Forum

0-25 Education Data Dashboard 2018

Schools key measures 2018 v 1.7 DfE

Office for National Statistics (ONS)

EHCP Dashboard South Glos.

SEND Strategy 2018 - 2023

SEND data return 2017

Department for Education Benchmarking Tool – Version 2 2017-18

<https://www.gov.uk/government/statistics/schools-pupils-and-their-characteristics-january-2018>,

School Census <https://www.gov.uk/government/statistics/permanent-and-fixed-period-exclusions-in-england-2016-to-2017>. <https://www.gov.uk/government/statistics/national-curriculum-assessments-key-stage-2-2018-provisional> <https://www.gov.uk/government/statistics/a-level-and-other-16-to-18-results-2017-to-2018-provisional>

<https://www.gov.uk/government/statistics/a-level-and-other-16-to-18-results-2017-to-2018-provisional>

provisional

Equality and Human Rights Commission (EHRC) Research Report 111

Equality and Human Rights Commission (EHRC) Research Report 111

Schools Forum Papers:

29th November 2018

<http://www.southglos.gov.uk/documents/Schools-Forum-Agenda-and-Papers-for-29nov18-004.pdf>

25th October 2018

<http://www.southglos.gov.uk/documents/Schools-Forum-Agenda-and-Papers-for-25oct18.pdf>

20th September 2018

<http://www.southglos.gov.uk/documents/Schools-Forum-Agenda-and-Papers-for-20-Sept-18.pdf>

Appendix 1: Glossary of Terms

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.

P Levels - performance descriptors for pupils aged 5 to 16 with special educational needs (SEN) who are working below the standard of the national curriculum tests and assessments.

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.

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
SU	Special Unit
VI	Visual Impairment