

## Initial equality impact assessment screening form

This form is an equality screening process to determine the relevance of equality to an activity, and a decision whether or not a full EIA would be appropriate or proportionate.

<b>Directorate:</b>	People
<b>Service Area:</b>	Education
<b>Activity being screened:</b>	SEND Accessibility Strategy 2021-2024
<b>Officer(s) carrying out the screening:</b>	Eleanor Marshall
<b>What are you proposing to do?</b>	Review existing SEND Accessibility Strategy 2017-2020
<b>Why are you proposing this? What are the desired outcomes?</b>	It is a statutory duty to review the Strategy
<b>Does the activity involve a significant commitment or removal of resources? Please give details</b>	Undertaking the activity itself does not involve any additional resource. The strategy will reflect any changes to support that schools receive from the Local Authority. It should also reflect the context of schools meeting immediate needs for children and young people during Covid-19.

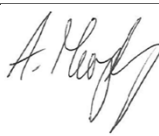
Is there likely to be an adverse impact on people with any of the following protected characteristics as defined by the Equality Act 2010, or any other socially excluded groups?

As part of this assessment, please consider the following questions:

- To what extent is this service used by particular groups of people with protected characteristics?
- Does the activity relate to functions that previous consultation has identified as important?
- Do different groups have different needs or experiences in the area the activity relates to?

If for any characteristic it is considered that there is likely to be a significant adverse impact or you have ticked 'Don't know/no info available', then a full EIA should be carried out where this is proportionate.

Protected characteristic	Yes	No	Don't know/ Info not available
Age		No	
Disability		No	

Sex (gender)		<b>No</b>	
Race		<b>No</b>	
Sexual Orientation		<b>No</b>	
Religion or belief		<b>No</b>	
Gender reassignment		<b>No</b>	
Pregnancy or maternity		<b>No</b>	
Marriage or civil partnership		<b>No</b>	
<b>Other</b>		<b>No</b>	
Carer (unpaid family or friend)		<b>No</b>	
Low Income		<b>No</b>	
Rural Location		<b>No</b>	
<b>Does the activity relate to an area where there are known inequalities/probable impacts (e.g. disabled people's access to public transport)? Please give details.</b>	The Strategy is specifically in relation to support schools to set out their obligations in respect to CYP with Special Educational Needs and/or Disabilities.		
<b>Will the activity have a significant effect on how other organisations operate? (e.g. partners, funding criteria, etc.). Do any of these organisations support people with protected characteristics? Please explain why you have reached this conclusion.</b>	This EIA applies to the Accessibility Strategy for maintained schools and settings. It does not apply to Academies for which owners/governing bodies must produce their own Accessibility Strategy as required by the Equality Act 2010. All schools have the duty to support children and young people with disabilities and make reasonable adjustments.		
<b>Decision (Please tick one option)</b>	EIA not relevant or proportionate:	<b>X</b>	Continue to full EIA:
<b>Reason for Decision</b>	This strategy will have a positive impact on all children with disabilities as it sets out schools' duty not to treat pupils less favourably and to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage. It is not proposed to make significant changes to the existing strategy. However, the approach to supporting schools and CYP with SEND has been adjusted due to COVID-19, as have schools, and these changes will be reflected in the strategy. If during consultation any unforeseen equality impacts arise, the decision not to carry out a full EIA will be reviewed.		
<b>Signed (Assistant Director)</b>			
<b>Date</b>	<b>18 November 2021</b>		