



Helping to make an impact



INITIAL SCREENING – STAGE 1 (See Guidance information)

As a public authority we need to ensure that our strategies, policies, functions and services, current and proposed have given due regard to equality and diversity.

Please complete the following questions to determine whether a Full Equality Assessment is required.

Name of policy, strategy or function: SEN Parent Partnership Service	Ref: CYPF0213
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Responsible Officer: David Bridgman	Role: Chairperson of Equality Assessment Task Group
Directorate: CYPF	Assessment Date:

Is this a: Policy Strategy Function Service

Is this: New or Proposed Already exists and is being reviewed

3. What does your current data tell you about who your policy, strategy, function or service may affect:

Service users	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Employees	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Wider community	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>

Please provide an explanation for your 'Yes' or 'No' answer

(a) Service users

The Service provides direct support to the SEN children and young people of Birmingham, currently this is 35,417 with disability and SEN; of this 4839 with Statements; 30,579 without Statements. This represents over 20% of the school population of 141,215.

The Team are discussing means of minimising the impact of cuts. It is likely that SENPPS will work in different ways, such as reviewing current services, building capacity to support parents through the extension of the current Intern/Independent Parental Supporter Network.

SENPPS' core purpose, to provide frontline advisory casework support to parents and carers, remains a statutory function of the Local Authority and within Birmingham this has been seen to be effective when deployed by Local Authority Officers, in particular when there has been a disagreement or SENDIST Appeal. The SEPPS and the SENAR Service work in close partnership to minimise the need for parents to attend Hearings and will seek to reach a resolution with parents at the earliest opportunity. This model will need to continue and will need to be the subject of further discussion to mitigate against potential litigation against the Local Authority or schools if the disagreements are not resolved effectively. There is a further concern that if parents are not able to receive advice from SENPPS they may have to pay for legal advice externally and this will place pressures on families of children with SEN and disability .

The budget reduction will mean that services will have to be reviewed and concentrating on identified need and addressing in future service review planning and

<p>Name: (Officer/Group carrying out the Quality Check) Veronica Quintyne</p> <p>Directorate: CYPF</p> <p>Contact number: 0121 4643073</p>	<p>Date undertaken: 9th January 2013</p>	<p>Screening review statement: Noting potential for an adverse impact to occur to service users and staff confirmation by ticked boxes to questions 3,4 and 5, I concur a full equality analysis supported by consultation is required for this initial equality analysis screening.</p>
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FULL EQUALITY ASSESSMENT– STAGE 2

Step 1– Scoping the Equality Assessment

Building on the material included at the Initial Screening stage, you should begin the Equality Assessment by determining its scope. The Equality Assessment should consider the impact or likely impact of the policy, strategy

Ethnic Origin

4 members of staff are from ethnic minority groups.

Disability

Disability

The total number of employees who have declared a

Step 4 – Procurement and Partnerships

7. Is this project due to be carried out wholly or partly by contractors?

Yes

No

If 'yes', have you done any work to include equality considerations into the contract already? Specifically you should set out how you will make sure that any partner you work with complies with equality legislation (employment practice/service provision)

Not currently applicable

Step 5 – Making a Decision

8. Summarise your findings and give an overview of whether the policy, strategy, function or service will meet the authority's responsibilities in relation to equality and support the council's strategic outcomes?

With reference to the authority's responsibilities in relation to equality, from the available information we conclude there will be a disproportionate negative impact of the proposals on women as an identified group of employees within the SEN Parent Partnership Team.

Step 6 – Monitoring, Evaluating and Reviewing

Before finalising your action plan you must identify how you will go about monitoring the policy/function or the proposals, following the assessment, and include any changes or proposals you are making.

9. What structures are in place to monitor and review the impact and effectiveness of the new policy, strategy, function or service?

There is a need for a corporate response here.

The SENPPS will need to establish clear protocols for monitoring and evaluation of the impact of advice and support given to parents and carers. Possible performance indicators might include:

- Number of SENDIST Appeals and Hearings as well as complaints and Litigation from parents.
- Customer satisfaction surveys for parents, schools and Support Services.
- Feedback from parents and parents groups in the overall effectiveness of the Service provided.

Step 7 – Action Plan

Step 8 – Sign-Off

The final stage of the Equality Assessment process is to formally sign off the document as being a complete, rigorous and robust assessment

