

Equality Impact Assessment (EIA) Form

Please use in conjunction with the [EIA toolkit](#), which has been designed to guide you through completing your EIA form.

Service area	Special Educational Needs and Disabilities (SEND)
Name of service/policy/project being assessed	Achieving for Children - LBR SEND Futures Plan 2020/21 to 2025/26
Officer leading on assessment	Megan Francis-Falkner, SEND Project Officer
Other officers involved	Helen Barnett, SEND Project Coordinator
Date of Equality Impact Assessment	July 2024 (previous reports in March 2023 and April 2022)

1. Briefly describe the service/policy/project:

The SEND Futures Plan is the transformation programme and the plan sets out how the local area will work with children and young people with SEND and their families to improve our services on a continuous basis, within the financial resources available to us. This plan is an updated version of the SEND transformation programme originally agreed by the Council in July 2019. Like many local authorities across the country, Richmond Council is facing unprecedented financial challenges as a result of sustained reductions to budgets, the increasing and more complex needs of some of the children and young people with SEND in the borough, and continuing statutory duties.

Since July 2019, considerable progress has been made with increasing the quality of several aspects of Richmond's SEND system, and in more fully implementing the SEND Reforms contained within the Children's and Families Act 2014. This updated plan takes these changes into account, focuses on those areas that have not made as much progress and that require additional work, and sets new targets to maintain the momentum of improvement.

The SEND Futures Plan is also Richmond's Dedicated Schools Grant Deficit Management Plan and ensures that sufficient progress is made against the 9 conditions within the Safety Valve Agreement, agreed between the Department for Education and The London Borough of Richmond upon Thames in March 2021, covering the financial years from 2020-21 to 2025-26. The outcome of the SEND Futures Plan is to reach a positive in-year balance on its Dedicated Schools Grant (DSG) account by the end of 2024-25 and in each subsequent year as well as improving the quality of SEND provision across the borough. This plan illustrates the content of that agreement, and on the actions being taken to bring expenditure more in line with the resources available.

Background, context and challenges in Richmond

Approximately 4,400 children and young people with SEND live in or are educated in the borough; with around 1,880 children and young people with an Education, Health and Care plan (EHC plan) to describe the support that has been agreed is needed for their needs to be met. About 8% of these children and young people with EHC plans also receive support from children's social care, a total of 98 in May 2024, 24 being looked after, 11 having a child protection plan and 63 having a child in need plan.

15% of children and young people at Richmond's primary and secondary schools have SEND, with about 5% having an EHC plan, and about 10% are registered for SEN Support.

A disproportionately high number of young people supported by our Youth Offending Service have SEND. The main presenting needs in Richmond's EHC plans are: autistic spectrum conditions (39%), speech, language and communication needs (21%); and social, emotional and mental health needs (12%). Other needs include hearing impairment, moderate learning difficulty, multisensory impairment, physical disability, profound and multiple learning difficulty, severe learning difficulty, specific learning difficulty (such as Dyslexia) and visual impairment.

In Richmond, the largest proportion of children and young people with EHCPs are educated in mainstream nurseries and schools, 44%. 7.6% of children and young people with an EHCP in Richmond are educated in either a Specialist Resource Provision (SRP) or resourced provision and 1.3% are in alternative provision. 18% of children and young people are being educated in state funded special education; 13% are in post-16 education provision in colleges or vocational schemes, such as traineeships and apprenticeships and 11.5% of children and young people are educated in independent and non-maintained special schools.

The total number of EHCPs at the end of May 2024 was 1884 which is a 10% increase on the 12 months previous. There has been an increase in EHCPs every year since 2014/15. Although this is below the national average increase of 11%, it places significant financial pressure on the Council and its strategic partners. Funding for the local authority to support the education needs of children and young people with SEND, from their early years to age 25, comes from the high needs block of the Dedicated Schools Grant (DSG). The DSG is provided by the government to

every upper-tier local authority to fund local early years provision, maintained schools and free schools, as well as educational provision and support for children and young people with SEND. The total DSG for Richmond in 2024/25 before recoument is £212.413 million of which £37.842 million is allocated for high needs provision. 95% of the high needs block is required for children and young people with EHCPs. The level of DSG for each upper-tier local authority is calculated using a national funding formula including the total size of the child population, the level of deprivation and educational attainment scores; the formula is not adjusted to reflect the prevalence of SEND within the local authority area. Local distribution of DSG funding is managed by the Schools Forum which includes representatives from schools within the borough. The local integrated care system is responsible for funding and arranging support for health needs and the local authority does the same for social care needs.

Some of the key challenges with the delivery of the SEND Futures Plan are listed below:

- i. The lack of available specialist places within the borough is resulting in higher cost out of borough placements being selected as appropriate provision for children and young people. The lack of specialist places in surrounding boroughs is increasing the price of placements, and this combined with real increases in costs such as energy and inflation, is increasing overall placement costs. Joint working with the DfE and new providers for capital schemes to increase specialist places will make a significant difference in this area.
- ii. There continues to be challenges with recruiting professionals into certain roles across the service. Specific examples of this in certain services are: Educational Psychologists, Clinical Psychologists, Occupational Therapists, Physiotherapists, Speech & Language Therapists and SEND Case Workers. There is a risk that shortage of staff will cause a struggle to deliver statutory duties in a timely manner and insufficient capacity, skill and expertise within the service to drive up the quality of work and maximise the benefits. This will impact the progress of the SEND Futures Plan as there may be insufficient capacity or skill in certain areas to drive the agenda forward.
- iii. The continuation of significant increases in need, complexity of need and the number of requests for EHC needs assessments with a view to receiving a EHC plan from schools and parents. The action plans in Workstream 3: Assessment and Planning, will cover all the key actions that need to be taken to ensure that we are closely monitoring the level of needs and issuance of EHC Plans.
- iv. The uncertainty of the impact of changes within the Integrated Care System (ICS) on the SEND system. There is uncertainty around the potential impact of the implementation of the restructure within the ICS on the health provision with SEND services and what this means for children and young people. There may be an impact on delivery and health provision in the borough moving forward.
- v. The uncertainty regarding the funding split between Education, Social Care, Health and Adult Services brings future financial uncertainty and inability to forward plan. This is due to future funding arrangements not being transparent and longer term this will put further financial pressure on the DSG.

In September 2023, Ofsted and the Care Quality Commission (CQC) inspected Richmond's local area arrangements for children and young people with SEND. The local area received the most favourable inspection outcome available with positive findings relating to multi-agency support and interventions, mental health support teams in schools, early help practitioners, preparing for adulthood, support for young offenders with SEND and individuals who attend a setting outside of the local area. Improvements were identified in the engagement and participation with children, young people and parents and carers and the quality of support offered through the multi-agency SEND Futures Plan.

However, the inspection did identify three areas for improvement: waiting times for autism or attention deficit hyperactivity disorder diagnosis, antenatal contacts from a health visitor and the quality of education, health and care plans. These areas have been addressed in the [Inspection Improvement Plan](#) (published in January 2024) and are key projects within the revised SEND Futures Plan launched in April 2024.

Detailed proposals

A child or young person (up to the age of 25 years) has a Special Educational Need or Disabilities (SEND) if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

Richmond's vision is that: Every child and young person with SEND belongs to a local, inclusive community that provides the education, health and social care support they need to develop their talents and skills, and that empowers them to live a happy and fulfilling life.

For this to be the case, their special educational needs and disabilities need to be identified at the earliest point, support put in place quickly, and their parents and carers kept well informed about the services available. The aspirations for children and young people can be raised through an increased focus on life outcomes, including employment and greater independence.

Our shared principles guide how we will make decisions and work to achieve our vision:

- Co-production. Children and young people and their parents or carers must be fully involved in decisions about their support and what they want to achieve. They must also be listened to and engaged in the design and delivery of strategies, services and the support provided to them. Children and young people have a right to say what they think, have their opinions taken into account and be involved in decisions and planning around their own lives. In the vast majority of cases parents and carers know their children better than anyone, and it is essential that their views and knowledge are incorporated in decisions being made about their child. Parents and carers must be kept well informed about the services that are available to their families.

- Personalisation. Local provision is expanded and improved so that children’s education, health and care needs can be met locally through high quality services that are focussed on achieving the best possible outcomes for children and young people with SEND, promoting their independence and supporting them to live their lives with confidence and resilience.
- Integration. The whole system, with education, social care and health services at the core, works together and with families to understand and respond to children and young people’s needs in a coherent way, with each partner contributing to robust assessments, plans and funding arrangements, and monitoring the impact of their services and support. There is a focus on working better together for children and young people with SEND who may also be vulnerable in other ways, including those who are looked after, missing education, excluded from school, or at risk of exploitation and criminal behaviour.
- Quality. Provision is high quality and delivered by well trained and supported professionals who work effectively together and use evidence to inform their work, promote resilience and achieve positive outcomes for children and young people with SEND; services that cannot demonstrate this positive impact are re-provided or re-commissioned.
- Inclusion. The community is supported to meet the needs of all children and young people by embracing diversity and inclusion, so that all children and young people with SEND have the same opportunity as their peers to play, learn and grow-up all together in their local community.

Governance of the plan

To deliver the outcomes specified in the plan, robust governance arrangements are in place that seek full engagement from all partner organisations and promote constructive debate, scrutiny and challenge. The Richmond Health and Wellbeing Board strategically oversees the delivery of the plan as it is the forum where leaders from the local health and care system work together to improve the health and wellbeing of the local population.

To drive the progress of the plan, the SEND Partnership Board is chaired by Richmond Council’s Director of Children’s Services. The Partnership Board brings together senior leaders from the services responsible for delivering the activities in the plan; parent and carer representatives; headteachers; health and social care provider representatives; and voluntary sector organisations. Children and young people with special educational needs and disabilities contribute to the Board’s work supported by a participation officer from Achieving for Children. The SEND Partnership Board is responsible for ensuring effective engagement from all stakeholders, including families, so that the detail of the plan is informed by their views and the likely impact of change.

The SEND Partnership Board meets every two months and is accountable to the Health and Wellbeing Board (HWB) for the successful coordination and delivery of the plan. Individual partner organisations will remain subject to their own governance arrangements in relation to the activities allocated to them in the plan, particularly where these require policy changes. For the Council and Achieving for Children, this will be the Council's Education and Children's Services Committee; for the ICS, this will be the Integrated Care Board.

Schools Forum has an important role to play in ensuring that all schools are engaged in delivering a sustainable financial SEND system in Richmond, and that value for money is maximised in Dedicated Schools Grant expenditure.

The activities in the plan are organised into three workstreams; as well as these there are four core themes which run across each workstream. Each workstream is led by partners and reports to the SEND Partnership Board. Membership of each workstream varies and includes those with a contribution to make from those across the partnership with responsibilities for, or interest in, delivering transformation across the local SEND system.

The following universal themes span and underpin the activity in all three workstreams, and consideration and inclusion of each will be necessary to deliver on the aspirations within the Plan:

Participation, engagement and co-production with children and young people, parents and carers

Participation is the process by which children, young people, parents and carers influence decision-making, which brings about change in them, others, their services and their communities. Listening to and involving children and young people and their families who use services leads to the design and development of better, more relevant services. Examples of this happening locally include the young people's Recruits Crew and the monthly young people's participation meetings. **Engagement** is the process of empowering people to recognise their right to and benefits of getting involved in decision-making and supporting them with the skills and tools to do so. **Co-production** involves people who use services working in equal partnership with practitioners at the earliest stages of service design, development and evaluation. Richmond has a partnership working agreement that describes how services will work with families to improve outcomes for children and young people with special educational needs and disabilities.

Preparing for and maximising independence

For children and young people with special educational needs and disabilities, independence empowers individuals to have more control over their lives, allowing them to make choices, participate more in society, become more engaged in their community, build relationships, and develop social skills. Developing independence opens up opportunities for education and employment, equipping young people with the skills necessary to maximise their potential and contribute to society as fully as possible. Independent individuals are better equipped to advocate for themselves, be less dependent on others and adapt to different situations, fostering continuous growth throughout their lives.

High quality commissioning

Commissioning involves the process for deciding how to use the total resource available for children and families in order to improve outcomes in the most efficient, effective, equitable and sustainable way. Resources need to be allocated effectively to address the diverse and complex needs of our community, and to make outcomes as good as they can be, services need to be tailored to meet the specific needs of individuals. Effective commissioning involves collaboration between various agencies, such as educational, health, and social care services, including to provide access to specialised services and expertise that might not otherwise be readily available. High-quality commissioning encourages innovation and continuous improvement in services. It allows for the evaluation of existing services, identification of gaps, and the introduction of new approaches to better meet evolving needs. It also aims to achieve value for money by ensuring that resources are used efficiently.

Workforce

A capable, stable and united workforce across all of the education, health and care sectors is vital to maximise the outcomes achieved by children and young people with SEND. Families tell us that high quality and long lasting relationships between young people and practitioners can have a significant impact on the progress of their children, but too often those working to provide support change, and information is not shared between agencies or passed on to those providing support in the future. Ongoing investment in staff training and support is needed, making practitioners not just as skilled as they can be, but also motivated to remain supporting children and young people with SEND and their families in our communities for as long as possible.

In addition to these themes, the workstream objectives and activities are set out below:

Workstream 1 - Early identification and intervention

The objective of the early identification and intervention workstream is to support families and all agencies including education, health and social care providers, to where possible prevent additional needs occurring, and where they do arise, to be competent and confident in supporting children and young people with SEND, from the early years to post-16. This will mean that children and young people will have the best possible experiences and their needs are met early without the need for an EHC plan.

The following projects are included within workstream 1:

Healthy Child Programme - This project aims to increase the parent carer uptake on the 2.5 year health and development reviews, and the number of families enrolled in the Maternal Early Childhood Sustained Home-visiting programme.

Family Hubs - This work looks at supporting the early identification of needs and the delivery of support as soon as possible, ensuring SEND friendly spaces will be available in every main Family Hub, and developing an Early Health and Family Support offer in the Family Hubs which provides easy access for families on universal areas of need.

Pre and post diagnostic support - This looks at ensuring that families are receiving guidance on how to support their child effectively, understanding their strengths and challenges, and accessing support networks or parent groups. This project will also be introducing a specialist practitioner team for SEND who will help to support families pre and post diagnosis.

Alternative provision (as an intervention, not a destination) - Improving the quality assurance of Alternative (SEND) Provision, and ensuring there is robust wraparound support for young people transitioning into post-16 education who may need alternative provision, such as those open to the Emotional Health Service, CAMHS, and the Youth Offending Service.

Education, health and care needs assessments - This project will look at the insights from this process, for example the learning about emerging needs of children or the sources of request, and seeing where there is potential to inform local decision making, for example about workforce development, in particular schools or the commissioning of new or different early intervention support services.

Mainstream school practice (including SEN support and the transition between stages of education) - This includes greater awareness and use of Quality First Teaching and the Inclusion Charter / Toolkit, as well as improving the transition process between primary and secondary schools and developing the training and resources for school staff around SEN support.

Workstream 2 - Our Local Offer

This workstream focuses on ensuring the right structure of provision is in place for young people in the local community. This includes ensuring we are continuing to develop the capacity and quality of local education placements for children with SEND, that we are finding sustainable employment for young people with SEND, that we are preparing young people for adulthood, including the transition of young people into adult services, planning innovative approaches to waiting times and provision of therapies, emotional wellbeing and mental health services and autism and ADHD assessments.

The following projects are included under workstream 2:

Education placements: schools and alternative provision (as a destination) - This work is focused on continuing to develop the capacity and quality of local education placements for children with SEND, across all ages in mainstream and specialist resource provisions (SRPs) and special schools and colleges.

Vocational pathways: employment, education and training for those aged 16 to 25 years - This looks at increasing the number of people accessing supported internships and the range available within the borough, and developing and implementing a borough wide employer engagement strategy. As well as developing the offer available to young people who need additional support to transition from education to employment or vocational training

Therapies (speech and language therapy, occupational therapy, and physiotherapy) - This project is focused on reviewing the service delivery models in line with available resources - tiered approach, universal, targeted, specialist. This will lead on to creating a future sustainable framework around spot commissioning.

Emotional wellbeing and mental health - This project will continue to develop the work of the Mental Health Support Teams, including the self-referral pathway, and the development of the whole school approach to mental health in schools. This project also includes work on developing waiting well provision, virtual waiting rooms, and workshops for families.

Autism and attention deficit hyperactivity disorder assessments - Project aims include developing a more robust pre-diagnostic offer which includes clear communication routes with parents, improving the support families get after an autism or ADHD diagnosis, and developing an accurate standardised system to capture the increase in referrals, in order to accurately plan for the increasing need.

Workstream 3 - Assessment and Planning

The overall aim and objective of this project is to improve the statutory process relating to education health and care plans. Key project within this area of work include ensuring that plans are completed within statutory timescales to a consistently high standard, work on the digitalisation of EHCPs, ensuring that annual reviews are completed within statutory timelines to a consistently high standard, ensuring that the move between phases of education is as smooth as it can be and is in line with best practice, promote resilience and independence through following the four pillar outlined in the preparing for adulthood framework, and ensure that young people are preparing for adulthood through independent travel training and adequate transport.

The following projects are included under workstream 3:

The quality and timeliness of education, health and care plans - Key areas of focus include ensuring that plans are completed within statutory timescales to a consistently high standard, improving the training around and application of Holistic Outcomes, and further developing the quality assurance mechanisms for EHCPs that are inclusive of all organisations and professionals contributing to the EHCP.

Digitalisation of education, health and care plans - This project looks at moving our systems from Synergy to Liquid Logic, and working with and training service and advice givers to ensure they are able to confidently complete a digital EHCP. The project team will also be working with and offering training to schools and parents around how the digital EHCPs will work.

The quality and timeliness of the annual review process - This project is focused on ensuring that all key partners are aware and working towards statutory compliance with timeliness through designing and delivering training to all partners on statutory review compliance. The

project team will also be looking at how to make sure the annual review process is used as effectively as it can be in line with holistic outcomes and maximising independence framework.

Moving between phases of education - Project leads will continue to work with schools to identify and share best practice, and to make the experience of transitioning between schools as smooth as it can be, and continue to plan and hold transition information events for local families.

Preparing for Adulthood and transitions to adult services - Project aims include improving the transition process for young people moving between children's and adult services to ensure this is as smooth as it can be, including the communication links between Continuing Healthcare, Adult Social Care and Education.

Transport and independent travel training - This project looks at increasing the number of young people undertaking independent travel training, and developing the SEND Travel Service Communications Strategy.

2. What sources of information have been used in the preparation of this equality assessment? (e.g. national research, JSNA, user feedback)

Information source	Description and outline of the information source
SEND Futures Plan - Richmond	SEND Futures Plan Richmond - Transformation programme that sets out how will work with children, young people and their families to improve our services on a continuous basis, within the financial resources available to us.
Richmond Joint Strategic Needs Assessment (JSNA)	Richmond JSNA Overview
Richmond School Census Data	Data from the Spring 2024 school census and the Autumn School census undertaken by the AfC Intelligence team
Richmond SEND Summary data	Data undertaken by the AfC Intelligence team on a monthly basis
National SEN2 Data	Statistics on pupils with SEND across England: SEN2 Data

3. Analysis of impact

NOTE: This assessment presents data relating to children and young people with an EHCP and also to children and young people with SEND but who do not meet the threshold to have an EHCP and are registered as SEN Support. Under these circumstances the school (or nursery if aged under 5 and college is applicable) is responsible for developing an individual SEN support plan to meet their needs. Every mainstream school has a special educational needs coordinator (SENCO) who is responsible for organising extra help for pupils with SEND. The SENCO works with the class teachers and subject teachers to plan the help each child will receive. The school will give clear information about the extra help the child is getting and should meet with the parents/ carers at least three times a year to review how the child is progressing and what the next steps will be. The school should also provide a report at least once a year on the child's progress.

The data presented is the latest available for children and young people receiving SEN Support being from the 2022 spring term census in January 2022 and the autumn census in December 2022. The data presented for children and young people with an EHCP is from 31st December 2022.

Age

Impact: Positive.

The SEND Futures Plan and the work that is encompassed within it are considered extremely relevant to age given that the plan relates specifically to children and young people with SEND aged 0-25 years old. The impact is deemed to be positive as the SEND Futures Plan is a strategic plan to transform the SEND services that are provided to children and young people and improve outcomes for them.

The data shows that the proposals are likely to have a greater impact on those aged 11-15 who have an EHCP in the current cohort as this is also the most common age grouping for those with an EHCP in Richmond and nationally. The number of children and young people that have plans between the age ranges: 5-10 years old, 11-15 years old and 16+ years old are fairly similar and therefore it would be deemed it would have an impact on children and young people aged 5 - 25 years old.

For those receiving SEN Support, the age group most likely to be impacted are those aged 5 to 15 years old. The number of children and young people across this age range is similar across both primary and secondary phases of education.

Data and analysis:

Education, Health and Care Plans (EHCPs)

As of the end of May 2024, Richmond was responsible for 1,884 EHCPs.

The numbers in each age group are set out below:

0-2 years: 0
3-5 years: 101
6-8 years: 303
9-11 years: 411

12-14 years: 460
15-17 years: 385
18-20 years: 153
21-23 years: 56
24+: 15

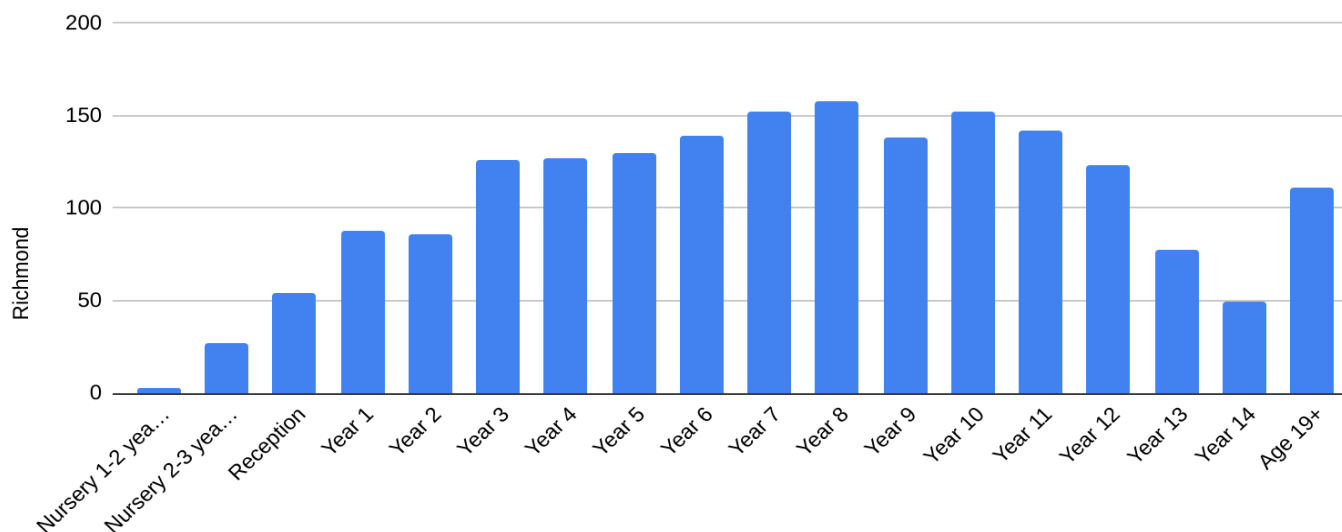
Of the above age ranges, children and young people (CYP) aged 12-14 years old have the highest proportion of EHCPs, however the age ranges from 9-11 and 15-17 years old are also fairly similar.

The list below set outs the number of children and young people per school year group/age group post 19:

Nursery 1-2 years old: 3
Nursery 2-3 years old: 27
Reception: 54
Year 1: 88
Year 2: 86
Year 3: 126
Year 4: 127
Year 5: 130
Year 6: 139
Year 7: 152
Year 8: 158
Year 9: 138
Year 10: 152
Year 11: 142
Year 12: 123
Year 13: 78
Year 14: 50
Age 19+: 111

The chart below shows the breakdown of EHC Plans across Richmond by school year and age range.

Breakdown by school year of EHCPs in Richmond



SEN Support

The latest data, June 2024, shows that there were 3,117 pupils receiving SEN support in Richmond, which is 10.7% of the total school population in Richmond.

Of these, children aged 5-10 are the largest age group receiving SEN support, 45%, followed by children and young people aged 11-15, 43%. Only 4% are aged 4 and under.

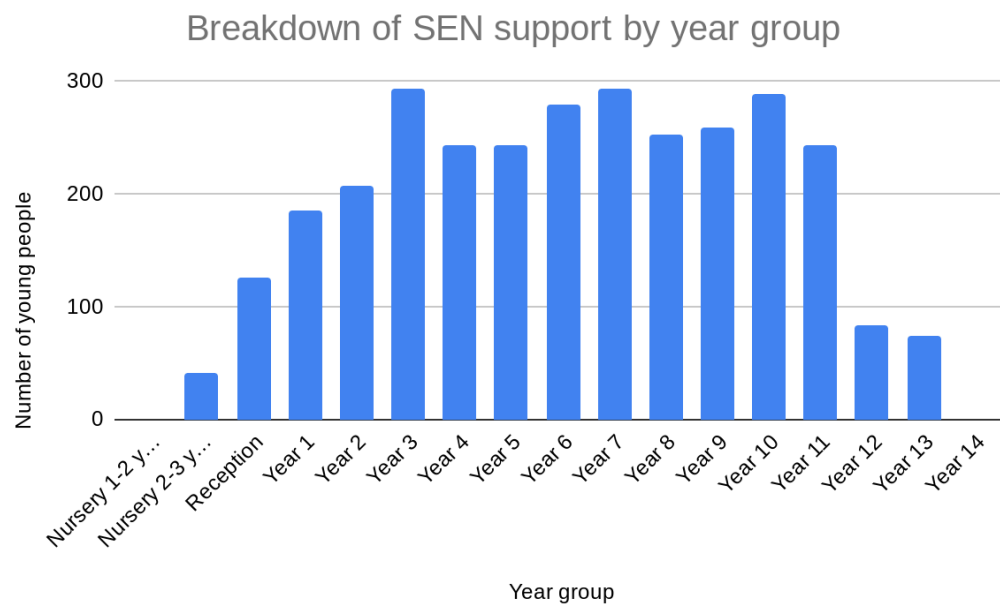
The numbers in each age group are set out below:

- 0 - 4 years old: 114
- 5 - 10 years old: 1413
- 11 - 15 years old: 1335
- 16+ years old: 255

The list below set outs the number of children and young people who are receiving SEN support per school year group:

Nursery 1-2 years old: 0
Nursery 2-3 years old: 41
Reception: 126
Year 1: 185
Year 2: 208
Year 3: 294
Year 4: 244
Year 5: 243
Year 6: 279
Year 7: 294
Year 8: 253
Year 9: 259
Year 10: 289
Year 11: 243
Year 12: 84
Year 13: 75
Year 14: 0

The chart below shows the breakdown of children and young people receiving SEN support across Richmond by school year and age range.



Disability

Impact: Positive

The SEND Futures Plan and the work that is encompassed within it are considered extremely relevant to age given that the plan relates specifically to children and young people with SEND. The impact is deemed to be positive as the SEND Futures Plan is a strategic plan to transform the SEND services that are provided to children and young people and improve outcomes for them.

The most common type of need for those with an EHCP in Richmond aligns with national data. This means that those with Autism are most likely to be impacted by the work that is carried out in the SEND Futures Plan as this forms the largest group in the SEND Cohort.

Data and analysis:

EHCPs

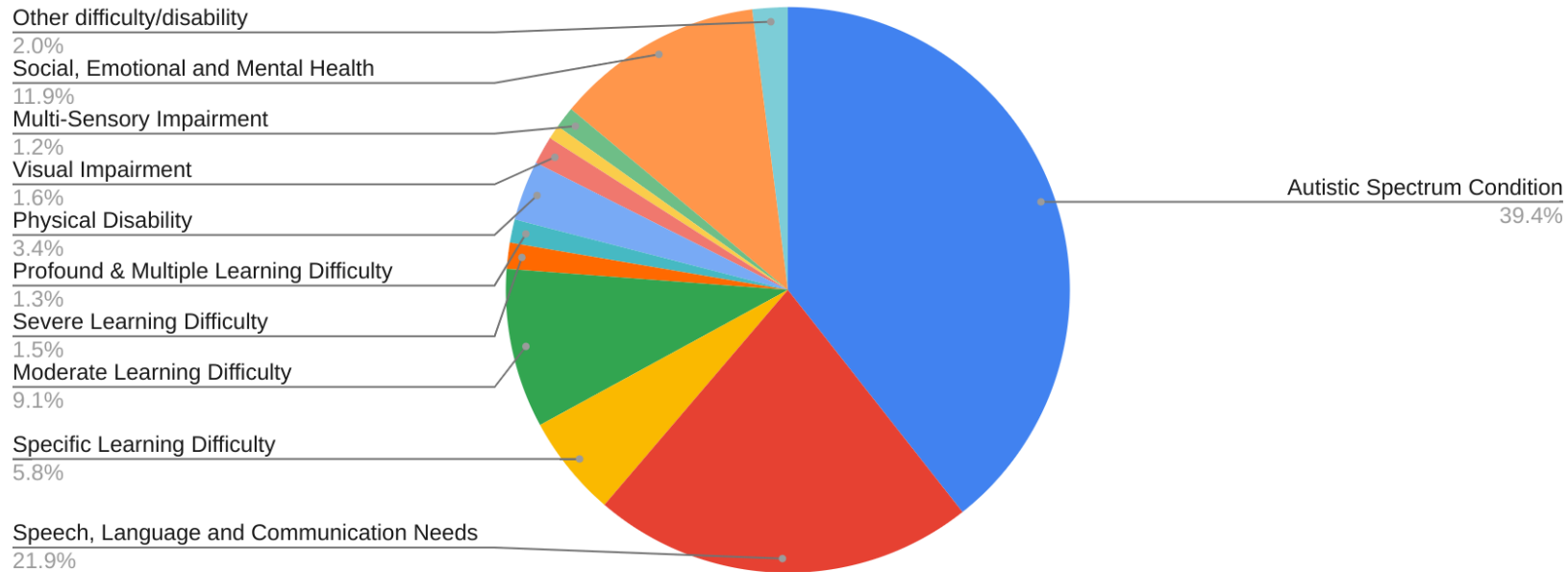
By the end of May 2024 Richmond was responsible for 1,877 EHCPs. The main presenting need is Autistic Spectrum Condition (ASC) (39%), in the last 12 months the number of plans with ASC as the main presenting need has increased by 8%. ASC is followed by Speech, Language and Communication Needs (22%) and Social, Emotional and Mental Health (12%). The list below sets out the needs across the cohort of the children and young people with SEND in Richmond.

Autistic Spectrum Condition: 739, 37%
Speech, Language and Communication Needs: 411, 20%
Specific Learning Difficulty: 109, 7%
Moderate Learning Difficulty: 171, 10%
Severe Learning Difficulty: 28, 2%
Profound & Multiple Learning Difficulty: 25, 1%
Physical Disability: 64, 4%
Visual Impairment: 30, %
Hearing Impairment: 15, 1%
Multi-Sensory Impairment: 23, 1%
Social, Emotional and Mental Health: 224, 12%
Other Difficulty/ Disability: 38, 3%

Within Richmond's overall school population 4.7% have an EHCP, this is similar to the national average of 4%.

The chart below shows the breakdown of main presenting needs in the borough for children and young people with an EHC Plan.

Breakdown of main presenting need for EHCPs in Richmond



SEN Support

10.7% of pupils in Richmond’s overall school population receive SEN support compared to 13.6% nationally.

At the primary phase 9.9% of pupils receive SEN support compared to 14% nationally. At secondary phase, 12.2% receive SEN support, compared to 12.9% nationally.

The most common needs of these pupils are:

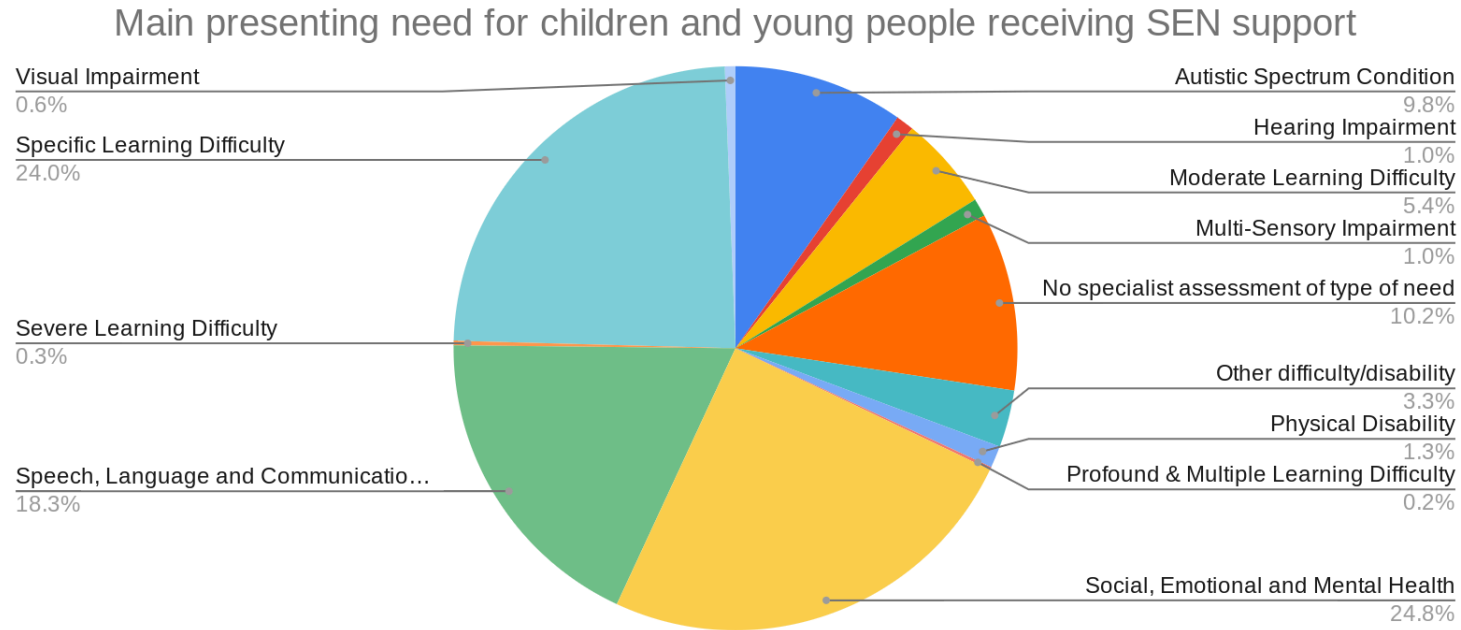
Social, Emotional and Mental Health: 774

Specific Learning Difficulty: 747

Speech, Language and Communication Needs: 569

Autism Spectrum Condition (ASC): 304

The chart below gives the breakdown for the main presenting need for children and young people who are receiving SEN support in the borough.



Gender (sex)

Impact: Positive

The SEND Futures Plan and the work that is encompassed within it are considered relevant to gender. The impact is deemed to be positive as the SEND Futures Plan is a strategic plan to transform the SEND services that are provided to children and young people and improve outcomes for them.

Given the gender breakdown in the SEND cohort, the proposals, if implemented, would have more of an impact on males than females. This aligns with national data both for those with EHCPs and those receiving SEN Support.

There is an awareness that SEND may be underdiagnosed with the female cohort and there is an awareness of this within the SEND system. Data in Richmond is showing that the percentage difference in plans between males and females is decreasing slowly in recent years which could be a result of being aware of females and SEND underdiagnosis.

Data and analysis:

EHCPs

At the end of May 2024, Richmond was responsible for 1,884 EHCPs. There is a significant gender split with a much higher proportion of EHCPs issued to males, 69%, than females, 31%.

SEN support

Of the 3117 children and young people receiving SEN support 1879 are male (60%) and 1238 are female (40%). For the children with an EHCP in Richmond, current data shows that 69% are male, and 31% are female.

Both SEN support and EHCP data on gender in Richmond follows the national trend of SEND being more prevalent in males than females. National data as of 2023 shows that 68.2% of pupils with an EHCP are boys, this has slightly decreased compared to the previous years data (72.8%). Nationally 62% of pupils with SEN support are boys, however this has been decreasing slowly in recent years. Richmond is broadly in line with national data with regards to gender split on EHCPs and SEN support.

Gender reassignment

Impact: Low/ None

Data and analysis:

The proposals are considered to be of low relevance to gender reassignment.

Although data is not currently collected relating to gender reassignment, anecdotal evidence from schools in the borough has indicated a growing level of need in this regard; this is more apparent in secondary schools within the borough. There is awareness that as this cohort of young people spans to 25 years old that this protected characteristic will become of more relevance as young people get older. At present there is not enough sufficient data to analyse the impact on this cohort however it is recognised that the impact of this protected characteristic is to be monitored.

Marriage and civil partnership

Impact: Low/ None

Data and analysis:

The SEND Futures Plan is considered to be of low relevance to marriage and civil partnership. There is awareness that as this cohort of young people spans to 25 years old that this protected characteristic will become of more relevance as young people get older. At present there is not enough sufficient data to analyse the impact on this cohort however it is recognised that the impact of this protected characteristic is to be monitored.

Pregnancy and maternity

Impact: Low/ None

Data and analysis:

The SEND Futures Plan is considered to be of low relevance to pregnancy and maternity. There is awareness that as this cohort of young people spans to 25 years old that this protected characteristic will become of more relevance as young people get older. At present there is not enough sufficient data to analyse the impact on this cohort however it is recognised that the impact of this protected characteristic is to be monitored.

Race/ethnicity

Impact: Positive

The SEND Futures Plan and the work that is encompassed within it are considered relevant to race/ ethnicity. The impact is deemed to be positive as the SEND Futures Plan is a strategic plan to transform the SEND services that are provided to children and young people from all backgrounds and improve outcomes for them. There is an awareness that this protected characteristic may be underrepresented with regards to feedback received and involvement in co-production, participation and engagement. There is on-going work within the SEND service to ensure that the voice of the children and young people and their families from all ethnic backgrounds are heard and that these groups are not underrepresented.

Based on the information available, there does not appear to be a disproportionate impact on any specific ethnic group. The service will continue to improve the collection of this data so a clearer understanding of impact on different ethnicities is possible.

Data and analysis:

16% of all residents in Richmond are from a Black, Asian or Minority Ethnic (BAME) background. This is compared to the outer London average of 44%. Richmond's children's population is 20% BAME vs. 23.3% BAME in the overall population. Compared to London and Outer London, Richmond has a much higher proportion of White British population.

It is also worth considering that the relationship between ethnicity and SEND is complex, with many other variables such as socio-economic status, language and cultural barriers influencing children's outcomes.

At an aggregate level, the national School Census, from January 2024, shows the following statistics regarding ethnicity for children and young people with an EHCP. Data has been collected for 575,963 children and young people with an EHCP in England. The ethnicity of 53,931 is still unknown in England, representing 9% of all children and young people with EHCPs in England.

White: 394,655, 73%

Mixed/Multiple ethnic groups: 34,816, 6%

Asian/Asian British: 47,375, 8%

Black/African/Caribbean/Black British: 32,743, 6%

Other ethnic group: 10,828, 2%

EHCPs

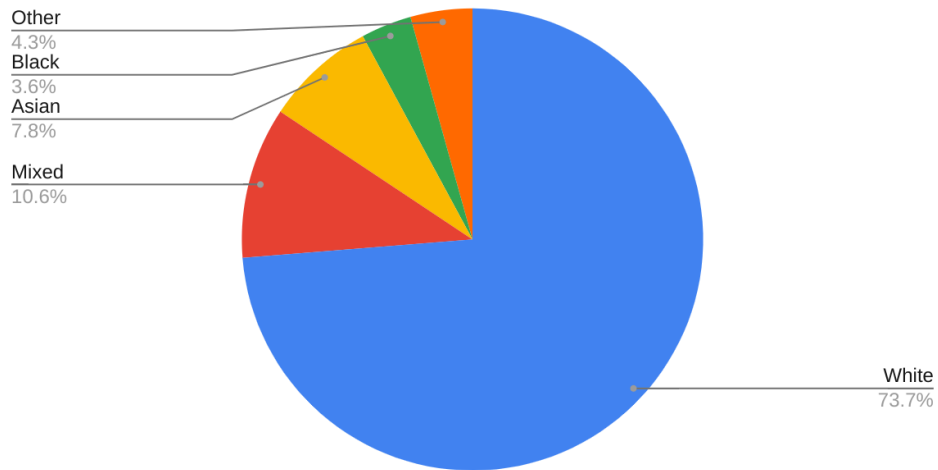
The table below sets out the race/ ethnicity of the 1,884 children and young people with an EHCP as of May 2024.

White: 1308, 69%
Mixed: 188, 10%
Asian: 138, 7%
Black: 63, 3%
Other: 110, 6%
Not obtained/ Refused: 121, 6%

Of those whose race/ ethnicity is known, 69% are White. The next largest group is those of mixed ethnicity, 10%.

The chart below shows the breakdown of race/ethnicity of the 1,884 of children and young people with an EHCP that we have ethnicity data for, this is to give a proportional representation of this cohort however we are aware that there is a large number of children and young people that we have not collected from are this may skew the data.

Ethnic breakdown of children and young people in Richmond with an EHCP



SEN Support

Ethnicity data for children and young people receiving SEN support is collected once a year at the point of Spring Census in January. The number of children and young people receiving SEN support at this point was 3117.

White: 2,289, 73%

Mixed: 362, 12%

Asian: 204, 7%

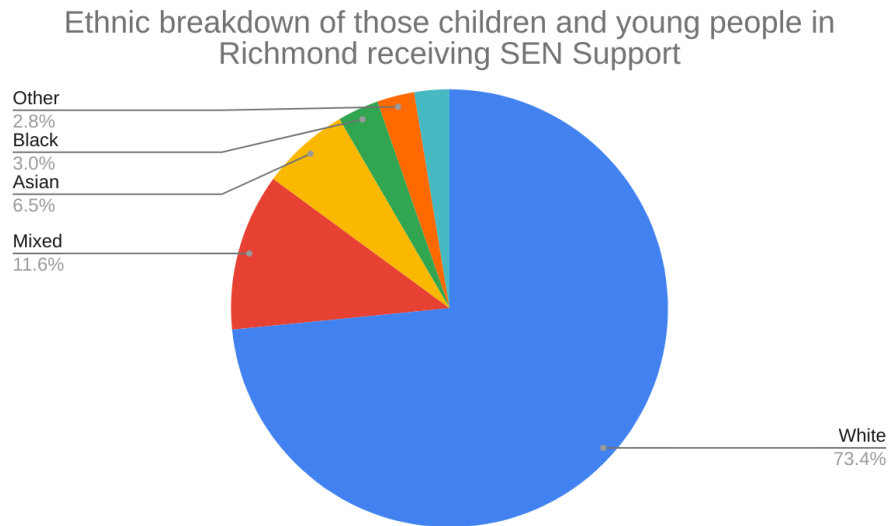
Black: 95, 3%

Other: 86, 3%

Not obtained/ Refused: 81, 3%

Of the 3117 children and young people receiving SEN support, 73% (2,289) are White British and 22% are BAME.

The chart below shows the breakdown of race/ethnicity for the 3117 children and young people in the borough who are currently receiving SEN support.



Religion and belief including non-belief

Impact: Low/ none

Data and analysis:

The SEND Futures Plan is considered to be of low relevance to religion and belief.

Sexual orientation

Impact: Low/ None

Data and analysis:

The SEND Futures Plan is considered to be of low relevance to sexual orientation. There is awareness that as this cohort of young people spans to 25 years old that this protected characteristic will become of more relevance as young people get older. At present there is not enough sufficient data to analyse the impact on this cohort however it is recognised that the impact of this protected characteristic is to be monitored.

Other i.e. carer, or those on a low income

Impact: Low

Data and analysis:

Data from Richmond Carers in 2024 shows that 51 out of the 594 registered young carers have SEND, this is 9%.

The level of child poverty in Richmond is the lowest in London with 8.5% (2795) of children aged under 16 years living in low-income families. Despite this, there are still pockets of inequality in Richmond. There is also a recognised link between low socio-economical status and SEND. Pupils who qualify for free school meals (an indicator of deprivation) are much more likely to have SEND. In the academic year 2023/24 42.2% of pupils with an EHC plan and 38.3% of pupils with SEN support are eligible for free school meals.

At present there is not enough sufficient data to analyse the impact on this cohort locally however it is recognised that the impact of this protected characteristic is to be monitored.

4. What consultation have you undertaken in the development of this policy/project or with stakeholders or critical friends? Outline the consultation method and what feedback has been received:

An initial consultation was taken upon the SEND Transformation Plan and then the changes to the SEND Futures Plan which was documented in the original Equalities Impact Assessment. Since then a co-production commitment has been agreed by AfC, the ICS, the Local Authority and the Parent Carer Forum; this co-production commitment means that there is a commitment to ensure that individual needs are optimally met, and crucial insights are obtained into how services and outcomes can be improved. For this to happen, all partners need to engage with children and young people with SEND and their parents and carers on decisions about their own support, and on services offered across the wider system.

Children and young people and their families are communicated throughout the academic year through different surveys, consultations and in meetings to ensure that the progress of this plan is capturing the voice of children and young people with SEND and their families. A Parent Carer Engagement Officer is in post to develop closer working relationships with families across the borough and to ensure that parents and carers of children and young people with SEND are involved in the SEND Futures Plan. The Parent Carer Engagement Officer also meets the Parent Carer Forum's steering group on a regular basis. A new SEND Participation Officer and a SEND Participation Lead have also been recently employed who will engage and consult with children and young people with SEND to ensure that their views are heard and reflected in the SEND Futures Plan. There is an awareness that communication with parents and carers and children and young people could be improved and one of the main objectives of the Parent Carer Engagement Officer is to improve this.

A number of different consultations relating to Richmonds's SEND system have taken place between 2019-2024, and these are listed on the [Local Offer website](#).

5. Summary of findings

After analysing the data collected for each protected characteristic alongside the impact of the SEND Futures Plan on these protected groups the overall impact of this plan is positive. The aim of the plan is to improve the quality of SEND provision across Richmond whilst ensuring financial sustainability and the work that is being carried out to transform these services are positive.

Some of the findings below are to be recognised as areas to be aware of throughout the work that is being progressed with the SEND Futures Plan:

- Children and young people who are from ethnic minorities may be underrepresented with regards to feedback received and involvement in co-production, participation and engagement. There is on-going work within the SEND service to ensure that the voice of the children and young people and their families from all ethnic backgrounds are heard and that these groups are not underrepresented.
- The following protected characteristics: gender reassignment, pregnancy and maternity, sexual orientation and marriage and civil partnership may become more prevalent in the older cohort of children and young people with SEND. Therefore the impact on the protected characteristics may change, at present data is not available for any impact this may have.
- There is a requirement to collate more data for certain protected characteristics including: ethnic minorities, carers, low income families and those mentioned in the bullet point above relating to the older cohort of young people. This data will allow a greater understanding of the impact of the SEND Futures Plan on the Richmond population.
- There is currently limited data on the correlation between low income families and SEND. Information collection needs to improve to better understand the potential impact/correlation.
- The number of families with a child with an EHCP who have not provided information about their race/ethnicity has continued to gradually decrease, going from 7% in December 2022 to 6% in May 2024. However, we would want this number to be decreasing at a faster rate, and given that information on 6% of children and young people about their race/ethnicity is still not held, we may not have a true understanding of the impact on this cohort. The service will continue to improve the collection of this data so a clearer understanding of impact on different ethnicities is possible.
- There is an awareness that SEND may be underdiagnosed with the female cohort and there is an awareness of this within the SEND system. Data in Richmond is showing that the percentage difference in plans between males and females has stayed relatively consistent at a 30% to 70% split, which could demonstrate an under-diagnosis amongst females.

6. Action planning

What consultation have you undertaken with stakeholders or critical friends about the key findings? Include any identified data gaps:

Issue identified **(1)**

Lack of ethnicity data in relation to children and young people with EHCPs

Planned action	Improve data collection in relation to the ethnicity of children and young people with EHCP
Update June 2024	There has been on-going work to improve data collection processes amongst this cohort, for example, there is currently an action plan focused on refreshing the Disability Support Register to ensure that it is easier for families to register, and we are able to collect more information from families including those from harder to reach groups. However, this is an on-going issue which we will continue to work on.
Lead officer	Head of SEND
Completion date	On-going
Issue identified (2)	Ensuring that parents and parent representatives from protected characteristic groups are better informed
Planned action	Parent Carer Engagement Officer to work with colleagues, the Parent Carer Forum and parents to ensure that parents and carers are informed of developments in SEND provision across Richmond
Update June 2024	Parent Carer Engagement Officer has continued to work with the Parent Carer Forum, SEND Parent Champions and other voluntary sector groups to target harder to reach groups, and those from protected characteristics, to inform them of the services available in the borough, and signpost them to other help and support.
Lead officer	Parent Carer Engagement Officer, AfC colleagues to assist
Completion date	On-going

Issue identified (3)	Children and young people who are from ethnic minorities may be underrepresented with regards to feedback received and involvement in co-production, participation and engagement.
Planned action	Parent Carer Engagement Officer to continue to work with colleagues, the Parent Carer Forum and parents to ensure that we are receiving feedback, engagement and participation from children and young people and their families from ethnic minority backgrounds and other hard to reach groups
Update June 2024	Parent Carer Engagement Officer has continued to work with the Parent Carer Forum, SEND Parent Champions and other voluntary sector groups to gain feedback from young people and parents and carers. AfC are also working on an engagement calendar which will lay out all future engagement opportunities for families for the year ahead.
Lead officer	Parent Carer Engagement Officer, AfC colleagues to assist
Completion date	On-going
Issue identified (4)	We recognise that the following protected characteristics: gender reassignment, sexual orientation, pregnancy and maternity, carers and marriage/ civil partnership become more apparent as children and young people become older, especially post-16 years old. Information collection needs to improve to better understand the effect this could be having on this cohort
Planned action	Information to be collated on these protected characteristics, the age range of this data will need to be considered as it is not applicable to all

<p>Update June 2024</p>	<p>age ranges. Once this information has been collected further analysis is to be completed to ensure that we understand the impact on this cohort</p> <p>AfC are updating the Equality Impact Assessment guidance form and screening. In addition, we have had changes to our policies to improve how we report on protected characteristics, for example, care experience has now become a protected characteristic. AfC is also working on an Equality, Diversity and Inclusion action plan which is being released in October 2024, and an anti-racism strategy is also being released soon.</p>
<p>Lead officer</p>	<p>Head of SEND</p>
<p>Completion date</p>	<p>On-going</p>
<p>Issue identified (5)</p>	<p>There is currently limited data on the correlation between low income families and SEND. Information collection needs to improve to better understand the potential impact/ correlation</p>
<p>Planned action</p>	<p>Information to be collated on the protected characteristics. Once this information has been collected further analysis is to be completed to ensure that we understand the impact on this cohort</p>
<p>Update June 2024</p>	<p>AfC have continued to work on improving the collation of data on protected characteristics, however there is still limited data and therefore this is an on-going action.</p>
<p>Lead officer</p>	<p>Head of SEND</p>
<p>Completion date</p>	<p>On-going</p>

7. Publishing the completed Equality Impact Assessment

Completed date

28/08/2024

Lead officer

Megan Francis-Falkner

Signed off by (Director level)



Charis Penfold

Please send your completed EIA to policies@achievingforchildren.org.uk for publication.