



Equality Impact Assessment [version 2.11]

Title: Local Area Reinspection October 2022	
<input type="checkbox"/> Policy <input checked="" type="checkbox"/> Strategy <input type="checkbox"/> Function <input type="checkbox"/> Service <input type="checkbox"/> Other [please state]	<input checked="" type="checkbox"/> New <input type="checkbox"/> Already exists / review <input type="checkbox"/> Changing
Directorate: People	Lead Officer name: Richard Hanks
Service Area: Education and Skills	Lead Officer role: Interim Director, Education and Skills

Step 1: What do we want to do?

The purpose of an Equality Impact Assessment is to assist decision makers in understanding the impact of proposals as part of their duties under the Equality Act 2010. Detailed guidance to support completion can be found here [Equality Impact Assessments \(EqIA\) \(sharepoint.com\)](#).

This assessment should be started at the beginning of the process by someone with a good knowledge of the proposal and service area, and sufficient influence over the proposal. It is good practice to take a team approach to completing the equality impact assessment. Please contact the [Equality and Inclusion Team](#) early for advice and feedback.

1.1 What are the aims and objectives/purpose of this proposal?

Briefly explain the purpose of the proposal and why it is needed. Describe who it is aimed at and the intended aims / outcomes. Where known also summarise the key actions you plan to undertake. Please use plain English, avoiding jargon and acronyms. Equality Impact Assessments are viewed by a wide range of people including decision-makers and the wider public.

The 2019 Ofsted inspection (30 Sept-4 Oct) determined that a Written Statement of Action (WSoA) was needed in order to improve the effectiveness of Bristol's approach to its special educational needs and disabilities (SEND) operations. Ofsted identified five areas of weakness, in Bristol's practices:

1. The lack of accountability of leaders at all levels, including school leaders
2. The inconsistencies in the timeliness and effectiveness of the local area's arrangements for the identification and assessment of children and young people with SEND
3. The dysfunctional EHC plan process, and inadequate quality of EHC plans
4. The underachievement and lack of inclusion of children and young people with SEND, including the high rates of persistent absenteeism and fixed-term exclusions
5. The fractured relationships with parents and carers, lack of co-production and variable engagement and collaboration

Between 3rd and 7th of October 2022 OFSTED and the Care Quality Commission (CQC) jointly re inspected the effectiveness of Bristol's approach to implementing the special educational needs and disability (SEND) reforms as set out in the Children and Families Act 2014. The specific focus was on the progress made by the local area since 2019. Ofsted and the Care Quality Commission (CQC) revisit report, was published on Friday 25 November, it recognises that Bristol and the local area have improved special education needs and disabilities (SEND) services.

Our final WSoA milestones were signed off by the DFE in July 2021 and our reinspection formalised the progress made. However, there is still much to do before Bristol's CYP with SEND and their families have consistently good experiences of education, health and care. The new **SEND Partnership Plan** will continue to tackle the areas of weakness identified in the inspection, the re-inspection report and feedback from partners. The local area benefitted from the structure and format of the WSOA and the new partnership plan will take a similar approach. The SEND Partnership Plan will also reflect the new local area SEND updated inspection framework which focusses on experiences and outcomes as opposed to the implementation of the 2014 reforms.

We have received written confirmation that we will require an **Accelerated Action Plan** for Area 5 which is the relationships with parents and carers. We are already in conversation with the DFE about how to progress this work.

1.2 Who will the proposal have the potential to affect?

<input checked="" type="checkbox"/> Bristol City Council workforce	<input checked="" type="checkbox"/> Service users	<input checked="" type="checkbox"/> The wider community
<input checked="" type="checkbox"/> Commissioned services	<input checked="" type="checkbox"/> City partners / Stakeholder organisations	

Additional comments: The inspection report provides the Local Area and children, young people and families with an overview of the improvements since 2019 and areas where further development and action are required. The response to the Local Area inspection through the Accelerated Action Plan and SEND Partnership Plan will influence the strategic and operational work for all SEND services and partners and positively impact on the quality of provision for children and young people with SEND and their families.

1.3 Will the proposal have an equality impact?

Could the proposal affect access levels of representation or participation in a service, or does it have the potential to change e.g. quality of life: health, education, or standard of living etc.?

If 'No' explain why you are sure there will be no equality impact, then skip steps 2-4 and request review by Equality and Inclusion Team.

If 'Yes' complete the rest of this assessment, or if you plan to complete the assessment at a later stage please state this clearly here and request review by the Equality and Inclusion Team.

<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	[please select]
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The inspection report is not a proposal but outlines the finding of the Ofsted Local Area inspection and the required areas for development. The delivery of the improvements will be via the development of the proposed SEND Partnership Plan and the Accelerated Action Plan that is required by the Department for Education.

The two plans will have their own Equality Impact Assessments supported and informed by stakeholder engagement and feedback, including parents and carers via the Community of Groups.

Step 5: Review

The Equality and Inclusion Team need at least five working days to comment and feedback on your EqIA. EqIAs should only be marked as reviewed when they provide sufficient information for decision-makers on the equalities impact of the proposal. Please seek feedback and review from the [Equality and Inclusion Team](#) before requesting sign off from your Director¹.

Equality and Inclusion Team Review: <i>Reviewed by Equality and Inclusion Team</i>	Director Sign-Off: Richard Hanks Interim Director, Education and Skills
Date: 9/1/2023	Date: 04.01.23

¹ Review by the Equality and Inclusion Team confirms there is sufficient analysis for decision makers to consider the likely equality impacts at this stage. This is not an endorsement or approval of the proposal.