



EQIA Submission Draft Working Template

If required, this template is for use prior to completing your EQIA Submission in the EQIA App. You can use it to understand what information is needed beforehand to complete an EQIA submission online, and also as a way to collaborate with others who may be involved with the EQIA. Note: You can upload this into the App when complete if it contains more detailed information than the App asks for and you wish to retain this detail.

Section A

1. Name of Activity (EQIA Title):

The Special Educational Needs (SEN) High Needs Funding Model

2. Directorate

Children Young People and Education (CYPE)

3. Responsible Service/Division

Education and SEN

Accountability and Responsibility

4. Officer completing EQIA

Note: This should be the name of the officer who will be submitting the EQIA onto the App.

Rachel Baker – Inclusion Project Manager, CYPE

5. Head of Service

Note: This should be the Head of Service who will be approving your submitted EQIA.

Siobhan Price – Assistant Director School Inclusion, CYPE

6. Director of Service

Note: This should be the name of your responsible director.

Christine McInnes – Director of Education and SEN, CYPE

The type of Activity you are undertaking

7. What type of activity are you undertaking?

Service Change – *operational changes in the way we deliver the service to people.* Answer Yes/No

Yes

Service Redesign – *restructure, new operating model, or changes to ways of working.* Answer Yes/No

Yes

Project/Programme – *includes limited delivery of change activity, including partnership projects, external funding projects and capital projects.* Answer Yes/No

Yes

Commissioning/Procurement – *means commissioning activity which requires commercial judgement.* Answer Yes/No

No

Strategy /Policy – includes review, refresh or creating a new document. Answer Yes/No

Yes

Other – Please add details of any other activity type here.

None

8. Aims and Objectives and Equality Recommendations – Note: You will be asked to give a brief description of the aims and objectives of your activity in this section of the App, along with the Equality recommendations. You may use this section to also add any context you feel may be required.

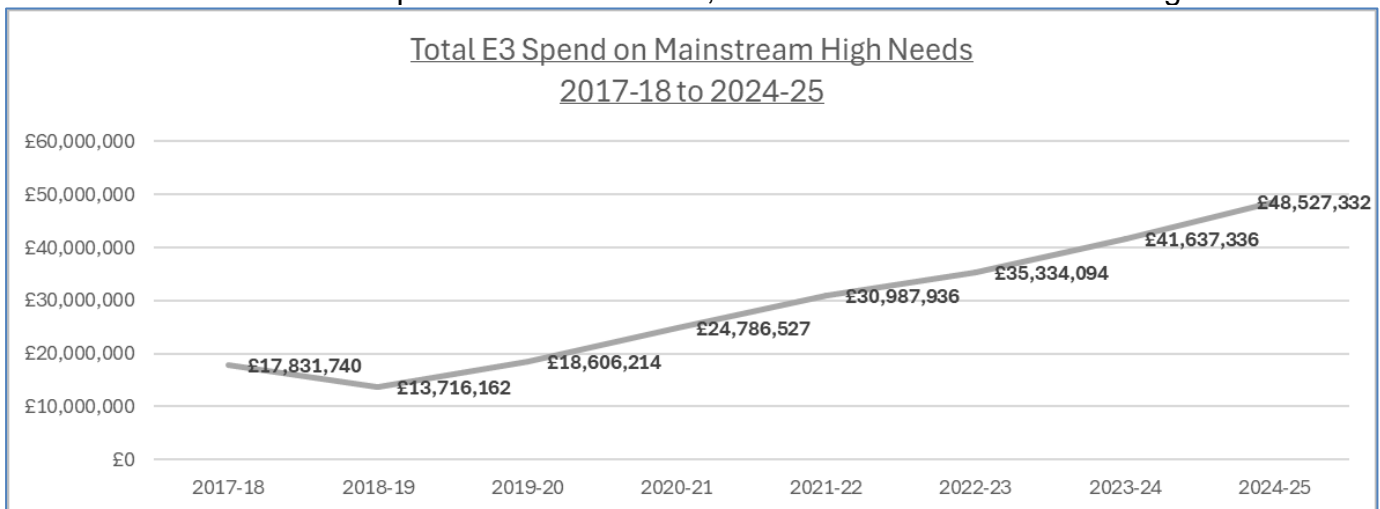
Kent County Council (KCC) are looking to adopt and implement a sustainable, single funding model for Special Educational Needs (SEN) High Needs Funding, for mainstream schools, Specialist Resource Provisions and special schools that will replace the current funding processes.

KCC has signed a 'Safety Valve' Agreement with the DfE to reach a positive in-year balance on its Dedicated Schools Grant (DSG) by the end of 2027-28 and in each subsequent year. Actions set out within this agreement include (but are not limited to):

- building capacity in mainstream schools to support children and young people (cyp) with SEND, thus increasing the proportion of cyp successfully supported in mainstream education and reducing dependence of specialist provision,
- ensure there is sufficient and consistent capacity across the county to support children with severe and complex needs in their local area where possible,
- reviewing the specialist continuum to ensure only the most severe and complex needs are supported in special schools,
- develop a school/area-led approach to commissioning SEN support services (Locality Based Resources), to better respond to the needs of cyp with SEND.

In 2023-24 £371.3m from the DSG was spent on SEN non statutory services and school/education placements. The 2023-24 High Needs Block from the DSG was £316.9m (with an additional £12m from primary and secondary school budgets). Meaning in 2023-24 there was a £42.3m shortfall between spend and budget allocation.

Mainstream high needs funding has risen for the last 6 years and based on evidence of rising numbers of EHCP s and requests for assessment, would continue to do so if changes are not made.



KCC engaged with stakeholders on developing the plans for a new financial model and are undertaking a consultation with all Kent schools on the principles of the proposed new funding model for High Needs Funding, the formula for calculating mainstream Communities of schools' budget and a transition process.

The purpose of this Equality Impact Assessment is to help KCC assess the potential impact on persons with different protected characteristics. In undertaking this assessment, KCC has had regard to the need to: (i) eliminate discrimination; (ii) advance the equality of opportunity; and (iii) foster good relations between persons who share a relevant protected characteristic and those who do not, in the exercise of our public functions.

Section B – Evidence

Note: For questions 9, 10 & 11 at least one of these must be a 'Yes'. You can continue working on the EQIA in the App, but you will not be able to submit it for approval without this information.

9. Do you have data related to the protected groups of the people impacted by this activity?

Answer: Yes/No

Yes

10. Is it possible to get the data in a timely and cost-effective way? Answer: Yes/No

Yes

11. Is there national evidence/data that you can use? Answer: Yes/No

Yes

12. Have you consulted with Stakeholders?

Answer: Yes/No

Stakeholders are those who have a stake or interest in your project which could be residents, service users, staff, members, statutory and other organisations, VCSE partners etc.

Yes

13. Who have you involved, consulted, and engaged with?

Please give details in the box provided. This may be details of those you have already involved, consulted, and engaged with or who you intend to do so with in the future. If the answer to question 12 is 'No', please explain why.

KCC has engaged with stakeholders to support in creating the proposals, including school leaders, KCC staff, School Funding Forum, and the High Needs Funding sub-group. A list of school leaders and KCC Officers engaging with the development of the proposals is available as an appendix on the consultation document which can be found on Kelsi.

14. Has there been a previous equality analysis (EQIA) in the last 3 years? Answer: Yes/No

Yes, for the CATIE Strategy, this work sits within the remit of CATIE. There was an EqIA for the consultation on the proposed Locality Model which was updated following the consultation

15. Do you have evidence/data that can help you understand the potential impact of your activity?

Answer: Yes/No

Yes

Uploading Evidence/Data/related information into the App

Note: At this point, you will be asked to upload the evidence/ data and related information that you feel should sit alongside the EQIA that can help understand the potential impact of your activity. Please ensure that you have this information to upload as the Equality analysis cannot be sent for approval without this.

Data included within the consultation documents linked on Kelsi

Section C – Impact

16. Who may be impacted by the activity? Select all that apply.

Service users/clients - Answer: Yes/No

Yes

Residents/Communities/Citizens - Answer: Yes/No

No

Staff/Volunteers - Answer: Yes/No

Yes

17. Are there any positive impacts for all or any of the protected groups as a result of the activity that you are doing? Answer: Yes/No

Yes

18. Please give details of Positive Impacts

Implementing one funding model for all schools will:

- Update existing funding processes that no longer adequately respond to requirements
- Simplify the funding process
- Provide equity, consistency, clarity, and transparency
- Improve access to and timely delivery of the funding
- Embed improved governance, control, and monitoring processes
- Provide flexible local resource, in the form of financial and practical support
- Reduce bureaucracy
- Provide sustainability for the future

Negative Impacts and Mitigating Actions

The questions in this section help to think through positive and negative impacts for people affected by your activity. Please use the Evidence you have referred to in Section B and explain the data as part of your answer.

19. Negative Impacts and Mitigating actions for Age

a) Are there negative impacts for Age? Answer: Yes/No

(If yes, please also complete sections b, c, and d).

Yes

b) Details of Negative Impacts for Age

These proposals do not make changes to the Special Educational Needs Inclusion Fund (SENIF) for Early Years (0 to 4 years), or to Post-16 funding (16 years and upwards)

c) Mitigating Actions for Age

Early years and post-16 funding (for those pupils not attending a sixth form in state funded schools') will continue to be delivered in the same way, as existing processes for allocating resource to both

age groups function adequately. KCC want to take a measured approach and assess the impact of changes to the funding for the 5–16-year-old age group before looking to adopt the system for all age ranges.

The rationale for focusing on a funding Model for 5-16-year-olds first, rather than all age groups at once, was to change the system where it will have the most direct positive impact for children, young people, families, KCC, and its partners.

d) Responsible Officer for Mitigating Actions - Age

Siobhan Price – Assistant Director School Inclusion, CYPE

20. Negative Impacts and Mitigating actions for Disability

a) Are there negative impacts for Disability? Answer: Yes/No
(If yes, please also complete sections b, c, and d).

No

b) Details of Negative Impacts for Disability

N/A

c) Mitigating Actions for Disability

N/A

d) Responsible Officer for Mitigating Actions - Disability

Siobhan Price – Assistant Director School Inclusion, CYPE

21. Negative Impacts and Mitigating actions for Sex

a) Are there negative impacts for Sex? Answer: Yes/No
(If yes, please also complete sections b, c, and d).

No

b) Details of Negative Impacts for Sex

N/A

c) Mitigating Actions for Sex

N/A

d) Responsible Officer for Mitigating Actions - Sex

Siobhan Price – Assistant Director School Inclusion, CYPE

22. Negative Impacts and Mitigating actions for Gender identity/transgender

a) Are there negative impacts for Gender identity/transgender? Answer: Yes/No
(If yes, please also complete sections b, c, and d).

No

b) Details of Negative Impacts for Gender identity/transgender

N/A

c) Mitigating actions for Gender identity/transgender

N/A

d) Responsible Officer for Mitigating Actions - Gender identity/transgender
Siobhan Price – Assistant Director School Inclusion, CYPE
23. Negative Impacts and Mitigating actions for Race
a) Are there negative impacts for Race? Answer: Yes/No <i>(If yes, please also complete sections b, c, and d).</i>
No
b) Details of Negative Impacts for Race
N/A
c) Mitigating Actions for Race
N/A
d) Responsible Officer for Mitigating Actions – Race
Siobhan Price – Assistant Director School Inclusion, CYPE
24. Negative Impacts and Mitigating actions for Religion and belief
a) Are there negative impacts for Religion and Belief? Answer: Yes/No <i>(If yes, please also complete sections b, c, and d).</i>
No
b) Details of Negative Impacts for Religion and belief
N/A
c) Mitigating Actions for Religion and belief
N/A
d) Responsible Officer for Mitigating Actions - Religion and belief
Siobhan Price – Assistant Director School Inclusion, CYPE
25. Negative Impacts and Mitigating actions for Sexual Orientation
a) Are there negative impacts for sexual orientation. Answer: <i>Yes/No (If yes, please also complete sections b, c, and d).</i>
No
b) Details of Negative Impacts for Sexual Orientation
N/A
c) Mitigating Actions for Sexual Orientation
N/A
d) Responsible Officer for Mitigating Actions - Sexual Orientation
Siobhan Price – Assistant Director School Inclusion, CYPE
26. Negative Impacts and Mitigating actions for Pregnancy and Maternity
a) Are there negative impacts for Pregnancy and Maternity? Answer: Yes/No <i>(If yes, please also complete sections b, c, and d).</i>
No
b) Details of Negative Impacts for Pregnancy and Maternity
N/A

c) Mitigating Actions for Pregnancy and Maternity
N/A
d) Responsible Officer for Mitigating Actions - Pregnancy and Maternity
Siobhan Price – Assistant Director School Inclusion, CYPE
27. Negative Impacts and Mitigating actions for marriage and civil partnerships
a) Are there negative impacts for Marriage and Civil Partnerships? Answer: Yes/No <i>(If yes, please also complete sections b, c, and d).</i>
No
b) Details of Negative Impacts for Marriage and Civil Partnerships
N/A
c) Mitigating Actions for Marriage and Civil Partnerships
N/A
d) Responsible Officer for Mitigating Actions - Marriage and Civil Partnerships
Siobhan Price – Assistant Director School Inclusion, CYPE
28. Negative Impacts and Mitigating actions for Carer's responsibilities
a) Are there negative impacts for Carer's responsibilities? Answer: Yes/No <i>(If yes, please also complete sections b, c, and d).</i>
No
b) Details of Negative Impacts for Carer's Responsibilities
N/A
c) Mitigating Actions for Carer's responsibilities
N/A
d) Responsible Officer for Mitigating Actions - Carer's Responsibilities
Siobhan Price – Assistant Director School Inclusion, CYPE