

WORCESTERSHIRE COUNTY COUNCIL EQUALITY IMPACT ASSESSMENT DESKTOP SCREENING

This exercise is not an EIA. It is a desktop exercise designed to establish if you need to carry out a full assessment. When completing the screening please use plain English avoiding the use of acronyms or jargon. Any documents referred to should be attached to the screening form.

Part One: basic information needed to identify the policy and prepare for screening

1.1	Directorate and Section/Unit	Children's Services, Cross-Service
1.2	Title or brief description of the policy being screened.	Education Inclusion Policy
1.3	Screening by:	Robert Williams, Project Manager – Special Schools' Review
1.4	Date of screening	04.05.2010
1.5	Related policies/functions:	SEN Policy Inclusion Policy SEN Review 2005
1.6	To which section of the Directorate or Corporate "business/service plan" does this relate?	Children's Services Directorate Plan – Equality and Diversity Children and Young Peoples Plan – 4.2 Values The policy fits into the Raising Achievement and Access to Learning Business Plan. It will need to be taken account in business planning for all services for Children and young people 0-19 (25) with a learning difficulty, disability, disadvantage or special

		educational needs.
1.7	Is this a new or existing policy?	New. It replaces the SEN and Inclusion Policies
1.8	What is the policy trying to achieve?	The intention of this policy is to raise the achievement for all children and young people from 0 -19 (25)* with a learning difficulty, disability, disadvantage, or special educational needs. It aims to improve outcomes for all children and young people by bringing together the inclusion and standards agendas to become complementary rather than competing priorities. The focus is all children and young people; that their needs are recognised and assessed, with appropriate and timely intervention put in place by suitably qualified and competent professionals in a location that is as local to the child and family as possible.
1.9	What are the planned outcomes for this policy?	To raise achievement for all learners with additional needs. To deliver this there will be a focus on clarifying the roles and responsibilities of settings and the LA, with significant investing in workforce development to ensure the policy is delivered.
1.10	Who will benefit from the policy? How will they benefit?	All children and young people from 0 -19 (25)* with a learning difficulty, disability, disadvantage, or special educational needs. See 1.8 and 1.9 above.
1.11	Who is formally responsible for the delivery of this policy? If different, who is responsible for leading on the delivery?	The Education Inclusion Strategy will lay out the path for the delivery of this policy. The Project lead for this Policy is the Service Manager – Early Intervention and Targeted Support. All Service Managers will have responsibility for delivering their service areas.

1.12	What (if any) are the key priorities within this policy?	<ul style="list-style-type: none"> • To raise the achievement of learners with additional needs. • Build strong local learning communities • Valuing diversity
1.13	What (if any) previous consultation has been done on this policy? Who was consulted and when?	Public Consultation Nov2009 – Jan 2010. Groups included PCT, Settings, Parents, Community Groups, Members, Stakeholders etc.
1.14	Is equality monitoring in place for this policy?	No

Part Two: this is the test to see if further action is required. For the purpose of this exercise concentrate on the impact on people of differing age, gender, disability, race/ethnicity, religion or belief and sexual orientation.

		Y	N	Details including what information you have based your decision on.
2.1	Is there any way in which the policy is directly discriminatory or in breach of the County Council's Equality and Diversity Policy? (see Annex E)			See summary sheet attached
2.2	Are there any barriers to people from minority groups getting the full benefit of this policy which have not been resolved as part of the policy?		N	Consultation with service providers to ensure all groups can gain full benefit of policy.
2.3	Are there any other ways the policy could unintentionally deliver poorer quality outcomes for individuals because they		N	No the policy is designed raise achievement of all children and young people with learning difficulties, disability, disadvantage or

	belong to a minority group or groups?(they may belong to more than one)			special educational needs.
2.4	Could minority groups reasonably believe they would be likely to get poorer benefits from the policy?		N	The policy explicit states it is for all learners and includes a commitment to learners with a disadvantage regardless of what this may be.
2.5	In what ways could this policy make a positive contribution to equality or to relations between groups?			The policy has valuing diversity and all learners as two of its core values. Within The Vision it promotes the idea that all children and young people should have a sense of belonging to their local community.

If the answer to questions 2.1 to 2.4 is yes or "could be yes" then you **must** take action. If the issue is straightforward then remedy this **now** so the answer changes to no. If it cannot be remedied now or there are outstanding issues you must continue on to a full EIA. Where you have decided a full EIA is not required but have identified actions which must be taken then please record these below:

Specific Action	How will you know when this is completed?	Resources/cost	Person Responsible	Completion date