



Portsmouth

Clinical Commissioning Group

# Equality Impact Assessment

Preliminary assessment form 2018

[www.portsmouthccg.nhs.uk](http://www.portsmouthccg.nhs.uk)

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The preliminary impact assessment is a quick and easy screening process. It should:

- identify those policies, projects, services, functions or strategies which require a full EIA by looking at:
  - negative, positive or no impact on any of the equality groups
  - How are going to mitigate or remove any potential negative impacts
  - opportunity to promote equality for the equality groups
  - data / feedback
- prioritise if and when a full EIA should be completed
- justify reasons for why a full EIA is not going to be completed

**Directorate:**

Children's services & education

**Service, function:**

Education

**Title of policy, service, function, project or strategy (new or old) :**

Recommendations from the SEND Strategic Review to Schools Forum relating to managing the spend within the High Needs Block of the Dedicated Schools Grant

**Type of policy, service, function, project or strategy:**

- ☐ Existing
- ☐ New / proposed
- ☒ Changed

### Q1 - What is the aim of your policy, service, function, project or strategy?

To manage the spend within the High Needs Block of the Dedicated Schools Grant (DSG) to ensure that the special educational needs of children and young people can be met within existing resources.

### Q2 - Who is this policy, service, function, project or strategy going to benefit or have a detrimental effect on and how?

The High Needs Block of the Dedicated Schools Grant (DSG) has been under increasing pressure over the past few years due to the increasing numbers of children and young people in the city with special educational needs and disabilities. The High Needs Block funding that has been allocated from central government up to 2017 has been cash flat. The flexibility between the blocks within the DSG has enabled us to make up the shortfall by taking money from the schools block. This flexibility was significantly reduced for 2018/19 and again for 2019/20 and is unlikely to be available in future years.

In 2016-17 a projected overspend of £219,139 in the high needs block was offset by 2015/16 DSG carry forward. Costs were contained within the budget provision in 2017/18, however, expected increased pressures resulted in an inability to balance the DSG budget for 2018-19, resulting in a projected requirement in the region of £400,000 to be set against the DSG balance brought forward.

The proposals for changes to policy and practice have the aim of ensuring that children and young people's needs can be met within the resources available.

### Q3 - Thinking about each group below, does, or could the policy, service, function, project or strategy have a negative impact on members of the equality groups below?

Group	Negative	Positive / no impact	Unclear
Age	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Disability	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Race	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Sex	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Gender reassignment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Sexual orientation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Religion or belief	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Pregnancy and maternity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Marriage & civil partnership	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Other excluded groups	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**Note:**Other excluded groups examples includes,Homeless, rough sleeper and unpaid carers. Many forms of exclusion are linked to financial disadvantage. How will this change affect people on low incomes, in financial crisis or living in areas of greater deprivation?

If the answer is "negative" or "unclear" consider doing a full EIA

If there are any potential negative impacts on any of the protected characteristics, What have you put in place to mitigate or remove the negative impacts/barriers?

The proposed changes have the aim of ensuring that children and young people's needs can be met within the resources available. The impact has been analyzed across all schools in the city to ensure that no school is unfairly disadvantaged. For mainstream schools, whilst the majority of schools will see a reduction in element 3 funding, 64% (37) will see a

**Q4 - Does, or could the policy, service, function, project or strategy help to promote equality for members of the equality groups?** e.g. A new service has been created for people with a disability to help them gain employment this would mean that this helps promote equality for the protected characteristic of disability only.

Group	Yes	No	Unclear
Age	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Disability	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Race	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Sex	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Gender reassignment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Sexual orientation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Religion or belief	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Pregnancy or maternity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Marriage & civil partnership	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Other excluded groups	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

If the answer is "no" or "unclear" consider doing a full EIA

**Q5 - Do you have any feedback data from the equality groups that influences, affects or shapes this policy, service, function, project or strategy?**  
Please add in the text boxes below what feedback / meetings you have attended for each specific protected characteristic

Group	Positive or negative feedback
Age	
Disability	The proposals for change have been developed by a Task and Finish group established during the summer term of 2018. The membership of the group included representatives from primary, secondary and special schools, including mainstream schools with an Inclusion Centre, as well as representatives from PCC Inclusion Service and Finance. Meetings took place between May and July 2018. The group considered a range of proposals for reducing the spend within the high needs block and as a result of this work have recommended the proposals that are being taken forward. Portsmouth Parent Voice have been involved in the development of the proposals on behalf of parent/carers of children and young people with special educational needs and disabilities in the city.
Race	
Sex	
Gender reassignment	
Sexual orientation	
Religion or belief	
Pregnancy and maternity	
Marriage & civil partnership	
Other excluded groups	

**Q6 - Using the assessments in questions 3, 4 and 5 should a full assessment be carried out on this policy, service, function or strategy?**

☐ yes ☒ No

**PCC staff**-If you have to complete a full EIA please contact the Equalities and diversity team if you require help Tel: 023 9283 4789 or email: [equalities@portsmouthcc.gov.uk](mailto:equalities@portsmouthcc.gov.uk)

**CCG staff**-If you have to complete a full EIA please email: [sehccg.equalityanddiveristy@nhs.net](mailto:sehccg.equalityanddiveristy@nhs.net) if you require help

**Q7 - How have you come to this decision?** Summarise your findings and conclusion below

The proposals are being made to manage the spend within the High Needs Block of the DSG to ensure that children and young people's needs can be met from within the existing resources.

The proposals have been developed in partnership with parent/carers and schools. Schools have been kept informed of the proposals throughout.

While the impact of these proposals will reduce the overall funding available to some schools to support

those with special educational needs and disabilities, there has been careful consideration of the potential impact of these changes and mitigation includes measures to ensure that no one school is unfairly impacted by the changes. The introduction of a banded funding model for mainstream schools and inclusion centres also has the benefit of ensuring that the highest level of funding is available for those with the highest level of need.

**Q8 - Who was involved in the EIA?**

Julia Katherine, Head of Inclusion

**This EIA has been approved by:** Alison Jeffery

**Contact number:** 9284 1201

**Date:** 12th September 2018

**PCC staff**-Please email a copy of your completed EIA to the Equality and diversity team. We will contact you with any comments or queries about your preliminary EIA.  
Telephone: 023 9283 4789, Email: [equalities@portsmouthcc.gov.uk](mailto:equalities@portsmouthcc.gov.uk)

**CCG staff**-Please email a copy of your completed EIA to the Equality lead who will contact you with any comments or queries about your preliminary . Email: [sehccg.equalityanddiversity@nhs.net](mailto:sehccg.equalityanddiversity@nhs.net)