

Equality Impact Analysis

This equality impact analysis establishes the likely effects both positive and negative and potential unintended consequences that decisions, policies, projects and practices can have on people at risk of discrimination, harassment and victimisation. The analysis considers documentary evidence, data and information from stakeholder engagement/consultation to manage risk and to understand the actual or potential effect of activity, including both positive and adverse impacts, on those affected by the activity being considered.

To support completion of this analysis tool, please refer to the equality impact analysis guidance.

Section 1 – Analysis Details (Page 5 of the guidance document)

Name of Policy/Project/Decision	EOTAS Policy
Lead Officer (SRO or Assistant Director/Director)	Nick Bell / Wendy Young
Department/Team	Education
Proposed Implementation Date	June 2025
Author of the EqlA	Nick Bell
Date of the EqlA	16.05.2025

1.1 What is the main purpose of the proposed policy/project/decision and intended outcomes?
<p>Can embed or link to existing report/document in this section</p> <ol style="list-style-type: none"> Area for Improvement 2 from the SEND Impact Plan states that Leaders across the partnership should continue to develop the range of suitable AP available to children and young people in Bury. Leaders should further embed the improved oversight of AP and EOTAS packages in Bury. They should publish the refreshed policy for EOTAS, providing support so that this policy is clearly understood. Section 61 of the Children and Families (CFA) Act 2014 sets out when a local authority can decide that a child or young person's special education provision can be made otherwise than at school. A local authority can only do this in consultation with parents or young people if it is satisfied that it would be inappropriate for provision to be made at a school, post 16 or early years setting. There are currently 42 young people in Bury with Education Health and Care Plans who have EOTAS status and packages in place. The Policy has been co-produced with the parents of EOTAS young people over the past 12 months through a series of parent forums.

5. Revised procedures for considering EOTAS requests and for developing packages are in place in line with the principles contained within the new policy and multi-agency decision making processes are in place. Two sets of training have been provided to the EHC Team with regard to EOTAS, EHE and Section 19 to ensure that appropriate support is provided.

The intended outcomes are:

- To ensure clarity regarding the legal context, procedure and practice for EOTAS packages
- To ensure good educational outcomes for young people who are EOTAS
- To ensure that the provisions detailed within the young persons EHCP are effectively delivered
- To ensure value for money with regard to packages of support

Section 2 – Impact Assessment (Pages 6 to 10 of the guidance document)

2.1 Who could the proposed policy/project/decision likely have an impact on?

Employees: **Yes/No (state reasons for answering ‘no’)** **No** The policy does not affect any particular employees. The policy is designed to bring greater clarity in order to support staff when working with EOTAS cases and when developing packages of support for young people. The policy ensures a multi-agency approach to considering requests for assessment and case officers are supported with managing cases. These practices have been implemented during the course of this year. Staff have received two sets of training with regard to EOTAS and have been supported in planning meetings with parents with regard to new cases. There is not an impact on staff structure or roles.

Community/Residents: **Yes/No (state reasons for answering ‘no’)** **Yes** The policy is intended to have positive impact on those young people who are or may become EOTAS and to address issues raised. The policy is designed to clarify and improve existing processes. The policy has been co-produced over the course of the year with the parents of young people who are EOTAS and wider parents including Bury2gothor were also involved in this. These co-production sessions have been well received. The policy impacts a relatively small number of young people all of whom have EHCP’s. There is no fixed base for EOTAS packages and therefore no impact on residents in this respect.

Third parties such as suppliers, providers and voluntary organisations: **Yes/No (state reasons for answering ‘no’)** **No** The policy does not impact any particular providers. There are no providers that have contracts specifically for EOTAS. Through this

policy the local authority would use providers on the approved providers list as is the case at present. New providers have the opportunity to join the providers list on an annual basis. There are no providers that would cease to be used specifically as a result of this policy.

If the answer to all three questions is 'no' there is no need to continue with this analysis.

2.2 Evidence to support the analysis. Include documentary evidence, data and stakeholder information/consultation

Documentary Evidence:

Data:

Stakeholder information/consultation: The policy has been co-produced with families and Bury2gether to address issues raised by them – some of the key issues raised at the start of the process were:

- Ensure clarity between EOTAS, EHE and Section 19 for all stakeholders
- Ensure greater understanding and empathy with young people and their families
- Ensure that packages are bespoke and flexible in order to meet
- Ensure support for packages and placements
- Ensure that packages are equitable and provide a good educational provision.
- Ensure that provision normally provided through schools such as access to school health teams, Connexions etc, is available to the EOTAS cohort

2.3 Consider the following questions in terms of who the policy/project/decision could potentially have an impact on. Detail these in the impact assessment table (2.4) and the potential impact this could have.

- Could the proposal prevent the promotion of equality of opportunity or good relations between different equality groups?
- Could the proposal create barriers to accessing a service or obtaining employment because of a protected characteristic?
- Could the proposal affect the usage or experience of a service because of a protected characteristic?
- Could a protected characteristic be disproportionately advantaged or disadvantaged by the proposal?
- Could the proposal make it more or less likely that a protected characteristic will be at risk of harassment or victimisation?
- Could the proposal affect public attitudes towards a protected characteristic (e.g. by increasing or reducing their presence in the community)?
- Could the proposal prevent or limit a protected characteristic contributing to the democratic running of the council?

2.4 Characteristic	Potential Impacts	Evidence (from 2.2) to demonstrate this impact	Mitigations to reduce negative impact	Impact level with mitigations Positive, Neutral, Negative
Age	Supporting age appropriate education whilst EOTAS	Parents requested greater clarity and improved quality of support for developing packages	Policy increases clarity and improved outcomes focussed packages of support	Positive
Disability	EOTAS likely to disproportionately affect disabled children and young people	Parents requested greater clarity and improved quality of support for developing packages	Improved process for considering agreeing/EOTAS in order to ensure disabled children and young people are not disadvantaged Improved processes for monitoring and developing packages in order to ensure needs are met. Packages are bespoke and flexible.	Positive

			Transport allowances have been added to the policy	
Gender Reassignment	Transgender children/young people more likely to experience disadvantage, discrimination and harassment in school and have specific support needs	Parents requested greater clarity and improved quality of support for developing packages	All packages are bespoke and flexible with improved processes for them to be developed in accordance with a young persons needs.	Positive
Marriage and Civil Partnership	No Impact Identified			
Pregnancy and Maternity	No Impact Identified			
Race	Children/young people more likely to experience disadvantage, discrimination and harassment in school due to race and require specific support needs	Parents requested greater clarity and improved quality of support for developing packages	All packages are bespoke and flexible with improved processes for them to be developed in accordance with a young persons needs.	Positive
Race	Children/young people and their families/responsible adults require additional support to		Policy and communications can be translated or interpreted as required	Neutral

	access and use the policy if the first language is not English			
Religion and Belief	Provision within the policy may need to consider and be inclusive of religious and cultural needs		A wide range of providers are available to be included as part of package. Packages are bespoke and flexible and will be developed with parents in order to take account of any requirements. Where not available through the AP Directory.	Positive
Sex	Provision within the policy may need to consider and be inclusive of gender specific needs		The policy allows for bespoke and flexible packages in order to ensure that all needs are met. There are approx. 80 the providers on the directory ensuring a wide range of staffing that is available to meet young people requirements	
Sexual Orientation	Children/Young People identifying as LGBTQ+ more likely to face significant disadvantage,	Parents requested greater clarity and improved quality of support for developing packages	The policy allows for bespoke and flexible packages built around a young persons needs.	

	discrimination and harassment in school and have specific support needs			
Carers	Children/Young People who are carers may require additional support mechanisms within the provision of the policy		The policy states that where there are other agencies involved a multi-disciplinary approach would be taken – this would include young carers where required.	
Looked After Children and Care Leavers	Children/Young People who are within the care system may require additional support mechanisms within the provision of the policy		The policy states that where there are other agencies involved a multi-disciplinary approach would be taken – this would include the virtual school, social care and Early Help teams.	
Socio-economically vulnerable	Children/Young People from families or communities experiencing social and economic vulnerabilities and disadvantages may require additional and specific support		FSM provision has been built into the policy The policy states that where other agencies are involved they will be consulted as part of the process (e.g. social care) of agreeing the package and that an MDT approach will be taken to	

	provisions within the policy		planning of provision once EOTAS status is agreed.	
Veterans	No impact identified			

Actions required to mitigate/reduce/eliminate negative impacts or to complete the analysis

2.5 Characteristics	Action	Action Owner	Completion Date

Section 3 - Impact Risk

Establish the level of risk to people and organisations arising from identified impacts, with additional actions completed to mitigate/reduce/eliminate negative impacts.

3.1 Identifying risk level (Pages 10 - 12 of the guidance document)

Impact x Likelihood = Score			Likelihood			
			1	2	3	4
			Unlikely	Possible	Likely	Very likely
Impact	4	Very High	4	8	12	16
	3	High	3	6	9	12
	2	Medium	2	4	6	8

1	Low	1	2	3	4
0	Positive / No impact	0	0	0	0

Risk Level	No Risk = 0	Low Risk = 1 - 4	Medium Risk = 5 – 7	High Risk = 8 - 16
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3.2 Level of risk identified	1 = Low Risk
3.3 Reasons for risk level calculation	<p>The policy has been co-produced with families and parent groups in order to address the issues that they have raised. As such the policy is designed to address these concerns and ensure a positive impact on children and young people.</p> <p>The policy ensures greater clarity about EOTAS, EHE and S19 and thus promotes improved understanding across stakeholders.</p> <p>The processes contained within the policy is designed to ensure that there is a clear, transparent and equitable decision-making process for agreeing to EOTAS status. The policy is also designed to deliver improved, outcome focussed packages for young people that are EOTAS</p> <p>Issued raised by parents through co-production such as FSM, Transport and access to services such as school nurse and Connexions.</p>

Section 4 - Analysis Decision (Page 11 of the guidance document)

4.1 Analysis Decision	X	Reasons for This Decision
There is no negative impact therefore the activity will proceed	X	No negative impacts are identified and the policy, a required by the SEND improvement plan, is
There are low impacts or risks identified which can be mitigated or managed to reduce the risks and activity will proceed		
There are medium to high risks identified which cannot be mitigated following careful and thorough consideration. The activity will proceed		

with caution and this risk recorded on the risk register, ensuring continual review		
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Section 5 – Sign Off and Revisions (Page 11 of the guidance document)

5.1 Sign Off	Name	Date	Comments
Lead Officer/SRO/Project Manager	Nick Bell	210525	
Responsible Asst. Director/Director	Stephen Holden	210525	
EDI	Lee Cawley	220525	QA complete. The policy has mainly positive impacts on a number of characteristics and circumstances and has the flexibility to respond to the specific needs people may have when accessing and using the policy.

EqIA Revision Log

5.2 Revision Date	Revision By	Revision Details