

Developing an Independent Alternative Provision (AP) Dynamic Purchasing System (DPS)

Did you use the EIA Screening Tool?

No (please attach upon submission)

1. Explaining the matter being assessed

This is a proposal to change to a service or function.

Overview of the service being assessed:

SCC is working hard to ensure children and young people with additional needs and disabilities can be supported within county, close to their local communities. We work closely with partners, constantly striving to do better, to tackle inequalities and make sure that no one is left behind. We understand that every child and young person will have different dreams, aspirations, and goals in life. We want to empower children and young people with additional needs and disabilities access the services, support, and provision they require to achieve these.

To aid commissioning of key education and/or other support services for children and young people in receipt of an Education, Health, and Care (EHCP)¹, Surrey County Council (SCC) wishes to develop an open Dynamic Purchasing System (DPS) for provision referred to as "independent Alternative Provision" (referred to as "AP" from this point). A DPS is unlike a traditional framework for the supply of goods, works or services. It is an electronic system which suppliers can join at any time. An 'open market' solution, a DPS is designed to give buyers access to a pool of pre-qualified suppliers.

Our AP DPS framework sets out how services will be provided for children and young people with or without an EHCP and supports a broad range of needs. The Independent AP market consists of a wide provider base who play a crucial role in supporting children and young people (0-25) to re-engage them back into education, training, or employment.

<https://supplierlive.proactisp2p.com/Account/Login?cid=surreycc> We have provided the link to the Proactis tendering site, where the opportunity can be found once published.

¹ EHCPs are for those children (0-16) or young people (16-19) or adults (19-25) with special educational needs who require support beyond that which an educational setting can provide at SEN support.

Equality Impact Assessment

This DPS will help to ensure AP is seen as an important part of the overall education support offer for children and young people that require it.

Examples of services to be included in the DPS could include:

- Tutoring for pupils who are in education, providing tutoring or mentoring for pupils who are struggling to engage in education.
- Therapists that supplement the day-to-day education of pupils with an EHCP to enable them to access learning/ work or community support.
- Providing access to equine-based learning to increase confidence outside of an education setting.
- Supporting pupils who are educated other than at school (EOTAS) or working to provide specialist support to aid education placements.

The DPS will be broken into six categories offering support delivering support both face-to-face and online:

- Lot 1: Tutoring (QTS Qualified)
- Lot 2: Tutoring (non QTS Qualified)
- Lot 3: Specialist Teachers
- Lot 4: Registered Therapies supporting education (covered under HCPC)
- Lot 5: Other services supporting education.
- Lot 6: Post-16 Support Services supporting employment, preparing for adulthood/ independence)

Though the DPS will primarily support services for children and young people with EHCPs, these services may also be accessed by children and young people without an EHCP, who may require additional support to re-integrate into education, community support or work, require access to services on the commissioned DPS. Whilst priority is provided to EHCP cohorts, the following cohorts may also access provision on the DPS:

- Children of statutory school age
- Children open to "Access to Education (A2E) and requiring an Education other than at school (EOTAS) package.
- Where a child or young person is not on a school roll and the local authority is unable to place them within 20 days.
- Children not receiving a suitable full-time education.
- Requests from the Surrey County Council Early Help System which includes a number of partners and practitioners.
- Children on SEN Support
- CYP on part time, fixed or permanent exclusions.
- CYP Looked After (CLA), Children in Need (CIN), Children with Disabilities (CWD)
- CYP with complex health needs / mental health needs (or is medically unable to attend)

Current context

There is an increased presentation of need and increasing demand which will impact the commissioning of Providers who deliver education and support for pupils who cannot access mainstream education - because of exclusion, illness or other reasons – and who would not receive suitable education without such provision (Independent AP).

Equality Impact Assessment

Several key areas of change or growth has been evidenced across the last year. These can be broadly categorised by the following:

- Growth of EHCPs (demographics, new assessments and new EHCPs)
- School attendance and absence rates
- Primary need growth (SEMH / ASC)
- Impact of the pandemic
- Alternative Provision

In 2021/22, SCC worked with a market of approximately 180 providers with an annual spend of between £4- £5million. Between 300 and 350 children were accessing 'Independent AP'.

Forecasts based on current figures for 2024/25 suggest there will be 474 children and young people supported by Independent (Alternative Provision (AP) with an annual spend of £6million, (including an assumed 2% inflationary increase).

In addition, SCC has seen:

- increase in the numbers for "elective home educated" (+18% since 2021/2022),
- increased persistent absence/exclusion (+49% from 2021/2022) and
- increased number of suspensions (+58% from 2021/2022)

To meet the growing demand for AP, SCC has seen an increase in the independent AP spend from £4.2 million in 2021/22 to £5.2 million) in 2022/23.

Current providers are mainly secured through spot purchasing and some alternative provision is delivered in unregistered settings which fall outside any existing designation as a 'school'.

Changes that stakeholders would experience via a DPS:

Formalising an AP DPS will support the development of an increased range of quality provision for SCC children and young people up to 25, who require alternative education and other additional support to meet their needs stated in their EHCP, which may not currently be available through schools. The development and ongoing monitoring of the DPS will:

- strengthen safeguarding protection for children and young people in independent alternative provision settings, so every placement is safe and has clear oversight, introducing contractual and increased safeguarding obligations, including a requirement of Enhanced DBS (Children and Adults), qualification verification and quality assurance/ contract monitoring.
- introduce a clear and robust approach to performance management with regular reporting requirements to monitor outcomes, attendance, and progress data.
- ensure that providers will be required to individually tailor learning and/ or support and ensure clearly defined objectives are set regularly for each pupil to make a real difference to their outcomes. This will look to strengthen expectations around re-integration and inclusion to time limit provision in unregistered provision with a clear integration plan discussed at the beginning of the placements.

Equality Impact Assessment

- Incorporate value for money evaluation into the procurement process and propose hourly capped rates. Placements will be awarded to the lowest cost provider that can appropriately meet the learner's needs.
- incorporate clear stipulations in the DPS agreement around inflationary price increases and allow for potential to incorporate with existing e-brokerage solutions going forward.

The longer contract term (8 years) will allow for a new way of working to embed, better understanding of services on offer with the AP market and provides security to its partners. Annual contract meetings will be included as part of the contract to build relationships between Providers, Commissioners, and area teams.

The development of the DPS will enable SCC to ensure that more children and young people with additional needs and disabilities:

- can be supported within county, close to their local communities,
- have access to a consistent high quality countywide AP offer.
- have timely access to the right amount of support at the right provision.
- to develop the skills and feel confident and empowered to reintegrate back into education or to access a sustainable post 16 destination including training or employment.

In developing this DPS, SCC wishes to move to a whole system approach to alternative provision where inclusive schools, clear pathways and outstanding provision all work together to ensure excellent outcomes for children and young people. SCC wishes to promote a collective system in which educational settings, community services, health and education support services all play a crucial part in responding to vulnerable children and assisting with reintegration to school (where appropriate). Providers successful in joining the AP DPS will play a vital role in creating a "community" of provision.

Key outcomes of the DPS:

- Children and young people feel confident and empowered to access education, their local community or work.
- Children and young people develop the skills required to access education, their local community or work.
- Support children and young people to access a positive destination or achieve agreed outcomes.
- Children and Young people can access/ attend education, employment, or training
- Sustain good attendance.
- Sustain improvement from very poor attendance.
- Improve engagement or access to education (e.g. pupils no longer on report, reduction/no detentions)
- evidence progress to work (e.g. gained a qualification, completed training, volunteering, is attending job interviews)

A positive destination is the identification of a clearly defined end goal following the placement, which could be either a transition back into a school setting or transition into adulthood (a post 16 pathway, or a move to employment opportunity or support to access independent living). Where a positive destination cannot be identified, providers are expected to demonstrate impact on outcomes including improved emotional, wellbeing and personal resilience and improved engagement and attendance.

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As part of the overall planning of the AP DPS, additional developments are also being implemented to maximise positive impacts and improve outcomes for young people:

- AP Gateway /Streamlined AP referral pathway - SCC have developed a new AP referral pathway which will be implemented at the launch of the DPS to identify appropriate AP placements in a timely manner, reduce delays in the referral process and ensure there is a clear point of contact for providers and area teams to contact. The AP gateway will maintain a single register of children using AP and will include data collation of some of the protected characteristics. The data gathered will help to understand the impact of AP on children and young people's educational and wellbeing outcomes.
- IAPA - All awarded placements will be contractually bound by the Individual Alternative provision Agreement (IAPA). A plan for the end of the placement begins at the outset, with a focus on the child and young person's progression back into mainstream education/ progression to employment, further education, or community. The IAPA will clearly state the providers offer and what the child or young person's destination and agreed outcomes will be.
- Improved monitoring and Quality Assurance - a key focus of Surrey's Alternative Curriculum Pathways and Reintegration Support Strategy is ensuring strong oversight arrangements for quality assurance of Independent Provision along with data gathering systems to support local area strategic planning. Clear reporting requirements for attendance and outcomes have been developed so that a consistent reporting approach is taken across the county. Providers must adhere to the quality assurance principles as outlined in the [Alternative Provision Quality toolkit \(2022\)](#)
- AP Network –SCC recognises that many providers are small businesses who would benefit from more peer-to-peer support from other APs within Surrey to share practice and expertise, enhance a sense of community amongst SCC AP and reinforce that they are a valued. This will foster closer working which will be beneficial to both providers and the young people accessing these services.
- Wider access to the AP DPS Directory – Eligible Surrey County Council Maintained schools and Academies may access the Providers on the DPS following Year 1, via an access agreement, to ensure even more young people have access to a range of good quality Alternative provision. There will be an expectation for all providers to ensure they state their offer clearly, so that schools and SCC staff can understand the services that are available within the DPS in their local area.
- Addressing sufficiency – SCC will annually refresh the Children and young people with additional needs and disabilities (2022-2030) sufficiency strategy to inform future developments of service(s) and support around identified gaps in provision or growth in areas of need, to include Alternative Provision. [2022 -2030 Children and young people with additional needs and disabilities sufficiency plan v0.2 \(surreycc.gov.uk\)](#)
- The Council will regularly assess the volume of Providers on the DPS to ensure there is suitable provision and the Council's needs are catered for. The council reserves the right to purchase services outside of the DPS when, providers are unable to accept the referral, are not a suitable match for the parent and child and/or are unable to meet the assessment timescale. While SCC intends to evaluate new applications to the 'Admission' stage twice a year, the Council reserves the right to revise the number of evaluation rounds for Admission stage per year at its discretion to allow further applicants to apply in an emergency.

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Aligning to wider SCC strategies/DPSs

This DPS proposal supports the following outcomes in [the Community Vision for Surrey 2030](#)

- Children and young people are safe and feel safe and confident.
- Everyone benefits from education, skills and employment opportunities that help them succeed in life.
- Everyone lives healthy, active, and fulfilling lives, and makes good choices about their wellbeing.
- Everyone gets the health and social care support and information they need at the right time and place.
- Communities are welcoming and supportive, especially of those most in need, and people feel able to contribute to community life.

The DPS links to the following outcomes underpinned by [The National Supporting Families Outcome Framework](#):

- Getting a good education
- Improved physical and mental health.
- Improved family relationships
- Children safe from abuse and exploitation

The DPS aligns to the following outcomes from the [SCC's SEND capital investment scheme](#):

- More places for children and young people who have SEND to attend their nearest most appropriate school in Surrey.
- Support for the county-wide inclusion agenda and effective partnership working between mainstream and special schools.
- Increased availability of educational provision that achieves high quality outcomes for children and young people.
- Reduction in home to school travel journey time as well as more opportunities for developing independent travel skills.

The DPS is likely to impact the following stakeholders:

- The Early Help System including incumbent providers.
- Early years settings
- Targeted Youth Support/ Youth Offending Service
- Children's safeguarding teams
- Hospital Education
- Children's Community Health Services
- Social Care
- Emotional Wellbeing and Mental Health services
- School
- Charities and community groups across Surrey
- Adolescent Services
- Inclusion support services
- Virtual School
- Surrey Online School
- Access 2 Education (A2E)
- Alternative Provision Academies also known as Short Stay Schools

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Changes are likely to impact the following residents:

- Residents between 0-25 years
- Residents with an EHCP
- Residents who have a child up to 18 years (or up to 25 years for people with an EHCP)
- Residents who support the childcare of a young person aged between 0-18 years.
- Residents who provide Foster Care
- Residents who are part of a charity or community group delivering alternative provision

The following evidence has been collected on the potential impact:

- Census data
- Joint Strategic Needs Assessment (JSNA)
- Population projections
- Provider data on service users
- Sufficiency Strategy for children with additional needs and disabilities (2022-2025)
- Children and young people with additional needs and disabilities (2022-2030) sufficiency strategy
- “Special Educational Needs and Disabilities and alternative provision improvement plan (March 2023). “Right Place, Right time, Right Support”
- AP strategy
- Explore education statistics – gov.uk.
- Surrey ELLC Compendiums
- Special educational needs and disability: an analysis and summary of data sources - gov.uk
- Mastodon C forecasting for Education, Health, and Care Plans (EHCP)
- Children Looked after (CLA) Sufficiency strategy.

Consultation has taken place with the following affected groups and stakeholders about the introduction of a DPS:

- The AP DPS Working group hosted a number of engagement events with the Surrey AP market. Held in March, June, and September 2023. Across all three events, 200 providers attended from across the VCFS sector and wider Education, Health, and Social Care Sector the DPS seeks to reassure providers, children, and young people that alternative provision is valued within Surrey County Council.
- Regular attendance with the EOTAS working group. The AP DPS has been discussed with the various members to ensure the DPS takes into consideration current and future proposed practice around Alternative provision within Surrey. This has enabled us to consider issues around SEND Casework, Governance, Virtual School and looked after Children, Safeguarding, Quality.
- Schools Alliance for Excellence- [About Us | Schools Alliance for Excellence](#) . The current AP directory is only shared internally for SCC directly funded AP Placements. The consultation has considered the request from the school Alliance to ensure that Surrey Maintained schools will have access to the DPS Directory to ensure more children have access to a range of good quality Alternative provision.

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- User voice and participation for AP feedback with children, young people, families, and schools:
 - An AP Focus Group met in July 2023 to discuss the views of families with lived experience of young people accessing independent Alternative provision.
 - Surrey Says Survey, February 2021 for educational settings (predominantly responded by Headteachers).
 - The User Voice and Participation team created a survey for parents and carers to have their voice heard on Alternative Provision. (2021 AP Report)

What do children and young people with additional needs say about AP?

'I really felt supported by the provision I attended. I got taxis there, which really supported me, and there were a lot of therapeutic classes that really assisted me. The services saved my life, literally.'

'My provision helped me build confidence and repair the fragile mental health by offering a kind, understanding and child-led environment'

'The current provision I'm on is perfect for my needs'.

- The User, Voice and Participation team created a survey for young people to have their voices heard around AP (2021 AP Report).

Equality, Inclusion and Diversity principles will be a key feature throughout the recommissioning process and ongoing contract management to ensure services are accessible for all Surrey's residents. SCC will always consider the potential for discrimination, increase equality of opportunity, and foster good relations between people from all protected groups.

A key priority for SCC will be to regularly review the profile of children and young people accessing AP services in terms of their ethnicity, age, gender, and special educational needs.

SCC will work with children, young people, and their families to co-design services so they are inclusive, accessible, and fair. There will be an expectation that providers continue to regularly collect feedback including the voice of the child and families and demonstrate how learning is shaping the continuous improvement of services. This requirement will be part of ongoing contract management arrangements.

Providers will be based within or be able to access the geographic boundaries of Surrey. The DPS will enable provision to be available within a current school setting, face to face in a pupil's home, community premises or a provider's premises within the geographical boundaries of Surrey.

Additionally, SCC want to ensure there is also a range of online learning options available to ensure young people can also access more specialist services that may not be available locally, to meet the specific needs of their EHCP.

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Providers are asked to state whether they can work County-wide or specify if they only work in selected boroughs.

On occasions, providers may be requested to provide a service to pupils outside of the geographic boundaries of Surrey (for example, pupils with SCC maintained EHCPs placed in schools outside of the county border). In these circumstances, this will be clearly specified in the referral request and this need will continue to be reviewed under sufficiency planning.

2. Service Users / Residents

Who may be affected by this activity?

An EIA is required as residents could be impacted by changes outlined by the new AP DPS commissioning approach. There is likely to be a difference in how residents are affected based on their protected characteristics, especially their age, sex, and if they are disabled or have special educational needs. Details are set out by characteristic below:

Age including younger and older people

The age group affected by any changes are children and young people aged 0-25yrs. The DPS will have a positive impact for this age group by improving access to a broader range provision and improving the quality and monitoring of their outcomes.

The following data has been collected on the impact on this age group:

1. Census data
2. Population projections
3. Mastodon C Forecasting for Education, Health, and Care Plans
4. Surrey Children and young people with additional needs and disabilities (2022-2030) sufficiency strategy
5. Alternative provision for primary age pupils – gov.uk
6. Surrey User Participation feedback
7. AP strategy

Findings from the 2021 Census data

Regarding Surrey's 0-25yrs population the following findings consist of:

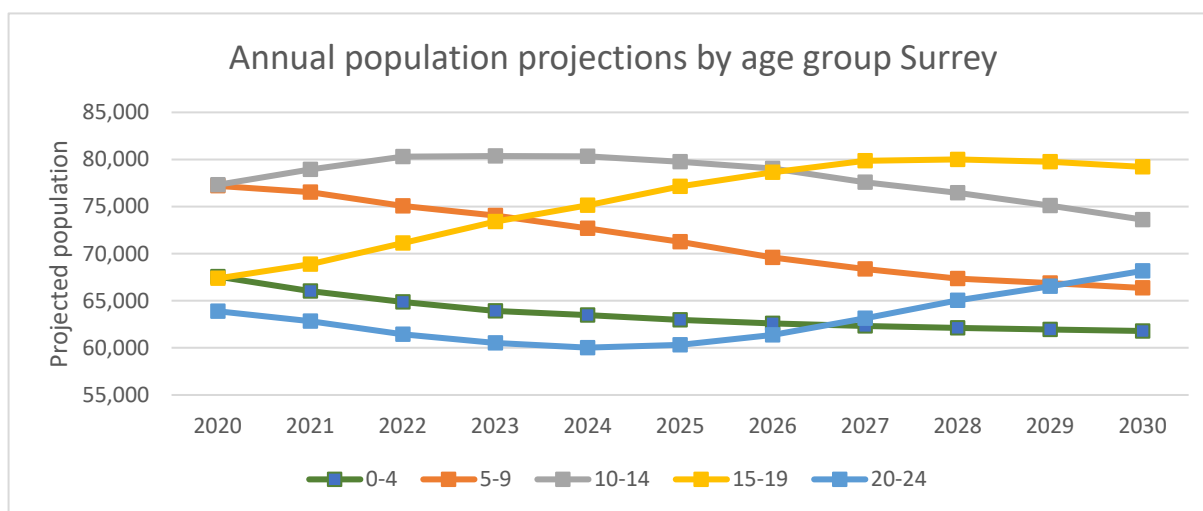
- Children and adolescents saw modest increases although children aged 4 and under saw an 8% decrease to 65,600 people.
- Children aged 5-9yrs increased by 12.5% to 74,100.
- Children aged 10–14-year-olds increased by 13.2% to 76,500.
- 15–19-year-olds increased by 3.1% to 69,800
- 19–24-year-olds increased by 3.2% to 63,500

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Population projections

Figure 1 show's Surrey's population projections from 2020-2030. The key expected changes are:

- The number of 0–4-year-olds is anticipated to continue to decrease to 61,797 in 2030.
- The 5-9 age group is projected to decrease by an even larger amount falling to 66,359 in 2030.
- The number of 10–14-year-olds is predicted to increase to 80,000 in 2023 at which point will plateau and then begin to decline by 2025.
- In percentage terms this means by 2030 the population of 0–4-year-olds would have fallen by 9.1% compared to 2020, the population of 5–9-year-olds by 14.3% and 10–14-year-olds would have fallen by 4.6%. While the 15–19-year-old age group will have risen by 15.1% by 2030.



Data source: Surrey Children and young people with additional needs and disabilities (2022-2030) sufficiency strategy/ Surrey ELLC Compendium

SCC is continuing to see an upward trend of increasing demand for EHCPs. As such the independent Alternative Provision market has also grown substantially to meet new and emerging need. Whilst predominately AP is utilised as intended short term intervention / support, use of this market has grown since COVID-19 to support increasing numbers of Permanent / part time excluded individuals and to support the re-integration of individuals back into education and employment.

- EHCP growth is expected to reach its peak in 2026-27 and 2027-28, before reducing slightly. Surrey's total number of young people with EHCPs continues to increase (+ 8.7 compared to this time last year) and currently stands at 13,370 YP.
- By 2030-31, the total number of Surrey EHCP pupils in National Curriculum years 0-14 (aged 4-19 years, is projected to be more than 2,500 higher than the 2021 total.
- Most recent growth has been toward the later age-ranges (28% growth from 2021 to 2022 for ages 20 – 25). Significant growth has also historically been seen in the 0-4, 16-

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19 age ranges, though growth in EHCPs has been consistently high since the 2014 Children and Families Act implementation. Over one third of Surrey's EHCP students are placed in mainstream schools and just over one quarter in maintained special schools.

In Surrey, approx. 2.2% of children and young people with additional needs and disabilities are in alternative education, which is slightly higher than the South East and National average. The majority of Surrey's children with SEND in Alternative Provision are in AP that is not a Short Stay Schools or arranged by the parent, but is provision arranged by the Local Authority.

Surrey AP age data

- The majority of pupils accessing AP are aged 11 through to 18.

Surrey Absence/Exclusion/NEET data

- 92 students have been permanently excluded or subject to Emergency Planned Placements during the 22/23 academic year. This is higher than the 56 seen at this stage in 21/22.
- Increased persistent absence/exclusion (+62% from 2021/2022) and Increased number of suspensions (+68% from 2021/2022)
- An increase in the number of children registered and recorded as Electively Home Educated (EHE) (1,862). This compares with 1,585 at this point last year (+17%).
- At the end of June 2023, 6% of 16–17-year-olds were NEET, or their status was unknown, higher than the national figure of 5%.
- In terms of participation, Surrey has a higher-than-average participation rate in education or training (92.5% against 91.6% nationally). However, participation in apprenticeships is slightly lower than national (3.3% against 4.7%)

National finding primary age pupils – gov.uk

- Roughly 7,000 primary age pupils are known to be in state-funded, unregistered, and independent AP. This is a small proportion of primary aged pupils referred to alternative provision, however the number of primary aged pupils referring to alternative provision (AP) has been rising in England over the last 5 years. The majority of those are aged 8-10. The younger pupils are when they first attend AP, their worse their later attainment. This might be due to more severe underlying problems. However, younger pupils are also more likely to return to mainstream education than older, secondary-age, pupils.

Surrey user participation and feedback

- When a parent and carer survey was sent out and asked what barriers affect children and young people from staying in mainstream education, 44% said Unsupported or undiagnosed SEND, 35% said Mental health and anxiety and 35% said lack of staff understanding of pupils needs.
- While most parents felt AP's their children had attended were high quality, met their needs and provided regular updates on progress, attendance, and wellbeing, they did not feel that the provision was always successful in helping them back into mainstream education.

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- The majority (92%) of Headteachers who responded to a Surrey Survey felt that AP should be seen as a key part of a 'continuum of need' approach which focusses on the most appropriate resources at the most appropriate time and focussed on inclusion and early intervention.
- User Voice and Participation Team created an AP survey. There were 65 respondents to the survey, 51% of whom were aged 13-16 and 65% had direct experience of AP.
- When asked what barriers existed to remain in the classroom, 38% reported mental health and anxiety, 35% said behaviour and 18% said ASD.
- There was an even split of responses as to whether they would prefer to remain on school site or move to a different site for AP.
- 50% felt that travelling a long way would affect their attendance.

Describe here suggested mitigations to inform the actions needed to reduce inequalities.

It is anticipated that the positive impacts of the AP DPS for children and young people up to the age of 25 and for parents will be:

1. Building in recording of Age as a protected characteristic into the AP reporting to allow the Council to identify the impact of the introduction of the AP DPS across different age groups.
2. Implementation of AP Gateway to standardise the referral process to reduce delays and ensure there is a clear point of contact for providers and area teams to contact.
3. Improve the oversight and quality of Independent AP Provision through regular provider reports, annual reports/contract monitoring to understand whether the services on the DPS will meet demand and monitor impact/ progress towards outcomes. Absence and engagement will be captured within regular reporting and raise the minimum requirements in terms of quality assurance and safeguarding.
4. After year one, Surrey Maintained schools and Academies will have the opportunity to access the DPS after completing an access agreement, so even more children and young people across Surrey will have access to a range of good quality alternative provision.
5. Providers will be expected to utilise Social Value opportunities to enhance service delivery.
6. Continue to review sufficiency of alternative provision for 0–25-year-olds annually to ensure appropriate alternative provision is available in the right place at the right time.
7. Utilise feedback from young people, families and schools to better address unmet need and emerging need through the DPS. Providers will be expected to demonstrate through annual reporting how they have worked with children and young people with different protected characteristics and their families to co-design and continue to improve their services, so they remain inclusive, accessible, and fair. The voice of the child, young people and families will continue to be captured through the life of the DPS. This requirement will be part of the ongoing contract management arrangements.
8. Depending on the specific service being offered there will be opportunities for face to face or online support to enable more children and young people to access the right support at the right time.
9. Development of a network forum to support sharing of practice and expertise, and to enhance a sense of community amongst SCC AP.

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What other changes is the council planning/already in place that may affect the same groups of residents? Are there any dependencies decision makers need to be aware of?

- In response to meeting the new and emerging demand, the AP spend has been raised to ensure more children and young people with disabilities and special educational needs can access good quality and timely alternative provision.
- SCC have launched an Inclusion and Additional Needs Partnership Strategy (2023-2026) to address and respond to the diversity of needs of all children and young people through increasing participation in learning, by cultures and communities, and reducing exclusion with and from education.
- SCC are continuing to build on its existing inclusion service to maintain and improve inclusion across mainstream settings. This could result in fewer absences or exclusions.
- SCC is utilising feedback from young people and reviewing its post-16 offer and develop new revised service(s) to respond to feedback and better address the unmet and emerging need. This includes better understanding accessibility challenges in future employment schemes.
- SCC are reviewing options around apprenticeships, particularly for those young people with additional needs.
- A new post-16 preparing for adulthood brochure is being developed, which will include a number of alternative provision services. This will support young people aged 14-25 with additional needs and disabilities, and their parents and carers, to provide them with a resource for their transition to adulthood and will enable young people to understand the services that are available in their local area. These services can help to develop the skills and enable the young people to feel confident and empowered to reintegrate back into education or to access a sustainable post 16 destination including training or employment.
- SCC is developing their services for schools, including an outreach offer to support children in mainstream schools. There is a particular focus on supporting children with autism and in creating autism friendly schools in alignment with the Surrey All Age Autism Strategy and implementation plan.
- Expanding the SCC outreach offer, to include commissioning additional outreach service for children at risk of placement breakdown.
- SCC also offer Alternative provision through Access to Education (A2E), Surrey Online Schools, Short Stay Schools and Hospital Education to meet the needs of Surrey Children and young People who for a variety of reasons are unable to access mainstream education.

Any negative impacts that cannot be mitigated?

Due to increased minimum quality threshold, some existing AP providers may not meet this standard and therefore would not be able to deliver AP services beyond 1 April 2024. Every effort has been made to work with providers to ensure they meet this threshold.

Disability

This section also addresses 'All children with Special educational needs and disabilities' and 'Adults (up to 25 years) with learning disabilities and/or autism' as identified in the Surrey COVID Community Impact Assessment and the Surrey Health and Well-being Strategy.

Describe here the considerations and concerns in relation to the programme/policy for the selected group.

The implementation of the AP DPS should have a positive impact on children and young people with special educational needs.

The following data has been used to assess the impact on those with a disability or special educational need:

- Joint Commissioning Strategy Children and Young People 2022.
- Sufficiency Strategy for children with additional needs and disabilities (2022-2025)
- Children and young people with additional needs and disabilities (2022-2030) sufficiency strategy
- Special educational needs and disability: an analysis and summary of data sources - gov.uk

Surrey data:

Surrey Disability and Special educational needs

In 2022, Surrey had approximately 33,568 children with a disability, and by 2026 there will be an estimated 34,442, assuming national prevalence stays the same.

Many children and young people in alternative provision have special educational needs and disabilities (SEND).

The largest groups of those with a disability effected are anticipated to be children and young people who are Autistic, require Social Emotional Mental Health (SEMH) support, have special communication needs, speech, and language need, or have a learning disability.

- In Surrey, approx. 2.2% of children and young people with additional needs and disabilities are in alternative education, which is slightly higher than the Southeast and National average.
- ASC growth has been 34% - more than double that of SEMH and Moderate Learning Disabilities
- Increased Social, emotional and Mental Health (SEMH) needs have increased (11.6% of EHCPs in 2016, to 15.8% in 2022)
- SLCN growth continues to increase (27.9% in 2016 to 34% in 2022).
- In all cases, the numbers of children and young people with MLD, Autism, SLCN and SEMH appears likely to continue to grow for the foreseeable.

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Surrey absence/ exclusions/EHE

- For the first 4 half terms of 22/23, overall absence rates have increased compared with 21/22 for pupils with an EHCP, from 12.8% to 13.5%. There has been an increase for pupils on SEN Support from 9.3% to 10.4%.
- In 2022/23, 169 children were permanently excluded from education, up from 120 in 2021/22.
- In 2022/23, 12,678 children were suspended from education, up from 8021 in 2021/22.
- 6% of EHE pupils are known to have an EHCP and 28% were on SEN support whilst at school.

Speech and Language Therapy

- Approximately 6,252 children in Surrey have Speech and Language Therapy specified within their EHCP, with many initial referrals in Year 1, with a further small spike again in year 11.

Describe here suggested mitigations to inform the actions needed to reduce inequalities.

It is anticipated that the positive impacts of the AP DPS for children and young people up to the age of 25 with a disability of special educational need and for parents will be:

1. Building in recording of Disability and different SEN needs as a protected characteristic into the AP reporting to allow the Council to identify the impact of the introduction of the AP DPS across different areas of need.
2. Provision of online services (where appropriate) to support children and young people with a physical disability who may not be able to directly access physical locations.
3. Implementation of AP Gateway to streamline the referral process to reduce delays and ensure Providers have a point of contact for ongoing communications.
4. Improve the oversight and quality of Independent AP Provision through regular provider reports, annual reports/ annual contract monitoring to understand whether the services on the DPS will meet demand and monitor impact/ progress towards outcomes. Absence and engagement will be part of the regular reporting.
5. After year one, Surrey Maintained schools and Academies will have the opportunity to access the DPS after completing an access agreement, so more children and young people across Surrey will have consistent access to good quality alternative provision.
6. Introduce AP Network for providers to support sharing of practice and expertise and enhance the sense of community amongst SCC AP.
7. Providers will be expected to utilise Social Value opportunities to enhance service delivery.
8. Continue to review sufficiency of alternative provision for 0–25-year-olds annually to ensure appropriate alternative provision is available in the right place at the right time.
9. Utilise feedback from young people, families and schools to better address unmet need and emerging need through the DPS. Providers will be expected to demonstrate through annual reporting how they have worked with children and young people with different protected characteristics and their families to co-design and continue to improve their services, so they remain inclusive, accessible, and fair.

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10. Depending on the specific service being offered there will be opportunities for face to face or online support to enable more children and young people to access the right support at the right time.

What other changes is the council planning/already in place that may affect the same groups of residents? Are there any dependencies decision makers need to be aware of?

- In response to meeting the new and emerging demand, SCC have increased the AP budget to ensure more children and young people with disabilities and special educational needs can access good quality and timely alternative provision.
- SCC have launched an Inclusion and Additional Needs Partnership Strategy (2023-2026) to address and respond to the diversity of needs of all children and young people through increasing participation in learning, by cultures and communities, and reducing exclusion with and from education.
- SCC are continuing to build on its existing inclusion service to maintain and improve inclusion across mainstream settings. This could result in fewer absences or exclusions.
- A new Post 16 preparing for adulthood brochure is being developed, which will include a number of alternative provision services. This will support young people aged 14-25 with additional needs and disabilities, and their parents and carers, to provide them with a resource for their transition to adulthood and will enable young people to understand the services that are available in their local area. These services can help to develop the skills and enable the young people to feel confident and empowered to reintegrate back into education or to access a sustainable post 16 destination including training or employment.
- SCC are continuing to develop their school aged SLT provision, with a focus on primary - phase education and preparation to adulthood.
- SCC SLT team have introduced a Communications Champion network to add additional support to schools. In addition, SCC will train staff in Talk boost for reception-aged children. Furthermore, a new programme of videos and training are in development to add additional support.
- SLT have implemented a dedicated 16-25 Speech and Language Therapy Service to address a gap in service continuity ensuring that assessed support needs are not limited by attendance at a registered school.
- SCC is developing their services for schools, including an outreach offer to support children in mainstream schools. There is a particular focus on supporting children with autism and in creating autism friendly schools in alignment with the Surrey All Age Autism Strategy and implementation plan.
- Expanding the SCC outreach offer, to include commissioning additional outreach service for children at risk of placement breakdown.
- SCC also offer Alternative provision through Access to Education (A2E), Surrey Online Schools, Short Stay Schools and Hospital Education to meet the needs of Surrey Children and young People who for a variety of reasons are unable to access mainstream education.

Any negative impacts that cannot be mitigated?

Due to increased minimum quality threshold, some existing AP providers may not meet this standard and therefore would not be able to deliver AP services beyond 1 April 2024. Every effort has been made to work with providers to ensure they meet this threshold.

Sex and Gender

The implementation of the AP DPS is intended to positively benefit all genders. Male children and young people are more likely to be affected by the proposed changes, as data suggests special educational needs are more prevalent in boys than girls.

The following data has been used to assess the impact on sex and gender:

- Children and young people with additional needs and disabilities (2022-2030) sufficiency strategy
- Surrey LIFT report

EHCPs/ AP

- Special educational needs are nationally more prevalent in boys than girls. The majority of EHCPs are supporting male children and young people; 71.8% of children and young people with an EHCP are male, with 28.1% female.
- In Surrey, 27.9% of children and young people with EHCP's are female – slightly lower than the national picture.
- Of those Surrey children accessing AP in 2022/23, 34% were female and 66% were male.
- Overall, based on our current cohort of Surrey Independent Alternative providers, all genders are widely supported. There is only one service which provides a provision only for females with ASD.

Absence/ CME/ EHE

- Absence rates for males and females are quite similar. In Autumn 2022, the Surrey absence rates were 7.6% for boys and 7.5% for girls and persistent absence rates were 24.5% for boys and 23.9% for girls.
- In 2022/23, The majority of children missing education were males, with 52 males and 23 females in total.
- Of those 1,847 Children Electively Home Educated 52% were female and 48% male.
- In 2022/23, Of the 169 children excluded from education. 67% were male and 33% were female.

2021 Census

- Out of the total residents Surrey 94.42% indicated that their gender identity was the same as their sex registered at birth. However, 0.37% or 3,628 residents stated their gender identity was not the same as their sex registered at birth. Within Surrey, 731 residents identify as a trans man, 756 identify as a trans woman and 495 identify as non-binary.

Describe here the considerations and concerns in relation to the programme/policy for the selected group.

There is a gap in data recording relating to gender identity and current access of AP services across Surrey. As part of the reporting of the new reporting requirements from all providers on

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the AP DPS there will be a drive in the reporting requirements to collect information relating to protected characteristics. The implementation of the DPS will enable more children and young people, across all gender identities, will have more access to high quality and timely Alternative provision.

Describe here suggested mitigations to inform the actions needed to reduce inequalities.

It is anticipated that the positive impacts of the AP DPS for children and young people up to the age of 25 for all gender identities will be:

1. Building in recording of gender as a protected characteristic into the AP reporting to allow the Council to identify the impact of the introduction of the AP DPS across different areas of need.
2. Providers will be expected to deliver inclusive services accessible to children, young people and young adults from trans, non-binary and other gender identities differing from the sex they were assigned at birth.
3. Providers are expected to utilise Social Value opportunities to enhance Service delivery.
4. Implementation of AP Gateway to streamline the referral process to reduce delays and ensure there is a clear point of contact for providers and area teams to contact.
5. Improve the oversight and quality of Independent AP Provision through regular provider reports, annual reports/ annual contract monitoring to understand whether the services on the DPS will meet demand and monitor impact/ progress towards outcomes. Absence and engagement will be collected as part of regular reporting.
6. Continue to review sufficiency of alternative provision for 0–25-year-olds annually to ensure appropriate alternative provision is available in the right place at the right time.
7. After year one, Surrey Maintained schools and Academies will have the opportunity to access the DPS after completing an access agreement, so even more children and young people across Surrey will have access to a range of good quality alternative provision.
8. Utilise feedback from young people, families and schools to better address unmet need and emerging need through the DPS. Providers will be expected to demonstrate through annual reporting how they have worked with children and young people with different protected characteristics and their families to co-design and continue to improve their services, so they remain inclusive, accessible, and fair.
9. Annual reporting requirements require providers to submit a case study annually reflect on how they have worked with a child or young person with a variety of different protected characteristics.
10. Development of AP networking forum to support sharing of practice and expertise.
11. Depending on the specific service being offered there will be opportunities for face to face or online support to enable more children and young people to access the right support at the right time.

What other changes is the council planning/already in place that may affect the same groups of residents? Are there any dependencies decision makers need to be aware of?

- In response to meeting the new and emerging demand, SCC have increased the AP budget to ensure more children and young people with disabilities and special educational needs can access good quality and timely alternative provision.
- SCC are continuing to build on their existing inclusion service to maintain and improve inclusion across mainstream settings. This could result in fewer absences or exclusions.

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- SCC have launched an Inclusion and Additional Needs Partnership Strategy (2023-2026) to address and respond to the diversity of needs of all children and young people through increasing participation in learning, by cultures and communities, and reducing exclusion with and from education.
- SCC is developing their services for schools, including an outreach offer to support children in mainstream schools. There is a focus to include commissioning additional outreach service for children at risk of placement breakdown.
- SCC also offer Alternative provision through Access to Education (A2E), Surrey Online Schools, Short Stay Schools and Hospital Education to meet the needs of Surrey Children and young People who for a variety of reasons are unable to access mainstream education.

Any negative impacts that cannot be mitigated?

Due to increased minimum quality threshold, some existing AP providers may not meet this standard and therefore would not be able to deliver AP services beyond 1 April 2024. Every effort has been made to work with providers to ensure they meet this threshold.

Looked after children/Care leavers.

Describe here the considerations and concerns in relation to the programme/policy for the selected group.

The implementation of the AP DPS should have a positive impact on Looked after children/ Care Leavers, particularly those who are residing in Surrey.

The following data has been used to assess the impact on those with a disability or special educational need:

- Sufficiency Strategy for children with additional needs and disabilities (2022-2025)
- Children and young people with additional needs and disabilities (2022-2030) sufficiency strategy
- Children Looked after (CLA) Sufficiency strategy.
- Surrey ELLC Compendium

Surrey Key headlines

- In 2022, there were 1048 Looked after Children, an increase of 6.7% since 2020.
- 50.7% were Placed inside of the Surrey Border. SCC is working hard to bring as many closer to home where it is safe and appropriate to do so.
- There are 45% more males in care than females.
- The predominant age group is 16-17 years, followed by 13–15-year-olds.
- A large proportion of Surrey's general population makeup is White British, which is also reflective of the numbers of children in SCC's care.

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EHCP/ Exclusion/ NEET/ post 16

- In Surrey, 27.32% of the total under 18 looked after cohort have an EHCP. The most common need identified for children with an EHCP is autism.
- Of the children placed within a residential children's home, 73% have an EHCP, indicating significant overlaps between SEND and Social Care involvement.
- The highest proportion of children in care with an EHCP are placed in year NCY 9-11.
- A large proportion of children and young people in care with an EHCP are placed in Non-Maintained Independent (NMI) settings that specialise to meet the needs of Social, Emotional and Mental Health (SEMH).
- Some children are more likely to get excluded than others, including children in the care system who are five times more likely to have a fixed term exclusion than their peers.
- At the end of June 2023, 13.1% of Looked After Children were NEET, lower than the national figure of 18.8%. 16.9% of Care Leavers were NEET, lower than the national figure of 23.5%
- A majority of care leavers are engaged with education, in training or have gained employment. In 2020, 69% were engaged in education, training, or employment. This is higher than the England average.

Describe here suggested mitigations to inform the actions needed to reduce inequalities.

- SCC will ensure the DPS includes alternative provision of Social, Emotional and Mental health needs. One of the key proposed outcomes is to improve emotional, wellbeing and personal resilience. Providers are expected to demonstrate positive impact in these areas through case studies.
- There is a clear expectation that alternative provision is developed in line with the Children's Looked after Sufficiency strategy.
 - Inclusion of specific post 16 Lot in DPS to cater for supporting strong employment, education, or independent pathways.
- Implementation of AP Gateway to streamline the referral process to reduce delays.
- Improve the oversight and quality of Independent AP Provision through regular provider reports, annual reports and annual contract monitoring to understand whether the services on the DPS will meet demand and monitor impact/ progress towards outcomes. Absence and engagement will be captured within regular reporting.
- After year one, Surrey Maintained schools and Academies will have the opportunity to access the DPS after completing an access agreement, so even more children and young people across Surrey will have access to a range of good quality alternative provision.
- Continue to review sufficiency of alternative provision for 0–25-year-olds annually to ensure appropriate alternative provision is available in the right place at the right time.
- Utilise feedback from young people, families and schools to better address unmet need and emerging need through the DPS. Providers will be expected to demonstrate through annual reporting how they have worked with children and young people with different protected characteristics and their families to co-design and continue to improve their services, so they remain inclusive, accessible, and fair. The voice of the child, young people and families will continue to be captured through the life of the DPS. This requirement will be part of the ongoing contract management arrangements.
- Depending on the specific service being offered there will be opportunities for face to face or online support to enable more children and young people to access the right

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support at the right time. Online Support should have a positive impact on Looked after Children who reside outside of the Surrey Borders.

What other changes is the council planning/already in place that may affect the same groups of residents? Are there any dependencies decision makers need to be aware of?

- In response to meeting the new and emerging demand, SCC have increased the AP budget to ensure more children and young people with disabilities and special educational needs can access good quality and timely alternative provision.
- SCC will continue to focus on the 'Coming Home' project with a focus on children looked after with an EHCP currently living and/or educated out of county and will look to move them back to county where possible and appropriate so they are enabled to achieve their full potential and contribute to their community.
- A new Post 16 preparing for adulthood brochure is being developed, which will include a number of alternative provision services. This will support young people aged 14-25 with additional needs and disabilities, and their parents and carers, to provide them with a resource for their transition to adulthood and will enable young people to understand the services that are available in their local area. These services can help to develop the skills and enable the young people to feel confident and empowered to reintegrate back into education or to access a sustainable post 16 destination including training or employment.
- SCC have launched an Inclusion and Additional Needs Partnership Strategy (2023-2026) to address and respond to the diversity of needs of all children and young people through increasing participation in learning, by cultures and communities, and reducing exclusion with and from education.
- SCC also offer Alternative provision through Access to Education (A2E), Surrey Online Schools, Short Stay Schools and Hospital Education to meet the needs of Surrey Children and young People who for a variety of reasons are unable to access mainstream education.

Any negative impacts that cannot be mitigated?

Due to increased minimum quality threshold, some existing AP providers may not meet this standard and therefore would not be able to deliver AP services beyond 1 April 2024. Every effort has been made to work with providers to ensure they meet this threshold.

Pregnancy and maternity

The Implementation of the DPS should have a positive impact for this cohort. It will enable more young people/adults across Surrey (up to 25 years with an EHCP) who are pregnant or who have recently become a parent to have access to good quality Alternative provision to move onto a positive destination and achieve better outcomes.

Data is not collected in a reportable way for the number of pregnant young adults and parents or carers accessing AP or with an EHCP.

Describe here suggested mitigations to inform the actions needed to reduce inequalities.

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1. Providers will be expected to deliver inclusive services accessible to all Surrey children, young people and young adults including those who are pregnant or parents and carers.
2. Providers will need to support young people and adults (up to 25 with an EHCP) who are pregnant or are parents and carers and provide services to meet this need.
3. Improve the oversight and quality of Independent AP Provision through regular provider reports, annual reports/ annual contract monitoring to understand whether the services on the DPS will meet demand and monitor impact/ progress towards outcomes. Absence and engagement will be captured within regular reporting.
4. Introduction of AP Gateway and Appropriate level of Information being provided on the newly developed Referral Form will give providers relevant details in relation to the learner to provide the support (which is sometimes delivered in the home) and to understand the needs of the user to tailor a programme of support.
5. After year one, Surrey Maintained schools and Academies will have the opportunity to access the DPS after completing an access agreement, so even more children and young people across Surrey will have access to a range of good quality alternative provision.
6. There will be an expectation that providers continue to regularly collect feedback including the voice of the child and families and demonstrate how learning is shaping the continuous improvement of services, considering Protected characteristics.
7. Annual reporting requirements require providers to submit a case study annually reflect on how they have worked with a child or young person with a variety of different protected characteristics.
8. Continue to review sufficiency of alternative provision for 0–25-year-olds annually to ensure appropriate alternative provision is available in the right place at the right time.
9. SCC will proactively look for discrimination and work with children, young people, and their families to co-design services so they are inclusive, accessible, and fair.
10. Providers will be expected to utilise Social Value to support and enhance service delivery.
11. Depending on the specific service being offered there will be opportunities for face to face or online support to enable more children and young people to access the right support at the right time.

What other changes is the council planning/already in place that may affect the same groups of residents? Are there any dependencies decision makers need to be aware of?

- In response to meeting the new and emerging demand, SCC have increased the AP budget to ensure more children and young people, can access good quality and timely alternative provision. This is inclusive of young people/adults (up to the age of 25 with an EHCP) throughout their pregnancy and to support them as parents during early childhood.
- SCC is working with a network of partners and Organisations across Surrey to deliver the 'Best Start for Surrey Strategy 2022-2027'. This aligns closely to the 'Inclusion and Special Educational Needs and Disabilities Strategies for 0-5 year. A key strategic aim is to increase support to Surrey's most vulnerable families to enable them to thrive.
- A new Post 16 preparing for adulthood brochure is being developed, which will include a number of alternative provision services. This will support young people aged 14-25 with additional needs and disabilities, and their parents and carers, to provide them with a resource for their transition to adulthood and will enable young people to understand the services that are available in their local area. These services can help to develop the skills and enable the young people to feel confident and empowered to reintegrate back

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into education or to access a sustainable post 16 destination including training or employment.

- SCC have launched an Inclusion and Additional Needs Partnership Strategy (2023-2026) to address and respond to the diversity of needs of all children and young people through increasing participation in learning, by cultures and communities, and reducing exclusion with and from education.
- SCC also offer Alternative provision through Access to Education (A2E), Surrey Online Schools, Short Stay Schools and Hospital Education to meet the needs of Surrey Children and young People who for a variety of reasons are unable to access mainstream education.

Any negative impacts that cannot be mitigated?

Due to increased minimum quality threshold, some existing AP providers may not meet this standard and therefore would not be able to deliver AP services beyond 1 April 2024. Every effort has been made to work with providers to ensure they meet this threshold.

Race including ethnic or national origins, colour, or nationality.

Describe here the considerations and concerns in relation to the programme/policy for the selected group.

The implementation of the AP DPS should have a positive impact for all young people. More Children and young people across Surrey, regardless of race or ethnicity, will have timely access to consistent high-quality support at the right provision to meet their needs.

The following data has been used to assess the impact on Race and ethnicity.

- Special educational needs and disability: an analysis and summary of data sources - gov.uk
- Surrey ELLC Compendium
- Surrey LIFT report

National EHCP picture

- In January 2023, among the different ethnic groups, those referred to as 'Travellers of Irish heritage' and 'Black Caribbean' had the highest proportion of pupils with an Educational, Health, and Care (EHC) plan, with percentages of 6.1% and 5.8% respectively. Conversely, the Chinese ethnic group had the lowest percentage of pupils with an EHC plan at 2.1%.

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Surrey findings - CME/EHE/AP

- In Surrey 71% were white, 1% were black, 3% were Asian, 1% were GRT, 3% were mixed and 21% unknown.
- In Surrey, of 76 children missing education, 43 were White, 8 were GRT, 5 mixed, 2 Asian, 2 other and 16 not known.
- In Surrey of 1,847 children who are electively home educated, 54% were white, 3% were Asian, 1% were black, 8% were GRT, 5% mixed, 1% other and 28% unknown.

Describe here suggested mitigations to inform the actions needed to reduce inequalities.

1. Providers will be expected to deliver inclusive services accessible to all Surrey children, young people, and young adults regardless of race, ethnicity, colour, or nationality.
2. SCC will regularly review the profile of children and young people accessing AP services in terms of their ethnicity.
3. Providers will need to support English as an additional language and provide services to meet this need.
4. Introduction of AP Gateway and Appropriate level of Information being provided on the newly developed Referral Form will give providers relevant details in relation to the learner to provide the support (which is sometimes delivered in the home) and to understand the needs of the user to tailor a programme of support.
5. SCC reserves the right to audit providers to ensure EDI Policies and procedures are in place and this will be incorporated as part of the annual contract monitoring.
6. There will be an expectation that providers continue to regularly collect feedback including the voice of the child and families and demonstrate how learning is shaping the continuous improvement of services, considering Protected characteristics.
7. Improve the oversight and quality of Independent AP Provision through regular provider reports, annual reports/ annual contract monitoring to understand whether the services on the DPS will meet demand and monitor impact/ progress towards outcomes. Absence and engagement will be captured within regular reporting.
8. Annual reporting requirements require providers to submit a case study annually reflect on how they have worked with a child or young person with a variety of different protected characteristics.
9. SCC will always consider the potential for discrimination and work with children, young people, and their families to co-design services so they are inclusive, accessible, and fair.
10. Continue to review sufficiency of alternative provision for 0–25-year-olds annually to ensure appropriate alternative provision is available in the right place at the right time.
11. Providers will be expected to utilise Social Value to support and enhance service delivery.
12. Depending on the specific service being offered there will be opportunities for face to face or online support to enable more children and young people to access the right support at the right time.

What other changes is the council planning/already in place that may affect the same groups of residents? Are there any dependencies decision makers need to be aware of?

- In response to meeting the new and emerging demand, SCC have increased the AP budget to ensure more children and young people with disabilities and special educational needs can access good quality and timely alternative provision.

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SCC also offer Alternative provision through Access to Education (A2E), Surrey Online Schools, Short Stay Schools and Hospital Education to meet the needs of Surrey Children and young People who for a variety of reasons are unable to access mainstream education.

Any negative impacts that cannot be mitigated?

Due to increased minimum quality threshold, some existing AP providers may not meet this standard and therefore would not be able to deliver AP services beyond 1 April 2024. Every effort has been made to work with providers to ensure they meet this threshold.

Religion or belief including lack of belief.

Describe here the considerations and concerns in relation to the programme/policy for the selected group.

Data is not collected in a reportable way for different religious beliefs accessing Alternative provision across Surrey.

The Implementation of the DPS should have a positive impact for this cohort. It will enable more young people/adults across Surrey (up to 25 years with an EHCP) regardless of their religious beliefs, or lack of, to have access to good quality Alternative provision to move onto a positive destination and achieve better outcomes.

The 2021 Census Data has been used to assess the impact on religion or beliefs.

- In Surrey the largest religious group was Christianity comprising of 50.2% of the population in 2021.
- Surrey is home to many non-Christian religious groups. The main ones include Muslims (38,138 residents), Hindus (23,742), Sikhs (7,144), Buddhists (6,990) and Jews (3,099). This means Muslims represent 3.2% of Surrey residents, Hindus represent 2%, and the other non-Christian religious groups are all under 1%.

Describe here suggested mitigations to inform the actions needed to reduce inequalities.

1. Providers will be expected to deliver inclusive services accessible to children, young people, and young adults regardless of their religious beliefs, or lack of beliefs.
2. Introduction of AP Gateway and Appropriate level of Information being provided on the newly developed Referral Form will give providers relevant details in relation to the learner to provide the support (which is sometimes delivered in the home) and to understand the needs of the user to tailor a programme of support.
3. Improve the oversight and quality of Independent AP Provision through regular provider reports, annual reports/ annual contract monitoring to understand whether the services

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on the DPS will meet demand and monitor impact/ progress towards outcomes. Absence and engagement will be captured within regular reporting.

4. SCC reserves the right to audit providers to ensure EDI Policies and procedures are in place and this will be incorporated as part of the annual contract monitoring.
5. There will be an expectation that providers continue to regularly collect feedback including the voice of the child and families and demonstrate how learning is shaping the continuous improvement of services, considering Protected characteristics.
6. Annual reporting requirements require providers to submit a case study annually reflect on how they have worked with a child or young person with a variety of different protected characteristics.
7. SCC will always consider the possibility of discrimination and work with children, young people, and their families to co-design services so they are inclusive, accessible, and fair.
8. Providers will be expected to utilise Social Value to support and enhance service delivery.
9. Continue to review sufficiency of alternative provision for 0–25-year-olds annually to ensure appropriate alternative provision is available in the right place at the right time.
10. Depending on the specific service being offered there will be opportunities for face to face or online support to enable more children and young people to access the right support at the right time.

What other changes is the council planning/already in place that may affect the same groups of residents? Are there any dependencies decision makers need to be aware of?

- In response to meeting the new and emerging demand, SCC have increased the AP budget to ensure more children and young people with disabilities and special educational needs can access good quality and timely alternative provision.
- SCC also offer Alternative provision through Access to Education (A2E), Surrey Online Schools, Short Stay Schools and Hospital Education to meet the needs of Surrey Children and young People who for a variety of reasons are unable to access mainstream education.

Any negative impacts that cannot be mitigated?

Due to increased minimum quality threshold, some existing AP providers may not meet this standard and therefore would not be able to deliver AP services beyond 1 April 2024. Every effort has been made to work with providers to ensure they meet this threshold.

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3. Staff

Describe here the considerations and concerns in relation to the programme/policy for the selected group.

The table below notes the following protected characteristics that have been considered as part of this EIA on the possible impact changes could have on staff. It is important to note that SCC does not hold, capture, or ask providers to share information on their workforce or on their protected characteristics and there are no known impacts for the workforce as a result of the implementation of the DPS.

Age	Information relating to the age of providers workforce has not been collected as part of the development of the DPS. There is no known impact for the workforce based on their age by the introduction of the DPS.
Disability	2021 Census data states: "In 2021, across both England and Wales, the proportion of disabled people was 17.8% (10.4 million)." Information relating to the age of providers workforce has not been collected as part of the development of the DPS. There is no known impact for the workforce based on having a disability by the introduction of the DPS.
Sex and Gender	SCC does not hold information on providers workforce regarding their gender identity and whether it is the same as their sex registered at birth. There is no known impact for the work force based on the sex and gender identity by the introduction of the DPS.
Pregnancy and Maternity	Information relating to the number of providers workforce who may be pregnant or be parents or carers has not been collected as part of the development of the DPS. There is no known impact for the workforce for those who may be pregnant or on their maternity period by the introduction of the DPS.
Ethnicity and National Origins	If it is assumed that the majority of staff working in these services are based in Surrey and 2021. Census data shows that Surrey is becoming more ethnically diverse. Information relating to the ethnicity and national origin of the workforce has not been collected as part of the development of the DPS. There is no known impact on people from a range of different ethnicities and national origins by the introduction of the DPS
Religions or Beliefs	Information relating to the religious beliefs of providers workforce has not been collected as part of the development of the DPS. There is no known impact for the workforce based on their religious beliefs, or lack of, by the introduction of the DPS

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Describe here suggested mitigations to inform the actions needed to reduce inequalities.

1. Development of the AP gateway to provide providers a clear point of contact with SCC.
2. Introduce AP Network, developing peer to peer support for providers to support sharing of practice and expertise, to enhance a sense of community amongst SCC.
3. Support to small businesses with links to policy templates to assist with compliance and safeguarding requirements.
4. Market Engagement Events to keep providers up to date with the AP DPS process to help reduce anxiety and uncertainty.
5. All providers should have in place equality, diversity and inclusion policies and procedures to ensure staff with protected characteristics are supported.
6. SCC will ensure that providers of the new commissioned provision will have in place equality, diversity and inclusion policies and procedures.
7. The longer contract term (8 years) will allow for a new way of working to embed, better understanding of services on offer with the AP market and provides security to its partners. Annual contract monitoring meetings will be included as part of the contract to build relationships between Providers, Commissioners, and area teams.

What other changes is the council planning/already in place that may affect the same groups of residents? Are there any dependencies decision makers need to be aware of?

No known changes

Any negative impacts that cannot be mitigated?

Due to increased minimum quality threshold, it may mean some existing AP providers do not meet this standard and therefore would not be able to deliver AP services beyond 1 April 2024, however every effort has been made to work with providers to ensure they meet this threshold.

4. Recommendation

Based your assessment, please indicate which course of action you are recommending to decision makers. You should explain your recommendation below.

- **Outcome One: No major change to the policy/service/function required.** This EIA has not identified any potential for discrimination or negative impact, and all opportunities to promote equality have been undertaken.
- **Outcome Two: Adjust the policy/service/function** to remove barriers identified by the EIA or better advance equality. Are you satisfied that the proposed adjustments would remove the barriers you identified?
- **Outcome Three: Continue the policy/service/function** despite potential for negative impact or missed opportunities to advance equality identified. You will need to make

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sure the EIA clearly sets out the justifications for continuing with it. You need to consider whether there are:

- Sufficient plans to stop or minimise the negative impact.
- Mitigating actions for any remaining negative impacts plans to monitor the actual impact.
- **Outcome Four: Stop and rethink the policy** when the EIA shows actual or potential unlawful discrimination. (For guidance on what is unlawful discrimination, refer to the [Equality and Human Rights Commission's guidance and Codes of Practice on the Equality Act](#) concerning employment, goods and services and equal pay).

Recommended outcome:

Option One: No major change to the policy/service/function required.

Where the noted impact of “Due to increased minimum quality threshold, it may mean some existing AP providers do not meet this standard and therefore would not be able to deliver AP services beyond 1 April 2024, however every effort has been made to work with providers to ensure they meet this threshold” has been identified, the following actions have been implemented to ensure providers could access the DPS:

- 3 market engagement sessions (covering 250 partners from across all sectors, including the voluntary community and faith sector (VCFS) including a session on co-production of “hopes, fears, enablers and blockers” to understand the requirements to transition onto the DPS.
- A section within the service specification which directly responds to changes made throughout the commissioning process in response to provide feedback.
- Procurement tendering sessions to support providers access the tender process.
- Continued market engagement and support from commissioning, including question and answer documentation.

Explanation:

The implementation of the Alternative Provision DPS will have an overall positive impact for children and young people across Surrey and their families.

More children and young people will have opportunity to timely access to consistent high-quality support at the right provision to meet their needs. Delivery of Alternative provision recognises the unique abilities of their children and young people and develops bespoke support to individuals to enable progress towards a positive destination and agreed outcomes.

New developments including the AP Gateway and new documentation/ monitoring has been introduced to make a positive impact to provide a clear point of contact to support providers and consistent and clear reporting to improve monitoring and Quality Assurance.

Improved monitoring will help to measure attendance and that outcomes are being met. This could enable young people to develop the skills and feel confident and empowered to reintegrate back into education, training, employment, or their local community or improve emotional, wellbeing and personal resilience.

Equality Impact Assessment

It has been informed by engagement with children, young people and their families, providers, and schools to ensure it is appropriate, accessible, and fair and we will continue to consider the impact of the children and young people to continue to improve the support and services available.

The DPS has been purposefully designed to build in flexibility to respond to changing and emerging needs and any gaps that are identified.

The peer-to-peer support for providers should also promote the sharing of good practice and enhance the feeling of community and being valued by the SCC AP market.

Equality Impact Assessment

5. Action plan and monitoring arrangements

Insert your action plan here, based on the mitigations recommended.

Involve your Assessment Team in monitoring progress against the actions above.

Item	Initiation Date	Action/Item	Person Actioning	Target Completion Date	Update/Notes	Open/ Closed
1	In progress	Implementation of AP Gateways	James Atkins (Senior Commissioning Manager) Dee Turvill (Alternative Provision and Participation Manager) Claire Sibley (Procurement Partner)	January 2024	2 placement officers dedicated to AP approved. Development or referral form, Attendance form.	Open
2	In progress	Implementation of Individual Alternative provision Agreement (IAPA)	James Atkins (Senior Commissioning Manager) Dee Turvill (Alternative Provision and	April 2024	Completed	Completed

Equality Impact Assessment

Item	Initiation Date	Action/Item	Person Actioning	Target Completion Date	Update/Notes	Open/ Closed
			Participation Manager) Claire Sibley (Procurement Partner)			
3	In progress	Improve oversight and quality - Annual monitoring/ QA of outcomes	James Atkins Dee Turvill Claire Sibley	April 2024	Requirement for providers to provide high level activity returns. External review conducted on capturing of AP outcomes and attendance to be considered for future development	Open
4	In progress	Share DPS with schools, at end of first year (subject to access agreement)	James Atkins (Senior Commissioning Manager) Dee Turvill (Alternative Provision and Participation Manager) Claire Sibley (Procurement Partner)	April 2025	Access agreement completed. First year of DPS is to ensure stability of provision and process before widening scope	Open

Equality Impact Assessment

Item	Initiation Date	Action/Item	Person Actioning	Target Completion Date	Update/Notes	Open/ Closed
5	In progress	Ongoing needs analysis – sufficiency – annual refresh	James Atkins (Senior Commissioning Manager) Dee Turvill (Alternative Provision and Participation Manager) Claire Sibley (Procurement Partner)	September 2024	Refresh currently underway, to be completed by end October annually.	Open
6	April 2024	Providers demonstrating how they co-design and improve services based on impact of protected characteristics	James Atkins (Senior Commissioning Manager) Dee Turvill (Alternative Provision and Participation Manager) Claire Sibley (Procurement Partner)	March 2025	To be incorporated as part of annual contract monitoring	Open

Equality Impact Assessment

Item	Initiation Date	Action/Item	Person Actioning	Target Completion Date	Update/Notes	Open/ Closed
7	In progress	Launch of AP Network (peer to peer support group)	James Atkins (Senior Commissioning Manager) Dee Turvill (Alternative Provision and Participation Manager) Claire Sibley (Procurement Partner)	April 2024	To be considered as part of mobilisation stage	Open

6a. Version control

Version Number	Purpose/Change	Author	Date
1	New version	Stephanie McCarron	07/09/2023

The above provides historical data about each update made to the Equality Impact Assessment.

Please include the name of the author, date and notes about changes made – so that you can refer to what changes have been made throughout this iterative process.

Equality Impact Assessment

For further information, please see the EIA Guidance document on version control.

Equality Impact Assessment

6b. Approval

Secure approval from the appropriate level of management based on nature of issue and scale of change being assessed.

Approved by	Date approved
Head of Service	12/09/2023 (Lucy Clements)
Executive Director	28/09/2023 (Rachael Wardell)
Cabinet Member	28/09/2023 (Cllr Clare Curran)

Publish:

It is recommended that all EIAs are published on Surrey County Council's website.

Please send approved EIAs to: **INSERT SHARED EMAIL ACCOUNT ADDRESS**

EIA author:

6c. EIA Team

Name	Job Title	Organisation	Team Role
Stephanie McCarron	Senior Commissioning Officer	Surrey County Council	SEND and Inclusion Commissioning

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