

# Equality impact assessment form

**Directorate: People Services**

**Service area: Local Area SEND**

**Name of policy, strategy, review or function being assessed: Derby City Local Area Written Statement of Action 2019**

**Date of assessment:**

- The Local Offer (5.1.2, 5.1.4, 5.1.5) – 29/9/2020
- The approach to co-production, vision and strategy (5.1.2, 5.1.4, 5.1.5) – 29/9/2020
- The single operational guide (1.2.2) – 26/10/2020
- The Education and Health Care Plan process (3.2.1, 3.2.2, 3.2.3, 3.2.4a, 3.2.5a, 3.2.7, 5.2.1) – 2/10/2020
- The QA process (1.3.4, 3.2.5b, 5.4.1) – 4/11/2020
- The Graduated Response (3.1.1, 3.1.3, 3.2.9, 5.3.1) – 2/10/2020
- Communication and engagement (2.2.1, 5.2.2, 5.2.3, 5.2.4) – 7/10/2020



Derby City Council



## **Equality impact assessment – please read this section first before you do the assessment**

This is our equality impact assessment form to help you equality check what you are doing when you are about to produce a new policy, review an older one, write a strategy or plan or review your services and functions. In fact you need to do an equality impact assessment whenever a decision is needed that affects people and **before** that decision is made.

So why do we need to do equality impact assessments? Although the law does not require us to do them now, the courts still place significant weight on the existence of some form of documentary evidence of compliance with the **Public Sector Equality Duty** when determining judicial review cases. This method helps us to make our decisions fairly, taking into account any equality implications, so yes we still need to do them.

The Public Sector Equality Duty is part of the Equality Act 2010 and this Duty requires us as a public body to have '**due regard**' to eliminating discrimination, harassment and victimisation and any other conduct that is prohibited by or under the Act. It requires us to advance equality of opportunity and foster good relations between people who share a '**relevant protected characteristic**' and people who don't.

Having 'due regard' means:

- removing or minimising disadvantages suffered by people due to their protected characteristics
- taking steps to meet the needs of people with certain protected characteristics where these are different from the needs of other people
- encouraging people with certain protected characteristics to participate in public life or in other activities where the participation is disproportionately low.

The protected characteristics are:

- age
- disability
- gender identity
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

This completed form should be attached to any Chief Officer Group, Cabinet or Personnel Committee report to help elected members make their decisions by taking the equality implications into account. Equality impact assessments **must be done before** decisions are made. Include the Cabinet or Personnel Committee's decision on the front sheet when you know it.

You'll find that doing these assessments will help you to:

- understand your customers' and communities needs
- develop service improvements
- improve service satisfaction
- demonstrate that you have been fair and open and considered equality when working on re-structuring
- make sure you pay due regard to the requirements of the Public Sector Equality Duty.

Don't do the form by yourself, get a small team together and make sure you include key people in the team such as representatives from our Diversity Forums and employee networks and you could invite trade union representatives too – the more knowledge around the table the better. You also need to decide how and who you will consult with to help inform the equality impact assessment. Our Lead on Equality and Diversity can help with useful contacts – we have a team of people who are used to doing these assessments and can help with information on barriers facing particular groups and remedies to overcome these barriers.

You'll need to pull together all the information you can about how what you are assessing affects different groups of people and then examine this information to check whether some people will be negatively or positively affected. Then you'll need to look at ways of lessening any negative effects or making the service more accessible – this is where your assessment team is very useful and you can also use the wider community. Against every negative impact you will need to complete the mitigation section to explain how you will lessen the impact.

Agree an equality action plan with your assessment team, setting targets for dealing with any negative effects or gaps in information you may have found. Set up a way of monitoring these actions to make sure they are done and include them in your service business plans.

When you have completed the assessment, get it signed by your Head of Service or Service Director and **send it to our Lead on Equality and Diversity for checking and to publish on our website**. It is a public document so must not contain any jargon and be easy to understand.

Remember, we need to do these assessments as part of our everyday business, so we get our equality responsibilities right and stay within the law – Equality Act 2010.

## **Equality groups and protected characteristics**

These are the equality groups of people we need to think about when we are doing equality impact assessments and these people can be our customers or our employees and job applicants...

- Age equality – the effects on younger and older people
- Disability equality – the effects on the whole range of disabled people, including Deaf people, hearing impaired people, visually impaired people, people with mental health issues, people with learning difficulties, people living with autism and people with physical impairments
- Gender identity – the effects on trans people
- Marriage and civil partnership equality
- Pregnancy and maternity equality - women who are pregnant or who have recently had a baby, including breast feeding mothers
- Race equality – the effects on minority ethnic communities, including newer communities, Gypsies and Travellers and the Roma community
- Religion and belief or non-belief equality – the effects on religious and cultural communities, customers and employees
- Sex equality – the effects on both men and women and boys and girls
- Sexual Orientation equality – the effects on lesbians, gay men and bisexual people

## **Contact for help**

Ann Webster – Lead on Equality and Diversity

[ann.webster@derby.gov.uk](mailto:ann.webster@derby.gov.uk)

Tel 01332 643722 Mobile 07812301144

## The form

We use the term ‘policy’ as shorthand on this form for the full range of policies, practices, plans, reviews, activities and procedures.

Policies will usually fall into three main categories...

- Organisational policies and functions, such as recruitment, complaints procedures, re-structures
- Key decisions such as allocating funding to voluntary organisations, budget setting
- Policies that set criteria or guidelines for others to use, such as criteria about school admissions, procurement methods, disabled facilities grants, on street parking bays

If in doubt – it’s better and safer to do an Equality Impact Assessment than not to bother! You never know when we may get a legal challenge and someone applies for Judicial Review.

### What’s the name of the policy you are assessing?

Written Statement of Action

### The assessment team

Team leader’s name and job title – Pauline Anderson (Service Director – Learning and Skills)

Other team members

### Local Offer – 29<sup>th</sup> September 2020

Job title	Organisation	Area of expertise
Business Owner	Race Equality Hub	Race Equality/Private sector business
Co-ordinator Derby SEND Information and Support Service	Derby City Council	Working with and supporting children, young people and families with SEND
Head Teacher	Ivy House School	Education of children and young people with special educational needs
Parent Governor	Ivy House School	Education and foster care of children and young people with special educational needs

<b>Job title</b>	<b>Organisation</b>	<b>Area of expertise</b>
New Communities Achievement Team Manager	Derby City Council	EAL education support, support to Migrant, Roma, Asylum Seeker and Refugee families and communities
Project Manager Local Area SEND	Derby City Council	Project management for special educational needs
Lead on Equality and Diversity	Derby City Council	Equality and Diversity
SEND Manager	Derby City Council	Process and systems for children and young people with special educational needs
Head of Inclusion Services- Learning and Skills	Derby City Council	Learning, skills and inclusion for children and young people with special educational needs
Service Director- Learning, Inclusion and Skills	Derby City Council	Learning, skills and inclusion for all children and young people
CEO	St James Centre	Enrichment, advice and support for children, young people and families with special educational needs
Chair	Parent Carers Together	Enrichment, advice and support for children, young people and families with special educational needs
Special Educational Needs Co-ordinator	Murray Park	Support for children and young people with special educational needs at secondary school

### **Approach to co-production, vision and strategy – 29<sup>th</sup> September 2020**

<b>Job title</b>	<b>Organisation</b>	<b>Area of expertise</b>
Business Owner	Race Equality Hub	Race Equality/Private sector business
Volunteer	Access, Equality and Inclusion Hub	Equality & Diversity
New Communities Achievement Team Manager	Derby City Council	EAL education support, support to Migrant, Roma, Asylum Seeker and Refugee families and communities
Lead on Equality and Diversity	Derby City Council	Equality and Diversity
Parent Governor	Ivy House School	Education and foster care of children and young people with special educational needs
Head Teacher	Ivy House School	Education of children and young people with special educational needs
CEO	St James Centre	Enrichment, advice and support for children, young people and families with special educational needs
Co-ordinator Derby SEND Information and Support Service	Derby City Council	Working with and supporting children, young people and families with SEND
Special Educational Needs Co-ordinator	Murray Park	Support for children and young people with special educational needs at secondary school
Head of Inclusion Services- Learning and Skills	Derby City Council	Learning, skills and inclusion for children and young people with special educational needs

<b>Job title</b>	<b>Organisation</b>	<b>Area of expertise</b>
Service Director- Learning, Inclusion and Skills	Derby City Council	Learning, skills and inclusion for all children and young people
Project Manager Local Area SEND	Derby City Council	Project management for special educational needs
Chair	Parent Carers Together	Enrichment, advice and support for children, young people and families with special educational needs

### **The single operational guide – 26<sup>th</sup> October 2020**

<b>Job title</b>	<b>Organisation</b>	<b>Area of expertise</b>
Business Owner	Race Equality Hub	Race Equality/Private sector business
Lead on Equality and Diversity	Derby City Council	Equality and Diversity
New Communities Achievement Team Manager	Derby City Council	EAL education support, support to Migrant, Roma, Asylum Seeker and Refugee families and communities
Lead on Equality and Diversity	Derby City Council	Equality and Diversity
Co-ordinator Derby SEND Information and Support Service	Derby City Council	Working with and supporting children, young people and families with SEND
Head of Inclusion Services- Learning and Skills	Derby City Council	Learning, skills and inclusion for children and young people with special educational needs
Service Director- Learning, Inclusion and Skills	Derby City Council	Learning, skills and inclusion for all children and young people
Project Manager Local Area SEND	Derby City Council	Project management for special educational needs
Chair	Parent Carers Together	Enrichment, advice and support for children, young people and families with special educational needs
CEO	Umbrella	Enrichment, advice and support for children, young people and families with special educational needs
Project Manager Local Area SEND	Derby City Council	Project management for special educational needs
SEND Manager	Derby City Council	Process and systems for children and young people with special educational needs

### **The QA process – 4<sup>th</sup> November 2020**

<b>Job title</b>	<b>Organisation</b>	<b>Area of expertise</b>
Co-ordinator Derby SEND Information and Support Service	Derby City Council	Working with and supporting children, young people and families with SEND
Chair	Parent Carers Together	Enrichment, advice and support for children, young people and families with special educational needs
CEO	Communication Unlimited	Enrichment, advice and support for deaf children, young people and families

<b>Job title</b>	<b>Organisation</b>	<b>Area of expertise</b>
Head of Inclusion Services- Learning and Skills	Derby City Council	Learning, skills and inclusion for children and young people with special educational needs
Volunteer	Access, Equality and Inclusion Hub	Equality & Diversity
Head Teacher	Ivy House School	Education of children and young people with special educational needs
Project Manager Local Area SEND	Derby City Council	Project management for special educational needs
Head of Integrated Commissioning, Children & Young People	Derby City Council	Commissioning of services for children and young people with special educational needs
Designated Clinical Officer –SEND	NHS Derby and Derbyshire Clinical Commissioning Group	Health special educational needs services for children and young people

### **The Graduated Response – 2<sup>nd</sup> October 2020**

<b>Job title</b>	<b>Organisation</b>	<b>Area of expertise</b>
Head of Inclusion Services- Learning and Skills	Derby City Council	Learning, skills and inclusion for children and young people with special educational needs
Business Owner	Race Equality Hub	Race Equality/Private sector business
Co-ordinator Derby SEND Information and Support Service	Derby City Council	Working with and supporting children, young people and families with SEND
CEO	Communication Unlimited/ Access, Equality and Inclusion Hub	Enrichment, advice and support for Deaf children, young people and families
Project Manager Local Area SEND	Derby City Council	Project management for special educational needs
New Communities Achievement Team Manager	Derby City Council	EAL education support, support to Migrant, Roma, Asylum Seeker and Refugee families and communities
Assistant Vice-Principal - Inclusion	Derby Moor Academy	Support for children and young people with special educational needs at secondary school

### **Communication and engagement – 7<sup>th</sup> October 2020**

<b>Job title</b>	<b>Organisation</b>	<b>Area of expertise</b>
Head of Inclusion Services- Learning and Skills	Derby City Council	Learning, skills and inclusion for children and young people with special educational needs



<b>Job title</b>	<b>Organisation</b>	<b>Area of expertise</b>
Service Director- Learning, Inclusion and Skills	Derby City Council	Learning, skills and inclusion for all children and young people
Project Manager Local Area SEND	Derby City Council	Project management for special educational needs
CEO	Communication Unlimited/Access, Equality and Inclusion Hub	Enrichment, advice and support for deaf children, young people and families
Co-ordinator Derby SEND Information and Support Service	Derby City Council	Working with and supporting children, young people and families with SEND
New Communities Achievement Team Manager	Derby City Council	EAL education support, support to Migrant, Roma, Asylum Seeker and Refugee families and communities
CEO	St James Centre	Enrichment, advice and support for children, young people and families with special educational needs
Lead on Equality and Diversity	Derby City Council	Equality and Diversity
Parent Governor	Ivy House School	Education and foster care of children and young people with special educational needs
Volunteer	Derby City Council	Equality & Diversity

### **Local Area SEND Board sign off**

<b>Job title</b>	<b>Organisation</b>	<b>Area of expertise</b>
Regional Director	Shaw Education Trust	Education
Councillor	Derby City Council	Scrutiny for CYP Services
Director People's Services	Derby City Council	CYP services
Chief Nursing Officer	Derby and Derbyshire Clinical Care and Commissioning Group (CCG)	Health
Improvement advisor	Department for Education	Education
Co-Chair	Parent Carers Together C.I.C	Local Area SEND parent and carers voice
Co-Chair	Parent Carers Together C.I.C	Local Area SEND parent and carers voice

## **Step 1 – setting the scene**

Make sure you have clear aims and objectives on what you are impact assessing – this way you keep to the purpose of the assessment and are less likely to get side tracked.

- 1 What are the main aims, objectives and purpose of the policy? How does it fit in with the wider aims of the Council and wider Derby Plan? Include here any links to the Council Plan, Derby Plan or your Directorate Service Plan.**

Between 17 June 2019 and 21 June 2019, Ofsted and the Care Quality Commission (CQC), conducted a joint inspection of the local area of Derby to judge the effectiveness of the area in implementing the disability and special educational needs reforms as set out in the Children and Families Act 2014.

Inspectors spoke with children and young people with special educational needs and/or disabilities (SEND), parents and carers, and local authority and National Health Service (NHS) officers. They visited a range of providers and spoke to leaders, staff and governors about how they are implementing the SEND reforms. Inspectors looked at a range of information about the performance of the local area, including the local area's self-evaluation. Inspectors met with leaders from the local area for health, social care and education. They reviewed performance data and evidence about the local offer and joint commissioning.

As a result of the findings of the inspection and in accordance with the Children Act 2004 (Joint Area Reviews) Regulations 2015, Her Majesty's Chief Inspector (HMCI) determined that a Written Statement of Action (WSOA) was required because of significant areas of weakness in the local area's practice. HMCI also determined that the local authority and the area's clinical commissioning group were jointly responsible for submitting the written statement to Ofsted. The inspection findings can be viewed at <https://files.ofsted.gov.uk/v1/file/50104302>

The purpose of the WSoA is ensure delivery of improvements necessary to ensure Derby City Council (DCC) and Derby and Derbyshire Clinical Care and Commissioning Group (DDCCG) meet their joint statutory duties in respect of Local Area SEND. The WSoA is the overarching plan, comprised of multiple workstreams, affecting Local Area strategies, services, processes and procedures and will be delivered from September 2019 until December 2021.

The Equality Impact Assessment in respect of the WSoA does not replace or remove responsibilities upon individual agencies under the Equality Act 2010 and Public Sector Equality Duty.

**Please note:** An Equality Impact Assessment was not completed during the development of the WSoA. Ideally an Equality Impact Assessment should have been carried out to provide assurance that appropriate measures under the Public Sector Equality Duty had been considered and an opportunity to include mitigating actions needed. This assessment sets out consideration of both the implementation of the WSoA and the feedback from key stakeholders affected by the plan.

## 2 Who delivers/will deliver the policy, including any consultation on it and any outside organisations who deliver under procurement arrangements?

The WSoA will be jointly delivered by DCC and DDCCG. The WSoA was developed jointly by DCC and DDCCG, in consultation with key stakeholders, across the Local Area who will continue to provide support throughout the project. Delivery of the WSoA is underpinned by a revised Local Area SEND governance structure to ensure effective governance for Local Area SEND services.

### 3 Who are the main customers, users, partners, employees or groups affected by this proposal?

DCC will lead on delivery of the WSoA, working in close partnership with DDCCG. Activity in the WSoA will include identifying the SEND needs of children and young people, parents and carers and education providers across the Local Area and delivering the improvements specified to the strategies, services, processes and procedures outlined in the plan.

The WSoA addresses the five key areas of weakness identified by Ofsted and the CQC includes reporting on and scrutiny of key services across Local Area SEND provision and specific actions to improve services in line with the SEND Code of Practice: 0-25 years.

## Step 2 – collecting information and assessing impact

The WSoA covers multiple services and processes for Local Area SEND. As a result assessment and discussion has been carried out to establish where an EIA is and isn't required and then the work streams grouped around common areas/themes to streamline the process; the outcome has been to conduct separate EIA meetings for the following areas:

- The Local Offer (5.1.2, 5.1.4, 5.1.5)
- The approach to co-production, vision and strategy (5.1.2, 5.1.4, 5.1.5)
- The single operational guide (1.2.2)
- The Education and Health Care Plan process (3.2.1, 3.2.2, 3.2.3, 3.2.4a, 3.2.5a, 3.2.7, 5.2.1)
- The QA process (1.3.4, 3.2.5b, 5.4.1)
- The Graduated Response (3.1.1, 3.1.3, 3.2.9, 5.3.1)
- Communication and engagement (2.2.1, 5.2.2, 5.2.3, 5.2.4)

This approach has been developed in consultation with colleagues from Derby City Council, Derby and Derbyshire Clinical Care and Commissioning Group and Parents and Carers and supported by the EIA leads from both organisations.

Derby and Derbyshire CCG will be undertaking the EIAs for the work streams that are health focussed separately and line with their existing processes. These sections are 1.2.1, 1.2.4, 1.3.2, 1.3.3, 4.1.1 and 4.1.2. If you would like further details on this please contact Nicky Smith Head of Children's Commissioning – Physical Health at [nicolasmith11@nhs.net](mailto:nicolasmith11@nhs.net)

If a work stream is not listed above this means it was decided an EIA would not be required for this work.

Through the meetings held it became clear that the feedback shared was in many cases relevant across the sections of the WSoA but participants did not always raise the same impacts at each meeting. As a result this EIA has been written to bring these together by protected group to ensure as far as possible that all impacts can be considered for all relevant sections wherever possible.

## **OVERVIEW**

- 4 Who have you consulted and engaged with so far about this policy, and what did they tell you? Who else do you plan to consult with? – tell us here how you did this consultation and how you made it accessible for the equality groups, such as accessible locations, interpreters and translations, accessible documents.**

### **Local Offer (5.1.2, 5.1.4, 5.1.5)**

- Steering group was created which contained various partner members, parent carer representation through PCT and voluntary sector through St James centre as well as young people.
- PCT carried out research through 8,000 families regarding the Local Offer which included all parents and carers of children with EHCPs across the equality groups.

### **The approach to co-production, vision and strategy (5.1.2, 5.1.4, 5.1.5)**

- In consultation for strategy and vision a report was produced by St James Centre (report attached) in November 2019 generated through a workshop with parents and carers.
- Consulted with Voices in Action.
- Co-production event held 9<sup>th</sup> March 2020 and led by Rotherham Parent Partnership. At the event we had parent/carers schools, settings children and young people. We have a set co-production group meeting monthly.
- During development of these work streams team acknowledged the need to work more closely with Deaf and hearing-impaired people in the community.
- Trans community and impact regarding gender identity is embedded into regular discussions with Parent Carers Together.

### **The single operational guide (1.2.2)**

- This has not yet been consulted on as work has initially been focussed on new and emerging processes and procedures that will eventually be summarised and captured through this guide.

### **The Education and Health Care Plan (EHCP) process (3.2.1, 3.2.2, 3.2.3, 3.2.4a, 3.2.5a, 3.2.7, 5.2.1)**

- Workshop held with all partners across the Local Area.
- Lean review of EHCP 20-week process around timeline and efficacies included representatives from all stakeholders and consultation on how people found the process and experience.
- Parent Carers Together report "In my Shoes" also provide the stakeholder view and experience of the process.
- Identified a weakness in how we delivered the 20-week process and the communication around that as well as the accessibility of the EHCP team.
- Recommendations for new IT system were developed from this with the aim to ensure high quality plans and reflect high aspirations for children and young people 0-25 in Derby City.

### **The QA process (1.3.4, 3.2.5b, 5.4.1)**

- Development of QA framework managed through Local Area SEND Governance groups so as a result is being developed through co-production, participation and consultation and involves stakeholders from all these groups.
- EHCP QA process was co-produced.

### **The Graduated Response (3.1.1, 3.1.3, 3.2.9, 5.3.1)**

- Parent Carers Together report "In my Shoes" provided the stakeholder view and experience of the process, supported by a steering group and team have consulted with schools throughout.

**Communication and engagement (2.2.1, 5.2.2, 5.2.3, 5.2.4)**

- Engagement has been carried out with children and young people, parents and carers, education, the voluntary and community sector.
- All partners have attended workshops in summer and autumn 2019, which included schools and Voice in Action and had support of BSL interpreters.
- Consultation also undertaken with Royal School for the Deaf and Ryedale Park.



Voyaging  
Consultation.pdf

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**5 Using the skills and knowledge in your assessment team, and from any consultation you have done, what do you already know about the equality impact of the policy on particular groups? Also, use any other information you know about such as any customer feedback, surveys, national research or data. Indicate by a tick for each protected characteristic group whether this is a negative or a positive impact. If it's negative, fill in the mitigation section as well to explain how you are going to lessen the impact.**

**Age**

What do you already know?	Positive impact	Negative impact	Mitigation
Local Offer website should be for 0-25, but focussed largely directed to parents up to the age of 16, then there is a young person's hub for up to 25.	Improvements will be driven by the WSoA.	Need for additional information for post 16.  Further provision of information in a child friendly format.	Local Offer is considering how young people consume information and suitable alternative platforms explored e.g.: Instagram. Includes a child friendly search for leisure activities considered.  Local Authority is updating website to make this more accessible to younger ages and is aware of the need to improve local links for older young people rather than only national links.

What do you already know?	Positive impact	Negative impact	Mitigation
			<p>Need to meet legal requirements first then look at further developments.</p> <p>Data shared regarding the Local Offer website traffic and usage with steering group.</p>
EYFS need to be represented in the strategy		✓	Inclusion of speech and language in strategic action plan and EYFS representation in family hubs.
Vision needs to be presented in action and by young people	✓		The vision could be a screen saver.
Local Offer website is for 0-25 but it does not always feel from the content this is the case.		✓	Group agreed that up to the age of 16 parents and carers look on behalf of their child however need to consider how information is communication post 16 as young people do not necessarily use the Local Offer website.
For co-production a participation toolkit is being developed to look at how all groups are engaged in the process.	✓		
In relation to age and the strategy the team are aware of need to understand Local Area data better to know if different groups are more likely to suffer from placement breakdown.		Some groups may be more at risk of placement breakdown.	Team are exploring breaking down KPIs by protective groups but this is an ongoing piece of work.
<p>The strategy at its core aims to recognise and connect with all the protected groups. Team works regularly with families from different faith backgrounds.</p> <p>Any actions relating to specific protected groups will be included in the detailed actions of the strategic action plan being developed to underpin the strategy itself.</p>	✓		



What do you already know?	Positive impact	Negative impact	Mitigation
Development of new engagement plan and participation toolkit will provide opportunity to ensure needs of all protected groups are met.	✓		
Childminders may need support to ensure early years and pre-school children have access to the same support through EHCP process.		✓	Additional support for childminders to be put in place.
Need for better input and feedback for young people aged 18-25 and concerns regarding these young people 'dropping out' of the EHCP scheme before they are 25.		✓	Additional support needed, including working with post 16 training providers and develop support offer for transition to adulthood; this includes communication. All EHCPs now also have a Preparing for Adulthood element.
Children and young people are not currently asked how or in what format they would like their annual review to be.		✓	Need to consider how this can be built into the process.
Aware of concerns from stakeholders that young people aged 16-25 are not supported as effectively through the graduated response. Younger children are less likely to be able to articulate and explain their needs and feelings within the graduated response.		✓	Specific needs of 16-25 age group to be considered in graduated response improvement plans alongside how to communicate with younger age groups. SENDIASS have a number of existing toolkits to support this work. Additional training to be provided to professionals who work with children and young people aged 0-25.
Communication and engagement needs to consider breakdown of participation data to help better understand whether any particular groups are less heard from or engaged.		✓	To analyse participation data to better understand which groups are more engaged and how to support those who are less so to become more involved.
Specific to the 18-25 age range, also considering the degree to which parents and carers may or may not be involved, how strong in the communication with this		✓	This is known to be a gap and communication and engagement plans are being developed to address this.

What do you already know?	Positive impact	Negative impact	Mitigation
age group and how is their voice heard?			
The quality assurance process has acknowledged the need to embed checks that the needs of protected groups are being met.	✓		
Quality assurance processes are being developed to assure the quality of opportunity and input for the children and young people's voice and ensuring that all communications materials are age and ability appropriate.  There is currently a Voice of the Child Toolkit to support this work <a href="https://www.derby.gov.uk/council-and-democracy/your-voice-children-young-people/send-voice-child-toolkit/">https://www.derby.gov.uk/council-and-democracy/your-voice-children-young-people/send-voice-child-toolkit/</a>	✓		

## Disability

What do you already know?	Positive impact	Negative impact	Mitigation
All young people should be able to recognise themselves on the Local Offer website.		✓	Diverse imagery to be used.
Local Offer covers three highest areas of need in the city – ASD, hearing impairment and visual impairment  Deaf, hearing impairment and visual impairment included on the Local Offer website, unfortunately the links don't currently work.		✓	The website needs to be maintained to make sure all the links work – our Web Team are now the authors and editors of all our webpages now, following an overall of the Council website
Need to communicate strategy in formats that meet the needs of stakeholders.		✓	Produce easy BSL version of strategy.
For co-production a participation toolkit is being developed to look at how all	✓		

<b>What do you already know?</b>	<b>Positive impact</b>	<b>Negative impact</b>	<b>Mitigation</b>
groups are engaged in the process.			
In relation to the strategy and disability the team are aware of need to understand Local Area data better to know if different groups are more likely to suffer from placement breakdown.		Some groups may be more at risk of placement breakdown.	Team are exploring breaking down KPIs by protective groups but this is an ongoing piece of work.
The strategy at its core aims to recognise and connect with all the protected groups. Team work regularly with families from different faith backgrounds.  Any actions relating to specific protected groups will be included in the detailed actions of the strategic action plan being developed to underpin the strategy itself.	✓		
Awareness of special schools and the segregation from mainstream.		✓	New strategy and underpinning strategic action plan is looking to make improvements to whole system, of which this is a part.
Development of new engagement plan and participation toolkit will provide opportunity to ensure needs of all protected groups are met.	✓		
Information about EHCP and Graduated Response process to be provided in more languages and formats, including ensuring members of the deaf community have access to registered, qualified, quality interpreters.	✓		In principle this also applies to other areas of disability, such as visual impairment.
There is a need to ensure a multi-agency approach, balanced across health, education and social care.	✓		Ensure balanced multi-agency approach.
In relation to communication and engagement need to ensure that deaf and visually impaired parents have the		✓	Ensure deaf and visually parents are considered in communications and engagement plans.

<b>What do you already know?</b>	<b>Positive impact</b>	<b>Negative impact</b>	<b>Mitigation</b>
same access to consultations as hearing parents, events are promoted equitably and general communications take their needs into account.			
Communication and engagement needs to consider breakdown of participation data to help better understand whether any particular groups are less heard from or engaged.		✓	To analyse participation data to better understand which groups are more engaged and how to support those who are less so to become more involved.
The quality assurance process has acknowledged the need to embed checks that the needs of protected groups are being met. This includes being aware of the specific needs families may have to access the feedback process and the additional time that may be needed to do this, e.g.: for interpretation support.	✓		

### **Gender identity- trans**

<b>What do you already know?</b>	<b>Positive impact</b>	<b>Negative impact</b>	<b>Mitigation</b>
All young people should be able to recognise themselves on the Local Offer website.		✓	Diverse imagery to be used.
No specific impact identified for the approach to co-production, vision and strategy for this protected group, the strategy at its core aims to recognise and connect with all the protected groups.	N/A	N/A	Any actions relating to specific protected groups will be included in the detailed actions of the strategic action plan being developed to underpin the strategy itself.
In relation to the strategy and gender identity-trans are aware of need to understand Local Area data better to know if different groups are more likely to suffer from placement breakdown.		Some groups may be more at risk of placement breakdown.	Team are exploring breaking down KPIs by protective groups but this is an ongoing piece of work.
For co-production a participation toolkit is being	✓		

<b>What do you already know?</b>	<b>Positive impact</b>	<b>Negative impact</b>	<b>Mitigation</b>
developed to look at how all groups are engaged in the process.			
Development of new engagement plan and participation toolkit will provide opportunity to ensure needs of all protected groups are met.	✓		
DfE require gender to be stated in EHCP reporting. This also relates to the Graduated Response where children and young people need to be able to state their gender identity as feels most comfortable to them.		✓	Look at options to state sex and gender separately.
Communication and engagement needs to consider breakdown of participation data to help better understand whether any particular groups are less heard from or engaged.		✓	To analyse participation data to better understand which groups are more engaged and how to support those who are less so to become more involved.
LGBTQ+ community has not been directly engaged in SEND consultation and development.		✓	Although team are in regular contact with parents of trans and non-binary children the team are aware of the need to engage more with relevant agencies and groups. This particularly important when it is considered that many people with an autistic spectrum disorder (ASD) identify as non-binary or trans.
The quality assurance process has acknowledged the need to embed checks that the needs of protected groups are being met.	✓		
The group did not feel there were any additional impacts from the QA process beyond those already identified by the other EIAs.	N/A	N/A	

## **Marriage and Civil Partnership**

<b>What do you already know?</b>	<b>Positive impact</b>	<b>Negative impact</b>	<b>Mitigation</b>
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Need to include information on Local Offer website on marriage and civil partnership as part of preparing for adulthood.	✓		
The approach to co-production, vision and strategy recognises the need to make preparation for adulthood a much stronger section of EHCPs from year 9 onwards.	The new strategy will better support young people as they develop adult relationships.		None required
In relation to the strategy it is important to recognise that relationship breakdown can be especially difficult for children and young people with SEND.		Children and young people with SEND may particularly struggle without specific support.	Information is shared with families about the support available and where they can go for additional help if needed on the Local Offer website.
In relation to the strategy and marriage and civil partnerships the team are aware of need to understand Local Area data better to know if different groups are more likely to suffer from placement breakdown.		Some groups may be more at risk of placement breakdown.	Team are exploring breaking down KPIs by protective groups but this is an ongoing piece of work.
The strategy at its core aims to recognise and connect with all the protected groups.			Any actions relating to specific protected groups will be included in the detailed actions of the strategic action plan being developed to underpin the strategy itself.
Development of new engagement plan and participation toolkit will provide opportunity to ensure needs of all protected groups are met.	✓		
In EHCP process there is no impact on children, young people their parents and carers as all relationships can be stated and are supported. Where the young person is in a relationship the main contact is the	N/A	N/A	

young person themselves. In reviews the young person decides who will be present, although this is dependent on their ability.			
There is no impact on this group in relation to the Graduated Response.	N/A	N/A	
Communication and engagement needs to consider breakdown of participation data to help better understand whether any particular groups are less heard from or engaged.		✓	To analyse participation data to better understand which groups are more engaged and how to support those who are less so to become more involved.
The strategy has a priority areas dedicated priority for Preparing for Adulthood.	✓		
The quality assurance process has acknowledged the need to embed checks that the needs of protected groups are being met.	✓		
QA process needs to ensure that where parents may be separated or divorced feedback processes ensure that the views of both parents are sought wherever possible.	✓		

## Pregnancy and maternity

What do you already know?	Positive impact	Negative impact	Mitigation
Local Offer website needs to include information on pregnancy and maternity as part of life skills and preparation for adulthood.		✓	Information to be included.
The strategy at its core aims to recognise and connect with all the protected groups.			Any actions relating to specific protected groups will be included in the detailed actions of the strategic action plan being developed to underpin the strategy itself.
In relation to the strategy and race the team are aware of need to understand Local Area data better to know if		Some groups may be more at	Team are exploring breaking down KPIs by protective groups but this is an ongoing piece of work.

different groups are more likely to suffer from placement breakdown.		risk of placement breakdown	
For co-production a participation toolkit is being developed to look at how all groups are engaged in the process.	✓		
Development of new engagement plan and participation toolkit will provide opportunity to ensure needs of all protected groups are met.	✓		
The situation can arise where a young person in the EHCP process is pregnant, as a result there is a need to consider the timeframes for the EHCP and Graduated Response processes.		✓	Need to consider EHCP timeframes in line with pregnancy to ensure needs of young person can be met.
Need to consider the additional emotional health and well-being needs of a young person who may be pregnant through the Graduated Response and EHCP processes		✓	Need to consider additional emotional health and well-being needs of a pregnant young person in these processes.
Communication and engagement needs to consider breakdown of participation data to help better understand whether any particular groups are less heard from or engaged.		✓	To analyse participation data to better understand which groups are more engaged and how to support those who are less so to become more involved.
Need to ensure that communication continues with young people who may be pregnant throughout their SEND journey.		✓	To look at communication through parent and baby clubs as necessary.
The quality assurance process has acknowledged the need to embed checks that the needs of protected groups are being met.	✓		
QA process needs to take into account where personal circumstances may mean stakeholder feedback cannot be submitted within general	✓		



timescales and look at ways this can be accommodated.			
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## Race

What do you already know?	Positive impact	Negative impact	Mitigation
All young people should be able to recognise themselves on the Local Offer website.		✓	Diverse imagery to be used.
In relation to the strategy and race the team are aware of need to understand Local Area data better to know if different groups are more likely to suffer from placement breakdown.		Some groups may be more at risk of placement breakdown.	Team are exploring breaking down KPIs by protective groups but this is an ongoing piece of work.
For co-production a participation toolkit is being developed to look at how all groups are engaged in the process.	✓		
The strategy at its core aims to recognise and connect with all the protected groups.			Any actions relating to specific protected groups will be included in the detailed actions of the strategic action plan being developed to underpin the strategy itself.
Development of new engagement plan and participation toolkit will provide opportunity to ensure needs of all protected groups are met.	✓		
Information about EHCP and Graduated Response process to be provided in more languages and formats.	✓		
In relation to EHCP process need to consider the movement of families, i.e: for Gypsy, Roma and Travelling Communities where movement may mean they don't reach the end of the process.		✓	To consider how the process can be aware of this and support continuation of EHCP process around this.
EHCP documentation is heavily worded and people are asked to write a lot of information.		✓	Quality assurance process is in place to help improve the process overall however consideration to be given as to how people can submit details through alternative

			formats, such as recordings or videos. This need to include giving consideration as to time needed for translation, for example for deaf parents.
Important that families know how they can access the support of an interpreter if needed to better access SEND services and processes.		✓	Ensure that access and availability is widely known and understood.
Communication and engagement needs to consider breakdown of participation data to help better understand whether any particular groups are less heard from or engaged.		✓	To analyse participation data to better understand which groups are more engaged and how to support those who are less so to become more involved.
New Communities team support families from a wide range of backgrounds but do not reach all.		✓	To consider how to reach those communities the team do not yet support.
The quality assurance process has acknowledged the need to embed checks that the needs of protected groups are being met. This includes being aware of the specific needs families may have to access the feedback process and the additional time that may be needed to do this, e.g.: for interpretation support.	✓		
Quality assurance needs to ensure that any feedback captured is reflective of the ethnicity of the community whose views it is capturing.	✓		

### Religion or belief or none

What do you already know?	Positive impact	Negative impact	Mitigation
No specific impact identified for the approach to co-production, vision and strategy for this protected group, the strategy at its core aims to recognise and			.

connect with all the protected groups.  Any actions relating to specific protected groups will be included in the detailed actions of the strategic action plan being developed to underpin the strategy itself			
In relation to the religion or belief or none the strategy the team are aware of need to understand Local Area data better to know if different groups are more likely to suffer from placement breakdown.		Some groups may be more at risk of placement breakdown.	Team are exploring breaking down KPIs by protective groups but this is an ongoing piece of work.
For co-production a participation toolkit is being developed to look at how all groups are engaged in the process.	✓		
Development of new engagement plan and participation toolkit will provide opportunity to ensure needs of all protected groups are met.	✓		
In relation to the EHCP and Graduated Response processes need to consider how to accommodate specific religious events, such as pilgrimages.		✓	Consider how process can be adapted to accommodate such events.
Communication and engagement needs to consider breakdown of participation data to help better understand whether any particular groups are less heard from or engaged.		✓	To analyse participation data to better understand which groups are more engaged and how to support those who are less so to become more involved.
Aware of need to consider specific ways to engage and encourage engagement with different faith groups.		No negative impact to date but will improve engagement moving forwards.	To consider going out to mosques, churches, community groups, etc. no parent events should be run during Friday lunch times. Consider how to celebrate diversity by celebrating different religious celebrations together; need to consider promotion of these days,

			possibly including a calendar of events.
The quality assurance process has acknowledged the need to embed checks that the needs of protected groups are being met. The group did not identify any further specific impacts other than those already identified.	✓		

## Sex

What do you already know?	Positive impact	Negative impact	Mitigation
All young people should be able to recognise themselves on the Local Offer website.		✓	Diverse imagery to be used.
No specific impact identified for the approach to co-production, vision and strategy for this protected group, the strategy at its core aims to recognise and connect with all the protected groups. Any actions relating to specific protected groups will be included in the detailed actions of the strategic action plan being developed to underpin the strategy itself	✓		.
In relation to sex and the strategy the team are aware of need to understand Local Area data better to know if different groups are more likely to actively engage with Local Area SEND services (e.g.: mothers may be more directly involved with services than fathers) and/or suffer from placement breakdown.		Some groups may be more at risk of placement breakdown.	Team are exploring breaking down KPIs by protective groups but this is an ongoing piece of work.
For co-production a participation toolkit is being developed to look at how all groups are engaged in the process.	✓		
Development of new engagement plan and	✓		

participation toolkit will provide opportunity to ensure needs of all protected groups are met.			
EHCP process has no impact on parent gender.	N/A	N/A	
Girls and boys will often present their conditions very differently and team needs to be aware of this to ensure initial assessment takes this into account.		✓	Team are already briefed and supported in this understanding.
Communication and engagement needs to consider breakdown of participation data to help better understand whether any particular groups are less heard from or engaged.		✓	To analyse participation data to better understand which groups are more engaged and how to support those who are less so to become more involved.
Aware of need to include diverse images in communication materials to avoid gender stereotyping.	✓		
The quality assurance process has acknowledged the need to embed checks that the needs of protected groups are being met.	✓		
Within the EHCP, Graduated Response and QA feedback processes need to ensure that participants are able to self-declare gender.	✓		

## Sexual orientation

<b>What do you already know?</b>	<b>Positive impact</b>	<b>Negative impact</b>	<b>Mitigation</b>
All young people should be able to recognise themselves on the Local Offer website.		✓	Diverse imagery to be used.
In relation to sexual orientation and the strategy the team are aware of need to understand Local Area data better to know if different groups are more likely to suffer from placement breakdown.		Some groups may be more at risk of placement breakdown.	Team are exploring breaking down KPIs by protective groups but this is an ongoing piece of work.
The strategy at its core aims to recognise and connect with	✓		.

all the protected groups. backgrounds.  Any actions relating to specific protected groups will be included in the detailed actions of the strategic action plan being developed to underpin the strategy itself			
For co-production a participation toolkit is being developed to look at how all groups are engaged in the process.	✓		
Family and SENCo Hubs under development and will provide support to help people speak out.	✓		
Development of new engagement plan and participation toolkit will provide opportunity to ensure needs of all protected groups are met.	✓		
As sexual orientation and gender identity can be fluid, in terms of EHCP process and Graduated Response, team need to consider how to capture this as it may change but is part of national reporting requirements.		✓	Consider how to update changing sexual orientation as necessary.
Communication and engagement needs to consider breakdown of participation data to help better understand whether any particular groups are less heard from or engaged.		✓	To analyse participation data to better understand which groups are more engaged and how to support those who are less so to become more involved.
Contact is in place with LGBTQ+ network and is planned to be strengthened.	✓		
The quality assurance process has acknowledged the need to embed checks that the needs of protected groups are being met.	✓		

**Important** - For any of the equality groups you don't have any information about, then make it an equality action at the end of this assessment to find out. This doesn't mean that you can't complete the assessment without the information, but you need to follow up the action and if necessary, review the assessment later. You can get lots of information on reports done from organisations' websites such as the Equality and Human Rights Commission, Stonewall, Press for Change, Joseph Rowntree Trust and so on. Please don't put down that the impact affects 'everyone the same' – it never does!

**6 From the information you have collected, how are you going to lessen any negative impact on any of the equality groups? How are you going to fill any gaps in information you have discovered?**

### **Local Offer**

- Group asked that the Local Authority consider using an app as an easier way for engaging with all ages.
- As part of the development of the Local Offer it will be ensured that the site provides information for post 16 support and consideration will be given as to how best share information on SEND with children and young people aged 0-25, developed through participation, consultation and co-production wherever possible.
- Need to include information on Local Offer website on marriage and civil partnership as part of preparing for adulthood.
- Diverse imagery to be used so all young people can recognise themselves on the site.
- Local Offer website needs to include information on pregnancy and maternity as part of life skills and preparation for adulthood.
- Ensure that links for information and support for deaf, hearing impaired and visually impaired stakeholders work properly and consider how to best use BSL clips to ensure information is accessible.

### **The approach to co-production, vision and strategy**

- Continue evolve data understanding around all protected groups to identify if any specific groups are at risk of poorer outcomes and what can be put in place to mitigate this.
- Continue to develop participation toolkit to support approach to co-production.
- Aim to work more closely with Derbyshire LGBTQ+ groups.
- Strategic action plan will be developed to consider the needs of all protected groups.
- See if Local Area vision can be a screensaver.
- Produce easy BSL version of strategy.

### **The single operational guide**

- Through the discussion by the group it was agreed that as the plan is about how existing services and processes are communicated to stakeholders, rather than the redesign of the services themselves (this is picked up elsewhere in the WSoA EIAs) all impacts will be addressed by the points made as part of the communication and engagement EIA.

### **The Education and Health Care Plan process**

- Childminders to be given additional support to ensure positive EHCP outcomes for the children in their care.
- Additional support to be put in place for the 18-25 age group, including working with post 16 training providers and develop support offer for transition to adulthood. The new strategy has a priority dedicated to transition to adulthood so this will be addressed by the strategic action plan that underpins this. SENDIASS support young people up to 25, to look at how this can be developed.
- To ensure communication relating to process is available in as wide a range of formats and languages as possible, including paper formats as needed. This includes making sure families know where to get this information and support if needed and visual flow charts if possible and that members of the deaf community have access to registered, qualified, quality interpreters as needed.
- Strive towards as balanced a multi-agency approach as possible
- Explore options to state sex and gender separately.



- Consider where timeframes for process need to be individualised, e.g.: where the young person is pregnant.
- Where a young person is pregnant need to consider their additional emotional health and well-being support needs through the process.
- Consider how to continue EHCP process around frequent movement of families from the Gypsy, Roma and Travelling Communities.
- Consideration to be given as to how people can submit details through alternative formats, such as recordings or videos. This need to include giving consideration as to time needed for translation, for example for deaf parents.
- Consider how children and- young people can be consulted on their preferred format for their annual review and related input.
- Consider how to accommodate specific religious events, such as pilgrimages, into the process.
- Consider how to accommodate fluidity of sexual orientation in national reporting requirements.

- 

### **The QA process**

- To continue to embed checks regarding ensuring the needs of protected groups being met into Local Area QA processes. This includes being aware of the specific needs families may have to access the feedback process and the additional time that may be needed to do this, e.g.: for interpretation services.
- To look at how best to assess the quality of opportunity and input for the children and young person's voice.
- QA process needs to ensure that where parents may be separated or divorced feedback processes ensure that the views of both parents are sought wherever possible.
- QA process needs to take into account where personal circumstances may mean stakeholder feedback cannot be submitted within general timescales and look at ways this can be accommodated.
- Quality assurance needs to ensure that any feedback captured is reflective of the ethnicity of the community whose views it is capturing.
- Provide opportunity for self-declaration of gender when people provide feedback as part of QA processes.

### **The Graduated Response**

- Specific needs of 16-25 age group to be considered in graduated response improvement plans alongside how to communicate with younger age groups. SENDIASS have a number of existing toolkits to support this work, consideration to be given as to how to best raise awareness of these toolkits. Additional training to be provided to professionals who work with children and young people aged 0-25 to further support.
- To ensure communication relating to process is available in as wide a range of formats and languages as possible, including paper formats as needed. This includes making sure families know where to get this information and support if needed, addressing the disparity as to how well the terminology is known and understood by parents and how this is used in schools and visual flow charts if possible.
- Explore options to state sex and gender separately.
- Consider where timeframes for process need to be individualised, e.g.: where the young person is pregnant.

- Where a young person is pregnant need to consider their additional emotional health and well-being support needs through the process.
- Consider how to accommodate specific religious events, such as pilgrimages, into the process.
- Consider how to accommodate fluidity of sexual orientation in national reporting requirements.

### **Communication and engagement**

- In developing engagement plans and participation toolkit ensure the needs of all protected groups are considered.
- To analyse participation data to better understand which groups are more or less engaged and how to support those who are less so to become more involved. This includes less heard from parents, carers and families.
- To be developed with particular consideration as to how to better communicate with and listen to the 18-25 year old age group.
- Ensure that access and availability of interpretation services to support access to SEND services and processes is widely known and understood.
- Ensure the needs of deaf and visually impaired parents are considered and supported in communication and engagement activity. To include interpreters, accessibility of venue, format of document, promotion of events and surveys, consideration to the fact that not everyone has access to technology. It is acknowledged that these factors need to be considered when working with any SEND stakeholder who has a disability.
- In relation to the above consideration also needs to be given to using plain English and limiting jargon for those for whom language may be a barrier; either through a learning difficulty or where English is not their first language.
- Need to ensure engagement directly with local LGBTQ+ agencies and groups.
- Consider how to ensure ongoing communication with pregnant young people throughout their SEND journey, e.g.: through parent and baby clubs.
- Consider how to support those communities the New Communities do not yet support, including asylum seekers and refugees who may struggle with literacy in their mother tongue.
- To consider going out to mosques, churches, community groups, etc. no parent events should be run during Friday lunch times. Consider how to celebrate diversity by celebrating different religious celebrations together; need to consider promotion of these days, possibly including a calendar of events.
- Ensure communication materials avoid gender stereotyping.
- Work closely with LGBTQ+ network and other groups to ensure communication and engagement is meeting needs of stakeholders.

## **Step 3 – deciding on the outcome**

- 7 What outcome does this assessment suggest you take? – You might find more than one applies. Please also tell us why you have come to this decision?**

<b>Outcome 1</b>		<b>No major change needed</b> – the EIA hasn't identified any potential for discrimination or negative impact and all opportunities to advance equality have been taken
<b>Outcome 2</b>	✓	<b>Adjust the policy</b> to remove barriers identified by the EIA or better advance equality. Are you satisfied that the proposed adjustments will remove the barriers you identified?
<b>Outcome 3</b>		<b>Continue the policy</b> despite potential for negative impact or missed opportunities to advance equality identified. You will need to make sure the EIA clearly sets out the justifications for continuing with it. You need to consider whether there are: <ul style="list-style-type: none"> <li>• sufficient plans to stop or minimise the negative impact</li> <li>• mitigating actions for any remaining negative impacts</li> <li>• plans to monitor the actual impact.</li> </ul>
<b>Outcome 4</b>		<b>Stop and rethink</b> the policy when the EIA shows actual or potential unlawful discrimination

Our Assessment team has agreed Outcome number(s)

Outcome 2 for all sections.

Why did you come to this decision?

Members of assessment groups were satisfied that there were no negative impacts that could not be addressed and that clear opportunities for adjustments to better advance equality had been identified.

If you have decided on **Outcome 3**, then please tell us here the justification for continuing with the policy. You also need to make sure that there are actions in the Equality Action Plan to lessen the effect of the negative impact. This is really important and may face a legal challenge in the future.

If you have decided on **Outcome 4** then if the proposal continues, without any mitigating actions, it may be likely that we will face a legal challenge and possibly a Judicial Review on the process - it is really important that the equality impact assessment is done thoroughly, as this is what the Judge will consider.

#### **Step 4 – equality action plan – setting targets and monitoring**

**8 Fill in this table with the equality actions you have come up with during the assessment. Indicate how you plan to monitor the equality impact of the proposals, once they have been implemented.**

#### **Equality Action Plan –setting targets and monitoring**

*The areas of development identified above are all part of the existing Derby Local Area SEND Written Statement of Action (WSoA) project plan, as a result all actions and considerations will be shared with the Senior Responsible Officers and Accountable Leads for the areas and feed into existing plans for review, implementation and further development. Progress for the WSoA is regularly shared with all members of the Local Area SEND governance groups and general updates on progress shared via Local Area SEND communication channels. If you have any queries regarding progress please contact [SENDwsoa@derby.gov.uk](mailto:SENDwsoa@derby.gov.uk)*

We can give you this information in any other way, style or language that will help you access it. Please contact us on: 01332 Minicom: 01332 640666

### Polish

Aby ułatwić Państwu dostęp do tych informacji, możemy je Państwu przekazać w innym formacie, stylu lub języku.

Prosimy o kontakt:

Tel. tekstowy: 01332 640666

### Punjabi

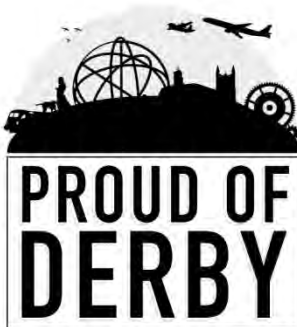
ਇਹ ਜਾਣਕਾਰੀ ਅਸੀਂ ਤੁਹਾਨੂੰ ਕਿਸੇ ਵੀ ਹੋਰ ਤਰੀਕੇ ਨਾਲ, ਕਿਸੇ ਵੀ ਹੋਰ ਰੂਪ ਜਾਂ ਬੋਲੀ ਵਿੱਚ ਦੇ ਸਕਦੇ ਹਾਂ, ਜਿਹੜੀ ਇਸ ਤੱਕ ਪਹੁੰਚ ਕਰਨ ਵਿੱਚ ਤੁਹਾਡੀ ਸਹਾਇਤਾ ਕਰ ਸਕਦੀ ਹੋਵੇ। ਕਿਰਪਾ ਕਰਕੇ ਸਾਡੇ ਨਾਲ ਟੈਲੀਫੋਨ ਮਿਨੀਕਮ 01332 640666 ਤੇ ਸੰਪਰਕ ਕਰੋ।

### Slovakian

Túto informáciu vám môžeme poskytnúť iným spôsobom, štýlom alebo v inom jazyku, ktorý vám pomôže k jej sprístupneniu. Skontaktujte nás prosím na tel.č: Minicom 01332 640666

### Urdu

یہ معلومات ہم آپ کو کسی دیگر ایسے طریقے، انداز اور زبان میں مہیا کر سکتے ہیں جو اس تک رسائی میں آپ کی مدد کرے۔ براہ کرم منی کام 01332 640666 پر ہم سے رابطہ کریں۔



Derby City Council