

### EQUALITY ANALYSIS (EA)

<b>POLICY/PROPOSAL:</b>	Targeted Early Intervention Service for Children in Brent Schools.
<b>DEPARTMENT:</b>	Children and Young People
<b>TEAM:</b>	Commissioning and Resources, Forward Planning, Performance and Partnerships Service
<b>LEAD OFFICER:</b>	Shazia Akram Head of Forward Planning, Performance and Partnerships Service
<b>DATE:</b>	03/04/2023

*NB: Please ensure you have read the accompanying EA guidance and instructions in full.*

#### SECTION A – INITIAL SCREENING

1. Please provide a description of the policy, proposal, change or initiative, and a summary its objectives and the intended results.

This EA is in relation to the commissioning of a contract for a Targeted Early Intervention Service for Children in Brent schools.

The Council currently has a contract with The West London Zone (WLZ) for an Early Intervention Service in Brent that focuses on children receiving Special Education Needs (SEN) support with the objective to have a positive long-term impact on outcomes for children and young people with presenting needs within the Borough.

The contract was set up as a prototyped in the first two years following the 2017 SEND inspection which identified that progress made by middle-attaining children and young people who were on the SEN support register in schools was less than that of all nationally with similar starting points in 2016. The contract term was for five years from 1 August 2019 until 31 July 2024, following a review after 2 years programme delivery to assess the impact and outcomes officers recommended continuation of the contact for the remaining 3-year period as the programme was meeting the needs of the targeted group of children and young people.

The WLZ is a registered charity whose aim is to improve educational outcomes for children and young people aged 3-18 within a defined geographical area of West London. The WLZ works with schools to identify those children who might benefit most from their support, combining data analysis with the school's knowledge about each individual child. A personalised support programme is developed for each child over a 2-year period and is tailored to their specific individual SEND learning needs. This proactive identification provides an opportunity to provide low level holistic interventions early on, so that risks do not escalate to statutory intervention. All interventions are linked to the following outcomes for children and young people:

- Good mental wellbeing
- Good physical health
- Good progress and attainment
- Positive relationships
- Confidence and aspiration

Since the start of the current contract, 598 children and young people have participated (or are participating) in the targeted early intervention service, which focuses on a holistic, strengths-based approach to essential areas of development, such as social and emotional wellbeing, attainment, and engagement with school.

Some key highlights:

- To date, a child starting with The WLZ in Brent has at least four risks out of seven measured
- 80% of the children are no longer at risk in emotional wellbeing
- 87% of the children are no longer at risk in their peer relationships
- 70% of the children have improved their English grades
- 55% of the children have improved in Mathematics grades.

The proposed services will fundamentally remain the same as the current delivery model:

- The WLZ would work with identified children in identified schools, each of these schools would be expected to contribute financially to the service.
- Each child is allocated a link worker employed by The WLZ but based in schools, who adopts a whole family approach by working in partnership with the parent/carers, to devise personalised goals and an individually tailored package of support for each child from The WLZ partnership of local third sector agencies and social enterprise organisations. The support packages can include tutoring, nutrition mentoring, 1:1 and group therapy, sports clubs and parent/child courses. The link worker provides ongoing positive reinforcement to the child, maintains parental involvement, and works hands-on to make sure the support is as effective as it can be for each child. Behind the scenes, The WLZ 'backbone' team organises the partnership, manages finance and analyses the data collected by frontline staff.

The WLZ works with children and young people who would benefit from support in multiple, inter-related areas. To date, a WLZ child in Brent displays at least *four* risks of the seven listed when they start the programme:

- Poor social and emotional health
- Falling well behind their peers with English and/or Maths
- Low attendance
- Poor behaviour and/or engagement with school
- Economic disadvantage (Pupil Premium)
- SEN Support level – especially Speech, Language and Communication and Social Emotional Mental health

When considering suitability for the programme, additional characteristics may also be considered such as:

- speech, language, and social communication support needs
- recent arrival to the UK
- caring responsibilities ('young carer')

These are often the children who are not reached by other services because their needs are not considered great enough in any one specific area and are generally below thresholds for statutory support, but when considered together, they pose a high risk of escalating into more serious and urgent problems. Other negative outcomes The WLZ aim to prevent by identifying and supporting children earlier include:

- Being excluded from school
- Completing school 'not in education, employment, or training' (NEET)
- Escalating to higher tier services such as Early Help, Children's Social Care, or higher-level mental health interventions, unless this is the right thing for that child at that time.
- Entering the youth justice system

2. Who may be affected by this policy or proposal?

Children and Young People  
 Parents/Carers/guardians  
 Schools and other education settings  
 Practitioners working with Children and Young People

3. Is there relevance to equality and the council's public sector equality duty? If your answer is no, you must provide an explanation.

Yes

4. Please indicate with an "X" the potential impact of the policy or proposal on groups with each protected characteristic. Carefully consider if the proposal will impact on people in different ways as a result of their characteristics.

Characteristic	IMPACT		
	Positive	Neutral/None	Negative
Age	X		
Sex		X	
Race		X	
Disability		X	
Sexual orientation		X	
Gender reassignment		X	
Religion or belief		X	
Pregnancy or maternity		X	
Marriage		X	

5. Please complete **each row** of the checklist with an "X".

SCREENING CHECKLIST		
	YES	NO
Have you established that the policy or proposal <i>is</i> relevant to the council's public sector equality duty?	X	
Does the policy or proposal relate to an area with known inequalities?		X

Would the policy or proposal change or remove services used by vulnerable groups of people?		<b>X</b>
Has the potential for negative or positive equality impacts been identified with this policy or proposal?		<b>X</b>
<b>If you have answered YES to ANY of the above, then proceed to section B. If you have answered NO to ALL of the above, then proceed straight to section D.</b>		

**SECTION B – IMPACTS ANALYSIS**

1. Outline what information and evidence have you gathered and considered for this analysis. If there is little, then explain your judgements in detail and your plans to validate them with evidence. If you have monitoring information available, include it here.

This service is intended to provide support at the earliest opportunity and aims to work with children and young people who would benefit from support in multiple, inter-related areas. To date, a WLZ child in Brent meets least *four of these* risks when they start the programme, including:

- Poor social and emotional health
- Falling well behind their peers with English and/or Maths
- Low attendance
- Poor behaviour and/or engagement with school
- Economic disadvantage (Pupil Premium)
- SEN Support level – especially SLC and SEM

These are often the children who are not reached by other services because their needs are not considered great enough in one area (generally below thresholds for statutory support), but considered together, they are at risk of developing more serious and urgent problems.

Other negative outcomes The WLZ aim to prevent by identifying and supporting children earlier include:

- Being excluded from school
- Completing school 'not in education, employment, or training' (NEET)
- Escalating to higher tier services such as Early Help, Children's Social Care, or higher-level mental health interventions, unless this is the right thing for that child at that time.
- Entering the youth justice system

The current service demonstrated:

- To date, a child starting with The WLZ in Brent has averaged four risks out of seven measured
- 80% of the children are no longer at risk in emotional wellbeing
- 87% of the children are no longer at risk in their peer relationships
- 70% of the children have improved their English grades
- 55% of the children have improved in Mathematics grades.

Services provided by The WLZ proactively reduce any adverse impact on children and young people by identifying and working with children and young people who would benefit from early intervention programme of support.

2. For each "protected characteristic" provide details of all the potential or known impacts identified, both positive and negative, and explain how you have reached these conclusions based on the information and evidence listed above. Where appropriate state "not applicable".

<b>AGE</b>
------------

<b>Details of impacts identified</b>	The service will provide early support and programme of interventions for children and young people in identified schools who would benefit from early intervention and will impact equally on all children and young people irrespective of age.
<b>DISABILITY</b>	
<b>Details of impacts identified</b>	The service will provide early support and programme of interventions for children and young people in identified schools who would benefit from early intervention and will impact equally on all children and young people irrespective of disability.
<b>RACE</b>	
<b>Details of impacts identified</b>	The service will impact equally upon all children and young people and their parents and carers regardless of race.
<b>SEX</b>	
<b>Details of impacts identified</b>	The service will impact equally upon all young people and their parents and carers regardless of their gender
<b>SEXUAL ORIENTATION</b>	
<b>Details of impacts identified</b>	The service will impact equally upon all young people and their parents and carers regardless of sexual orientation
<b>PREGANCY AND MATERNITY</b>	
<b>Details of impacts identified</b>	The service aims to improve outcomes for all children and young people.
<b>RELIGION OR BELIEF</b>	
<b>Details of impacts identified</b>	The service will impact equally upon all children and young people and their parents and carers regardless of religion or belief.
<b>GENDER REASSIGNMENT</b>	
<b>Details of impacts identified</b>	The service will impact equally upon all children and young people and their parents and carers regardless of Gender assignment.
<b>MARRIAGE &amp; CIVIL PARTNERSHIP</b>	
<b>Details of impacts identified</b>	The service aims to improve outcomes for all children and young people.

3. Could any of the impacts you have identified be unlawful under the Equality Act 2010?

No

4. Were the participants in any engagement initiatives representative of the people who will be affected by your proposal and is further engagement required?

Consultation has taken place with a wide range of internal and external stakeholders, to review current contract and help develop and inform future delivery.

5. Please detail any areas identified as requiring further data or detailed analysis.

N/A

6. If, following your action plan, negative impacts will or may remain, please explain how these can be justified?

This service will align with other support services services to reduce duplication in the system.

7. Outline how you will monitor the actual, ongoing impact of the policy or proposal?

Robust contract monitoring processes will be put in place to monitor outcomes and impacts and to inform future delivery. This includes regular feedback from service users, monitoring complaints and compliments received, service data analysis and contract monitoring meetings.

### SECTION C - CONCLUSIONS

Based on the analysis above, please detail your overall conclusions. State if any mitigating actions are required to alleviate negative impacts, what these are and what the desired outcomes will be. If positive equality impacts have been identified, consider what actions you can take to enhance them. If you have decided to justify and continue with the policy despite negative equality impacts, provide your justification. If you are to stop the policy, explain why.

Any provider will be required to maintain diversity monitoring information which will be reviewed as part of the quarterly contract monitoring processes and will inform the future planning of services.

Consultation and engagement with key stakeholders will continue to sustain a co-production approach to enhance local services.

### SECTION D – RESULT

<i>Please select one of the following options. Mark with an "X".</i>		
<b>A</b>	<b>CONTINUE WITH THE POLICY/PROPOSAL UNCHANGED</b>	<b>X</b>
<b>B</b>	<b>JUSTIFY AND CONTINUE THE POLICY/PROPOSAL</b>	
<b>C</b>	<b>CHANGE / ADJUST THE POLICY/PROPOSAL</b>	

<b>D</b>	<b>STOP OR ABANDON THE POLICY/PROPOSAL</b>	
----------	--	--

#### SECTION E - ACTION PLAN

This will help you monitor the steps you have identified to reduce the negative impacts (or increase the positive); monitor actual or ongoing impacts; plan reviews and any further engagement or analysis required.

Action	Expected outcome	Officer	Completion Date
Establish a clear implementation plan and contract review plan, working with the stakeholders	To mitigate negative impacts	Tanuja Saujani	September 2023

#### SECTION F – SIGN OFF

Please ensure this section is signed and dated.

<b>OFFICER:</b>	Tanuja Saujani
<b>REVIEWING OFFICER:</b>	Yasin Patel
<b>HEAD OF SERVICE:</b>	Shazia Akram