

EQUALITY IMPACT ASSESSMENT – Health Education England Project Choice Programme.

A full Equalities Impact Assessment has been undertaken as follows:

1. Identify the aims of the service/function and how it is implemented		
	Key questions	Answer/Notes
1.1	Is this an existing or new function?	New function
1.2	Who defines or defined the function?	Neil Dorward. Senior Manager – Education Development & Collaborative Projects
1.3	Who is the function being aimed at?	Young people with special educational needs and/or disabilities who have an Educational Health Care Plan
1.4	Who implements the function?	Delivery of programme: Health Education England. High Needs Funding: Northumberland Inclusive Education Services. Internal Promotion and departmental coordination: HR&OD.
1.5	What is the objective or purpose of the service/function?	For NCC to lead as an employer offering inclusive opportunities for young people with special educational needs and/or disabilities who have talent and value to add but are challenged by finding opportunity to showcase their talents.
1.6	What outcomes do you want to achieve with this function and for whom?	To allow Health Education England's 2021-22 cohort of interns within NHS settings to be offered a small number of 12-week placements within NCC as part of their programme. For Health Education England to manage the delivery of a cohort of NCC supported interns in academic year 2022-23. For NCC to enable progression of interns into supported apprenticeships within NCC and ultimately to progress into sustainable career paths. For the proposed programme to contribute to the achievement of NCC SEND Strategy objectives. For NCC to develop the potential to coach larger partner organisations across Northumberland which have aspiration and capacity for supported internship placements.
1.7	Do these outcomes complement or hinder other policies, values or objectives of the organisation?	Compliment
1.8	What factors or forces are at play that could contribute or detract from the outcomes identified earlier?	The experience of Health Education England in delivering this programme and in supporting organisations engaging in offering placement is a significant contributory force in delivering the outcomes.
1.9	How does the organisation interface with other bodies	NCC Inclusive Education Services would work closely with Health Education England (HEE) to financially support interns

	in relation to the implementation of this function?	via high needs funding block. NCC Education Directorate more broadly would work with and support HEE in delivery of the programmes. HR&OD would communicate with departments across NCC in order to create placement opportunities for interns and to promote progression from internship to apprenticeship and full time sustainable employment for our young SEND community.
1.10	Taking the nine protected characteristics is there anything in the policy or how the service is delivered that could discriminate or disadvantage any of these groups?	<p>Age – ESFA funding will allow engagement with those aged 16-24 with an EHCP only.</p> <p>Disability – this programme is specifically designed to be inclusive of those with disabilities.</p> <p>Gender reassignment – no disadvantage.</p> <p>Marriage and civil partnership – no disadvantage.</p> <p>Pregnancy and maternity – individualised work based risk assessment may be required on a placement by placement basis but no disadvantage is anticipated over that experienced by any other employee/placement who may be pregnant or on maternity.</p> <p>Race – no disadvantage</p> <p>Religion or belief – no disadvantage</p> <p>Sex – no disadvantage</p> <p>Sexual orientation – no disadvantage</p>
1.11	From your perspective how is the policy actually working in practice for each equalities group?	<p>Age – ESFA funding will allow engagement with those aged 16-24 with an EHCP only however those not qualifying will have the whole spectrum of mainstream post-16 education in which they can engage.</p> <p>Disability – those with disability where a risk assessment recommends against engagement would require explanation of this with clear justification and to be sign-posted toward a more suitable placement opportunity to meet their needs.</p> <p>Gender reassignment – can engage without impact.</p> <p>Marriage and civil partnership – can engage without impact.</p> <p>Pregnancy and maternity - those with pregnancy at an advanced stage where a risk assessment recommends against engagement with a particular placement would require explanation of this with clear justification. Alternative placement with minimised risks could be explored and offered.</p> <p>Race – can engage without impact.</p> <p>Religion or belief – can engage without impact.</p> <p>Sex – can engage without impact.</p> <p>Sexual orientation – can engage without impact.</p>

2. Consideration of available data, research and information	
Key questions	Answers/Notes

2.1	What do you already know about who uses and delivers this service?	Supported internship programmes are delivered widely across the UK as a post-16 education option for those aged 16-24 with an educational health care plan however there has been criticism of the level of quality on offer in general. Health Education England are Ofsted rated 'Good' and specialise in this provision, they are commencing working to deliver within Northumberland NHS settings and developing provision within NCC would fit neatly within this bigger picture and to contribute toward objectives within NCC SEND improvement strategy.
2.2	What additional information is needed to ensure that all equality groups' needs are taken into account?	Completion of equality-sensitive risk assessments for pregnancy and disability. Some of this information will be specific to the individual's specific needs at time of application however and a bespoke scenario-based risk assessment may be required.
2.3	How are you going to go about getting the extra information that is required?	Colleagues within NCC departments, in conjunction with Health Education England will complete placement risk assessment which will develop this information on a case-by-case basis.

3. Assessment of impact		
Key questions		Answers/Notes
4.1	Have you identified any differential impact and does this adversely affect any equalities groups?	Yes. Risks associated with disabled or pregnant applicants.
4.2	If there is an adverse impact can it be avoided, can we make changes, can we lessen it etc?	Yes, by offering alternative placement option with reduced risk.
4.3	If there is nothing you can do, can the reasons be fairly justified?	N/a.
4.4	Do any of the changes in relation to the adverse impact have a further adverse affect on any other group?	No