

Equality Impact Assessment



Hampshire
County Council

Specialist Teacher Advisory Service – Service structure review - Service Users

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Department: Children's Services

Date of
assessment: 06/12/2018

Description of current service/policy

The purpose of the Specialist Teacher Advisory Service (STAS) is to promote optimum educational opportunity, learning and development for children with special educational needs and disability.

The service supports children with special educational needs, speech, language and communication needs, hearing and visual impairment and physical disabilities, through the provision of specialist advice, guidance, equipment and technology.

The service works in partnership with educational settings, children and young people, families and other agencies with a focus on good outcomes and independence, and an emphasis on early intervention and inclusive practice.

Geographical impact: All
Hampshire

Description of proposed change

Following a review, it is proposed to remodel the service to better respond to the needs of children and young people with special educational needs.

The new service will include;

Systemic work with schools to build capacity, recognising the benefit of developing a supportive educational environment. Developing criteria that considers level of need, school, parental and the child's strengths, to identify levels of support based on need rather than level of disability.

Delivering targeted training through group sessions.

Making greater use of technology to supplement in-person support and advice.

Expanding the service strategically to better reflect the needs of children and young people

Impacts of the proposed change

This impact assessment covers Service users

Engagement and consultation

Has engagement or consultation been carried out? Planned

The proposals have been developed following engagement with staff and stakeholder focus groups.

Formal consultation with staff, unions and stakeholders will take place in January 2019, following which the proposals will be reviewed prior to implementation.

Statutory considerations	Impact	Mitigation
Age: Neutral		
Disability: Low	By refocusing support based on need rather than disability, some children / young people may no longer qualify for additional support.	
Sexual orientation: Neutral		
Race: Neutral		
Religion and belief: Neutral		

Gender reassignment: Neutral		
Gender: Neutral		
Marriage and civil partnership: Neutral		
Pregnancy and maternity: Neutral		
Other policy considerations	Impact	Mitigation
Poverty: Low	Increasing the use of technology to supplement support may make it harder for families on low incomes to access some aspects of the service.	
Rurality: Low	By implementing group sessions rather than delivering support in the home, families may need to travel and / or use public transport to access services.	

Any other information

Working with schools to enhance the educational environment, rather than focusing on individual children, is expected to impact positively on the peers of children with special educational needs.