

HAMPSHIRE COUNTY COUNCIL

Report

Committee:	Children and Young Peoples Select Committee
Date:	16 September 2015
Title:	Special Educational Needs and Disabilities (SEND) Reforms Implementation
Reference:	6917
Report From:	Liz Flaherty and Angela Murphy

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1. Purpose of Report

- 1.1. The purpose of this report is to update the Committee on the implementation of the Special Educational Needs and Disability (SEND) Reforms arising from the Children and Families Act 2014 [Part 3] (The Act). The Committee last received an update on the developing SEND Reforms in October 2013.
- 1.2. The Act became law on 1 September 2014. The key driver for the reforms is to improve outcomes for children and young people with complex needs and the experience of parents and carers. The reforms focus on the special educational needs of children and young people from birth to age 25.
- 1.3. This report covers the following:
 - Implementation of the Children and Families Act 2014 [Part 3] incorporating:
 - Education, Health and Care Assessment and Plan (EHCPs)
 - Transfer Reviews of statements of SEN and Learning Difficulty Assessments (LDAs) in to EHCPs.
 - The 'Hampshire Local Offer'.
 - Impartial Information, Advice and Support.
 - Personal Budgets.
 - SEN Service Transformation
 - The Inclusion Strategy

- The SEND Reforms Implementation Local Area Ofsted Pilot Inspection taking place 9-14 November 2015
- Promotion of health and wellbeing and physical health in Special Schools (as requested by the Committee).

2. Contextual Information

- 2.1. Hampshire was part of the SEND Pathfinder programme within the South East 7 Pathfinder, one of 20 Local Authority Pathfinders, working with the Department for Education to inform the reforms as they developed. This ran from September 2011 through to March 2014. The focus from April 2014 has been on implementation readiness for Hampshire across the key agencies of education, health and social care.
- 2.2. A range of stakeholders has been included in the programme from the outset. This includes, in addition to SEN, the National Health Service (NHS), Children's Social Care, Adult Social Care, the Hampshire Parent/Carer Network (HPCN), the Voluntary and Community Sector Alliance, Mainstream Schools, Special Schools, Colleges and Services for Young Children. All these stakeholders have been represented at the advisory SEND Reform Implementation Board and the three detailed workstreams for the EHCP, Personal Budgets and the Local Offer.
- 2.3. The multi-agency approach looks to improve the co-ordination of services across education, health and social care for children and young people from birth to age 25 with SEND thus incorporating both children's and adult services (health and social care). The SEN Service therefore now encompasses young people up to age 25 with the ex Youth Support Service Personal Advisors moving in to the SEN Service from April 2014.
- 2.4. Liz Flaherty commenced employment as the County Services Manager (SEN) from 1 October 2014 following the retirement of Felicity Dickinson.
- 2.5. Since the early part of 2015 the Implementation of the Reforms has been running alongside the Transformation to 2017 programme for the Children's Services Department. SEN forms part of a workstream including Educational Psychology and SEN Home to School Transport, as well as the restructure of the SEN Service.

3. Consultation and Equalities

- 3.1. The restructured SEN Service was implemented with effect from 1 September 2015. A 45 day formal staff consultation was undertaken on the proposed SEN structure. This ran 21 April to 3 June 2015.

4. Implementation of the Children and Families Act 2014 [Part 3]

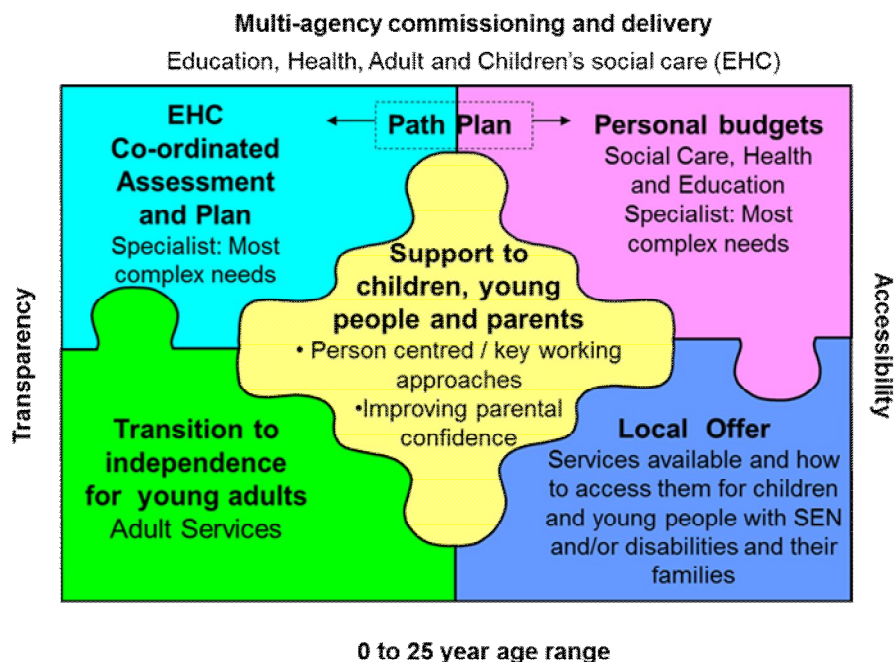
- 4.1. The DfE stated vision for the SEND Reforms from the outset was as follows:

- Children's SEN are picked up early and support is routinely put in place quickly;
- Staff have the knowledge, understanding and skills to provide the right support for children and young people who have SEN or are disabled;
- Parents know what they can reasonably expect their local school, college, Local Authority and local services to provide, without having to "fight" for it;
- Aspirations for children and young people are raised through an increased focus on life outcomes;
- For more complex needs, an integrated assessment and a single Education, Health and Care Plan from birth to 25;
- There is greater control for parents and young people over the services they and their family use.

4.2. The three key areas of focus for the reforms have been:

- The introduction of a new 'birth to 25' education, health and care plan (EHCP) to replace statements of special educational needs and learning difficulty assessments (LDAs). There is also an associated requirement to undertake 'Transfer Reviews' to move those with a statement of SEN or LDA on to an EHCP by prescribed deadlines.
- The introduction of optional personal budgets for some families with an EHCP to give greater independence, choice and control over the services they use to meet the assessed needs of their child, or the young person.
- The 'Hampshire Local Offer' – a new website providing details of all local health, education, social care, leisure services and support for children and young people with special educational needs or who are disabled. The website can be found at www.hampshirelocaloffer.info

Hampshire SEND Reforms Implementation Workstream Map



Education, Health and Care Assessment and Plans (EHCP)

- 4.3. Fundamentally the overall process has not changed significantly from that of a statement of SEN, although the timescale to produce the final document is reduced from 26 to 20 weeks. There is still the request for a statutory assessment that triggers the start of the process; following a decision to proceed, the professional advice is gathered, and then a decision to proceed to the issuing of an EHCP is made.
- 4.4. The key difference to the new approach is that the family should be at the heart of the process throughout, with a far more person-centred approach. The child/young person's views, and the family story are gathered and form the first two appendices of the document. The main focus of the EHCP is determining outcomes that are measurable for the child/young person with a view to maximising independence as they progress in to adulthood.
- 4.5. The EHCP includes health and social care needs and provision as they relate to the special educational needs of the child or young person. If there are no special *educational* needs then an EHCP is not appropriate.
- 4.6. A request for a statutory assessment can come from parents/carers, young people themselves or the educational setting.
- 4.7. Full guidance is available through the Hampshire Local Offer:
[http://www.hantslocaloffer.info/en/SEN_support_-_Education_Health_Care_\(EHC\)_Assessments](http://www.hantslocaloffer.info/en/SEN_support_-_Education_Health_Care_(EHC)_Assessments)
- 4.8. Throughout the development of the new requirements within Hampshire the full range of stakeholders have been engaged, consulted and informed.

- 4.9. Health commissioners from within the Clinical Commissioning Groups (CCGs) have worked closely across the health economy to ensure systems and processes for sign off of EHC Plans are implemented.
- 4.10. A dedicated resource has been implemented within the CCG infrastructure to support the sign off process. The five Trusts across Hampshire have a designated medical officer nominated to support the process.
- 4.11. Formal briefings were held in the summer of 2014 for Governors, Head teachers and SEN Co-ordinators in schools across Hampshire to raise awareness and inform them of their forthcoming obligations. These briefings were attended by in excess of 1,500 delegates. These were hampered by the fact that the final Code of Practice was not issued by the DfE and DoH until late July 2014. Subsequent briefings were held for SEN co-ordinators in September 2014, and again at the SEN Conferences summer term 2015.
- 4.12. An on-going programme of briefings and engagement activity is in place across educational settings including post 16 colleges.

Transfer Reviews

- 4.13. A formal process of transferring existing statements of SEN (by 31.3.2018) and Learning Difficulty Assessments (LDA for those young people over 16 at the point at which they are assessed by 31.8.2016) is in place and published via the Local Offer. Final guidance on this was received from the DfE on the 1 September 2014 and can be found from the following link:
http://www.natspec.org.uk/wp-content/uploads/2013/12/Transition_to_the_new_0_to_25_special_educational_needs_and_disability_system_statutory_guidance_for_local_authorities.pdf
- 4.14. Letters for parent/carers and for young people were distributed in July 2014 for those being transferred during the 2014/15 academic year. This included 5,000 letters for those with a statement of SEN, and approximately 2,000 for those with an LDA. This process was repeated in July 2015.
- 4.15. Minister Edward Timpson announced in July 2015 that the maximum time period for a local authority starting a Transfer Review of a statement of SEN on or after 1 September 2015 would be extended by four weeks – from 16 to 20 weeks matching the timescale for new assessments. This was one of the Department's measures to support an effective transfer process by helping Local Authorities to ensure that the needs of children and young people are properly identified and met through the provision that is put in place; and that the processes enable Local Authorities to undertake the task efficiently and to a high standard.
- 4.16. Systems have been put in place to meet the requirements of the SEND Reforms and this process will evolve in practice as the statutory agencies work together to deliver the new requirements. We are committed to on-going review so that we can amend the process accordingly to improve the experience as far as possible for professionals, parents and young people.

The 'Hampshire Local Offer' www.hantslocaloffer.info

- 4.17. The Hampshire Local Offer has been co-produced with parent/carer representatives from HPCN from the outset. The look, feel and functionality of the website represent the desired approach from parent/carers in how they find information about SEND.
- 4.18. Content of the site is owned by Hampshire County Council. The framework of the site is the responsibility of Parent Voice, who manage and maintain the Local Offer on behalf of the Local Authority.
- 4.19. The website went live on Monday 8 September 2014.
- 4.20. The Local Offer Designated Officer (LODO), Natalie Kenward, commenced employment on Monday 1 September 2014. This post has been made a permanent post as part of the SEN restructure. A detailed list of tasks has been drawn up for this role, but the key focus is on:
- Ensuring on-going liaison with parents/carers and CYP regarding the content of the Local Offer;
 - Monitoring the upload of content working with leads across the agencies;
 - Quality assurance;
 - Relationship with the delivery partner for the Local Offer, Parent Voice;
 - Resolving issues and continuing to progress the development of the site;
 - Chairing lead officer meetings for the Local Offer, and ensuring that the lead officers hold regular workstream meetings to continue to ensure information is up-to-date and continues to be uploaded;
 - Leading the on-going development of the Local Offer website, to meet the statutory obligations of the Local Authority;
 - Reporting to the Children's Integrated Commissioning Board.

Local Offer Content:

- 4.21. The total number of education settings in Hampshire who have added their details to Hampshire's Local Offer is 506 (as at 30 July 15), which means that 97% of all Hampshire schools and colleges are now listed on the Local Offer.
- 4.22. There is a new statutory obligation for all schools to publish their SEN Information Reports on their own websites. These are included on the Local Offer via a link.
- 4.23. A legal disclaimer relating to the content of the information on the Local Offer has been added to the site.

Statistics: Hampshire Local Offer traffic:

4.24. The running total of 'total Local Offer page views' can be seen below:

April 2015	52,478
May 2015	108,167
June 2015	135,533

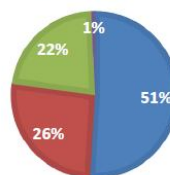
Website hits
The Period June to July, averaging 5,517 per day, totaling 135,533

Session data
Average session time = 2 minutes
Average pages per sessions = 3

Devises used
Desktop 66.2%
Mobile 18.5%
Tablet 15.2%

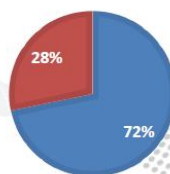
ACQUISITION OF VISITORS

■ Organic Search ■ Direct ■ Referral ■ Social Media



NEW AND RETURNING VISITORS

■ New Visitor ■ Returning Visitor



Insights:

- 4.25. There has been a 120% increase in overall website hits since May 2015 and the month by month total is still increasing.
- 4.26. Hits that have been obtained from links on social media have increased since May 2015 but this figure is still very low.
- 4.27. The new and returning visitors' figures have only changed by a few per cent. The majority are still new visitors.
- 4.28. Peak days for the Local Offer are Monday to Wednesday with hit figures dipping over the weekend.
- 4.29. Viewers are still mainly using a desktop to view the Local Offer but we have seen an increase in the amount of people accessing on Tablets.

Communications and raising awareness

- 4.30. The emphasis since September 2014 has been on promoting awareness of the Local Offer internally and to parent / carers at Hampshire Parent/Carer Network meetings whilst content is developed further.
- 4.31. Internal awareness raising has included: Libraries and registration services, Adult Services stakeholder event, the SEN Service team training day,

Disabled Children's Team meetings, Fostering and Adoption team and with Health colleagues.

- 4.32. Following a plan to significantly increase the content within the Local Offer external publicity will commence in September 2015.
- 4.33. A Local Offer presentation was secured at the New Forest Show 2015, along with literature added to a display board.
- 4.34. An article to raise awareness of the Local Offer was included in the summer edition of Hampshire Now.
- 4.35. The first annual Feedback Review on the Local Offer was published at the end of August 2015. This can be found on the Local Offer.

Impartial Information, Advice and Support

- 4.36. Local authorities must arrange for children with SEN or disabilities for whom they are responsible, and their parents, and young people with SEN or disabilities for whom they are responsible, to be provided with information and advice about matters relating to their SEN or disabilities, including matters relating to health and social care.
- 4.37. For 2014/15 the Parent Partnership Service, being rebranded as Support4SEND, and Parent Voice (the County Council's third sector partner delivering the short breaks framework, the Local Offer framework and impartial information, advice and support) will be continuing to work closely together to jointly deliver these functions for families with children and young people from 0 to 25. This support is accessible through either a dedicated phone line or a single email address, in addition to existing direct contact routes, to make it simpler for families to access this service, reflecting parental preference.
- 4.38. During 2015/16 work is underway to explore longer term sustainable solutions that meet the on-going needs of both the SEND Reforms and parent/carers preferences in how to access this type of service.
- 4.39. Healthwatch Hampshire is a consumer champion for health related services. They are funded by Central Government, via the County Council. They are set up as a social enterprise Community Interest Company. One of their key functions is to provide information and signposting to people about local health and care services, how to access them and how to find their way round the system. Both Parent Voice and Support4SEND will signpost service users as appropriate to this health focused resource. In addition there will be a closer on-going working relationship between the three organisations.

Personal Budgets

- 4.40. The “Personal Budgets Information for the Local Offer” has been published which pulls together in plain English what a personal budget is and the approach across special education, child and adult health and child and adult social care in Hampshire.
- 4.41. HPCN were consulted on the document and fed back changes to improve the readability and the ease of understanding of the document for parents, carers and young people. This can be found on the following link:
http://www.hantslocaloffer.info/en/Financial_support_-_Personal_Budgets_Information
- 4.42. The development of holistic personal budgets across the three agencies of education, health and care has been merged in to the programme being led by Adult Services ‘My Life My Way’ (Integrated Personalised Commissioning or IPC) programme.

IPC programme: “My Life, My Way”

- 4.43. This is a two year programme across health, social care and education in Hampshire. The project is for people with a learning disability or physical disability or autism aged 14 years and older. It aims to:
- To remove the ‘cliff edge’ for young people and their families going through the transition to adulthood;
 - To shift power to people with a disability and their families to shape care that is meaningful to them in their lives through provision of person-centred care planning and an increase in the numbers of personal budgets;
 - To significantly reduce admissions into learning disability hospitals for the Hampshire population;
 - To reduce the use of residential care and external 38/52 week school provision and increase innovative supported living options.
- 4.44. There are strong synergies with the SEND Reforms with the intention that personal budgets will be increased for people with complex needs or no family support. Co-production with families and service users will underpin all work.
- 4.45. Health, social care and education personal budget systems will be aligned with consistent approaches and improved efficiency – a key issue for families currently.
- 4.46. A new integrated financial model will be developed based on a pooled budget. There is currently a different financial model for each agency.
- 4.47. There will be a co-ordinated assessment, one plan and one budget.
- 4.48. There will be an increased role for advocacy and other voluntary sector partners, in life planning (person- centered planning) and support planning.

5. SEN Service Transformation

- 5.1. Linking the change required of SEN to deliver the demands of the new Act with the need to realise efficiency savings for the Transformation to 2017 (Tt2017) programme the following initiatives commenced from December 2014:
- Re-structure of the SEN Service to integrate the previous SEN service with the ex Youth Support Service (post 16) teams to deliver a 0-25 seamless service and secure efficiency savings from 1 September 2015.
 - Commence work with the TITCH programme to develop and deliver the Capita One technology solution for SEN in line with the new structure as the previous (Impulse) system was not fit for purpose with the requirements of the new Act. This will go-live 21 September 2015.
 - A programme of culture change (“Thinking Differently”) working with SEN, Educational Psychology and HPCN to embed the desired person-centred requirements throughout the service. This training has been commissioned to commence mid September 2015.
 - Embed the new service requirements from the Act within the Valuing Performance framework with expected standards and behaviours working with the Workforce Development team.
 - Undertaking a ‘business process engineering’ exercise with Deloitte to ensure the EHCP process could work within 20 weeks, whilst embracing the person-centred and electronic by default principles at its heart. The new process will go-live in tandem with the new structure.
 - Integrate the SEN home to school travel considerations from the outset of the process and linking to the Tt2017 efficiency savings requirements from transport entitlement.
 - Commence work looking to the future to influence the volume of requests for statutory assessment as a demand driven service to enable the service to meet future anticipated savings targets.

6. Inclusion Strategy

- 6.1. Inclusion is the process of removing barriers to engagement, participation and learning so that everyone benefits fully from educational opportunities. Inclusion:
- Is a process, not a state
 - Is characterised by a culture that not only respects but also welcomes diversity
 - Involves active partnerships between parents and carers, education practitioners and specialist service staff
 - Ensures no child is left behind
 - Ensures vulnerable children enter adulthood as competent citizens.

- 6.2. The aim is to provide effective education for all children within Hampshire schools.
- 6.3. Within Hampshire 64.5% of these children with an EHCP/Statement are in special provision. This represents a high proportion of children being educated outside of mainstream education. As a county we need to ensure EHC requests are only made for those whose needs are severe, long term and complex. Also, we need to move away from the view that a Statement/EHCP is “for life”.
- 6.4. A working group has been established to ensure inclusive practice is the norm across the County, linking in the need to influence the volume of requests for statutory assessments, and the requirements of improving outcomes for children and young people expected from the new Ofsted inspection framework currently under development.
- 6.5. The working group comprises representatives from a range of support services as well as schools to ensure there is a shared understanding and focus on mainstream schools having the will, the expertise and the support to meet the needs of children at ‘SEN Support’.

7. SEND Reforms Implementation Local Area Ofsted Pilot Inspection Autumn 2015

- 7.1. Her Majesty’s Inspectorate (HMI) announced a new SEND Reforms Area Inspection would commence from 2016. They are working with a limited number of local authorities to develop and pilot the new inspection approach.
- 7.2. Hampshire offered to participate within the pilot phase and has been selected for phase 2, along with two other authorities.
- 7.3. There will be a full pilot inspection within the Hampshire area for the week of 9-13 November 2015. It should be noted that:
 - This is a full inspection and will be very inquisitorial even though it is a pilot
 - It is a local area inspection that is expected to demonstrate how all stakeholders work in partnership to embed the reforms.
 - This includes Education and Inclusion, Children’s and Adults Social Care, the National Health Service, all educational establishments including early years settings and colleges (0-25), parents/carers and young people.
 - This evaluation includes SEN Support. In Hampshire this represents circa 30,000 children and young people. It also includes those children and young people with a statement/EHCP/LDA and those who are disabled.
 - CQC and Schools Inspection findings will feed in to this SEND Ofsted inspection and vice versa.

- Formal inspections are anticipated to commence from May 2016 on a five year geographically random sample. Hampshire, even though part of the pilot, could be inspected formally at any time within this five year period.
- Firm inspection areas of focus:
 - How effectively does the local area identify children and young people who are disabled and/or have special educational needs?
 - How effectively does the local area meet the needs and improve the outcomes of children and young people who are disabled and/or have special educational needs?
- The SEN Strategy will be a key document.
- Although it is not a statutory requirement to self-evaluate, to be effective HMI believe that areas should undertake self evaluation and peer challenge.
- “Effective” means the area has identified how to move away from peaks and troughs and barriers within the system
- HMI will be looking to triangulate feedback between professionals, establishments and parent/carers and young people.
- The Children’s Trust and Health and Wellbeing Boards, the Joint Strategic Needs Assessment (JSNA) and how these link in with the strategic vision for SEND.
- Fundamentally the questions centre around – “Is the local area improving outcomes for children and young people or not?” How can it be evidenced that interventions are improving outcomes, not just keeping children and young people safe and happy.

8. Promotion of health and wellbeing and physical health in special schools

- 8.1. The NHS was fully engaged in the process of developing robust health systems in line with the SEN Reforms during the Pathfinder. A detailed communication programme took place to ensure that key NHS stakeholders were aware of the reforms and how their services would need to respond.
- 8.2. The Clinical Commissioning Groups (CCGs) ensure that children’s health needs are met within schools by commissioning the delivery of a number of services directly to children in schools. These are speech and language therapy, physiotherapy and occupational therapy. The public health school nursing service is commissioned by Hampshire County Council, Public Health and from the 1st August 2015 provided by Southern Health NHS Trust
- 8.3. Solent NHS Trust was awarded the contract for delivering all three children’s therapies across the county in May 2014. Their Children’s Integrated Therapies Service provides an open access referral system and

a means of triaging referrals, and signposting to other services when appropriate.

- 8.4. Following the DfE guidance document, "Supporting Children with Medical Needs" (April 2014), schools' governing bodies now have the responsibility for ensuring that their workforce are equipped to meet the medical needs of children attending their schools. The guidance requires staff to be confident and competent to support the children. Three half day briefing sessions have been held for schools to help them understand their role. Appropriate courses for schools, which result in competency being signed off, have been organised through the Hampshire Teaching and Leadership College (HTLC) directory.
- 8.5. Where children have more complex health needs arising from a physical disability, the expectation is that Children's Community Nursing teams deliver a bespoke training package to schools, to ensure that there is a whole school approach to meeting the needs of individual children.
- 8.6. Where children have highly complex needs, and are eligible for continuing care support, the NHS works closely with the team around the child and negotiates with the local authority extra individualised support in the classroom. There is scope for delivering this extra support within a personal budget.
- 8.7. The Director of Public Health Annual Report 2013-14 included an assessment of the health needs of 5-19 year olds and recommended that children and young people with special educational needs (SEN) would benefit from access to the full Healthy Child Programme (HCP) offer to improve overall outcomes. The new Public Health School Nursing service has been commissioned to provide access to the HCP for children and young people with SEN and to work with schools to plan services and interventions to address their identified health needs.

9. Conclusions

- 9.1. Although good progress has been made in implementing the Reforms there is an acknowledgement across the local authority and partners that it will take time to fully embed and effect the desired person-centred way of working. Processes and practices will evolve over time so that it is flexible and continues to meet the needs of children and young people with SEND in Hampshire.
- 9.2. The multi-agency SEND Reforms Implementation Board, chaired by the Deputy Director, Children and Families, was due to conclude 31 March 2015, but given the complexity and range of changes being developed it was agreed at the March 2015 meeting that it should continue to 31 March 2016. This recognises the on-going need to monitor and provide guidance and support on the developments within the local authority and partner agencies.
- 9.3. The relationship between Hampshire County Council, the NHS and the Hampshire Parent/Carer Network (HPCN) continues to strengthen.

Parent/carer representatives are engaged across a number of strategic programmes within both organisations.

- 9.4. The local area pilot Ofsted inspection November 2015 will be a further opportunity for the local authority to reflect on progress made so far regarding the SEND Reforms. The feedback from the inspection can be utilised to further influence and drive changes across stakeholders to ensure inclusive practices are adopted and improve outcomes for children and young people with SEND within Hampshire.

CORPORATE OR LEGAL INFORMATION:**Links to the Corporate Strategy**

Hampshire safer and more secure for all:	yes
Corporate Improvement plan link number (if appropriate):	
Maximising well-being:	yes
Corporate Improvement plan link number (if appropriate):	
Enhancing our quality of place:	yes
Corporate Improvement plan link number (if appropriate):	

Other Significant Links

Links to previous Member decisions:		
<u>Title</u> Not applicable	<u>Reference</u>	<u>Date</u>
Direct links to specific legislation or Government Directives		
<u>Title</u> Children and Families Act 2014 [Part 3], Regulations and Code of Practice		<u>Date</u> 1.9.14

Section 100 D - Local Government Act 1972 - background documents

The following documents discuss facts or matters on which this report, or an important part of it, is based and have been relied upon to a material extent in the preparation of this report. (NB: the list excludes published works and any documents which disclose exempt or confidential information as defined in the Act.)

<u>Document</u>	<u>Location</u>
None	

IMPACT ASSESSMENTS:

1. Equality Duty

1.1. The County Council has a duty under Section 149 of the Equality Act 2010 ('the Act') to have due regard in the exercise of its functions to the need to:

- Eliminate discrimination, harassment and victimisation and any other conduct prohibited under the Act;

Advance equality of opportunity between persons who share a relevant protected characteristic (age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, gender and sexual orientation) and those who do not share it;

Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

Due regard in this context involves having due regard in particular to:

The need to remove or minimise disadvantages suffered by persons sharing a relevant characteristic connected to that characteristic;

Take steps to meet the needs of persons sharing a relevant protected characteristic different from the needs of persons who do not share it;

Encourage persons sharing a relevant protected characteristic to participate in public life or in any other activity which participation by such persons is disproportionately low.

1.2. Equalities Impact Assessment:

This report is an information paper, and not for decision. Therefore there is no impact on equalities and an assessment does not need to be undertaken.

2. Impact on Crime and Disorder:

This report has no impact on crime and disorder.

3. Climate Change:

3.1. How does what is being proposed impact on our carbon footprint / energy consumption?

This report's information will have no impact on carbon footprint/energy consumption.

3.2. How does what is being proposed consider the need to adapt to climate change, and be resilient to its longer term impacts?

This report's information does not have a climate change impact.