

NATIONAL INSTITUTE FOR HEALTH AND CARE EXCELLENCE

NICE guidelines

Equality impact assessment

Social and emotional well-being in primary and secondary education of guideline

The impact on equality has been assessed during guidance development according to the principles of the NICE equality policy.

3.0 Guideline development: before consultation (to be completed by the Developer before consultation on the draft guideline)

3.1 Have the potential equality issues identified during the scoping process been addressed by the Committee, and, if so, how?

The committee considered evidence about the identification of children and young people (CYP) at risk of poor social emotional and mental wellbeing as the core task of this guideline. They made special consideration of the needs of CYP with learning difficulties and special educational needs (SEND). They agreed to place neurodiversity at the heart of their considerations and received expert testimony on the topic to inform their discussions. The committee also had professionals from special schools onboard. The focus group work conducted with CYP included people from schools with high rates of SEND and from special schools and pupil referral units.

The committee agree that through their recommendations about more positive whole school approaches and targeted interventions for those at more risk, they will make schools more inclusive and positive places to be (in terms of social emotional and mental wellbeing) and will ensure that CYP from all of the groups identified at scoping and who are at risk of poor SEMW will be identified, assessed and if necessary be offered a targeted intervention.

The committee did not consider that any of the recommendations made in this guideline had the potential to increase inequalities among any group.

3.2 Have any **other** potential equality issues (in addition to those identified during the scoping process) been identified, and, if so, how has the Committee addressed them?

The committee discussed the impact on SEMW of the COVID-19 pandemic and the enforced home-schooling. They were particularly concerned about its impact on CYP with SEND. They heard expert testimony that explained that there was no one response from CYP to schooling at home among people with SEND, but rather, depending on their personalities and circumstances, some of them thrived with online learning and others struggled.

They agreed that the recommendations in the draft guideline would help to identify CYP who were struggling and find ways to help them.

3.3 Have the Committee's considerations of equality issues been described in the guideline for consultation, and, if so, where?

Equalities issues run clearly through all of the committee discussion sections of the evidence reviews and through the rationale and impact sections of the guidelines. Particular issues are discussed in the rationale and impact sections for:

- Risk identification
- Targeted interventions
- Transitions

3.4 Do the preliminary recommendations make it more difficult in practice for a specific group to access services compared with other groups? If so, what are the barriers to, or difficulties with, access for the specific group?

The preliminary recommendations make it easier in practice for all groups to access services.

3.5 Is there potential for the preliminary recommendations to have an adverse impact on people with disabilities because of something that is a consequence of the disability?

No. The preliminary recommendations make it easier in practice for all groups to access services.

3.6 Are there any recommendations or explanations that the Committee could make to remove or alleviate barriers to, or difficulties with, access to services identified in box 3.4, or otherwise fulfil NICE's obligation to advance equality?

The preliminary recommendations make it easier in practice for all groups to access services.

Completed by Developer: Chris Carmona on behalf of Sarah Willett

Date: 13 September 2021

Approved by NICE quality assurance lead: Simon Ellis

Date: 13 January 2022