

Equality screening and Full Impact Assessment template

Name of a policy / procedure / function / project: Access to Education

Date: 10th September 2010

Carried out by:

Name Linda Trump

Role: Principal Manager Engagement and Access

Aims of the policy / procedure / function / project:

Improve outcomes and access to education for children and young people through functions within a range of teams (including Education Welfare, Behaviour and Exclusion, Gypsy Roma and Traveller, English as an Additional Language and Special Educational Needs,) providing services to schools and settings.

Stakeholders:

Children from 2 to age 19 and their families
Staff working in schools, settings and the community
Colleagues in other agency settings in health and social care
3rd sector organisations
Parent and voluntary organisations

Considering the purpose of the Equality Impact Assessment process, is the policy (function, procedure etc.) relevant?

Yes No

Potential impact on target groups:

Target group

Potential impact
Please describe

Measures currently in place

Potential impact on target groups:		
Target group	Potential impact <i>Please describe</i>	Measures currently in place
<p>Race <i>(also ethnicity, nationality and associated aspects such as culture and language)</i></p> <p>Gypsies and Travellers</p>	<ul style="list-style-type: none"> • Services unaware of cultural or specific issues leading to non-engagement or poorer access • Low engagement and access through lack of trust or transparency in service provision. • Specific need to develop mutual understanding of needs and responsibilities • Lack of flexibility or change in resource allocation required through rapid influx or movement of families • Small dispersed nature of communities and individuals requires more targeted service provision • Poor access to education or attendance resulting in significantly poorer outcomes • Community cohesion issues caused by perception of discrimination or unfairness • Services not reaching or not being appropriate to those most in need 	<ul style="list-style-type: none"> • Support teams have a strong emphasis of focussing on inclusion and building capacity in schools to provide a fully inclusive environment embracing aspects of different cultures and language. • English as an Additional Language team provide training and support to schools and settings to ensure appropriate equality and diversity aspects are fully endorsed • Services signpost to wider support and or training for families and school to access such as the Family Information Service and translation services • Service information provided in a range of languages and formats • CWAC has taken up the the 'Gypsy Roma Traveller Achievement Programme. Schools rated according to need and assessment tools used to target appropriate support. • GRT support group set up for schools and agencies to share good practice and address development issues. (Membership includes Traveller/Gypsy community)
<p>Disability <i>(consider full rainbow of mental and physical impairments: mobility, manual dexterity, speech, hearing, learning, understanding, visual sight, MS, cancer, HIV etc.)</i></p>	<ul style="list-style-type: none"> • Environments and services not accessible to children or families • Needs not met with understanding and dignity • Non or poor attendance leading to poor outcomes and long term disaffection 	<ul style="list-style-type: none"> • Support provided to ensure barriers to access and engagement are identified and removed. Supporting schools to use self audits to inclusion and participation. • Close working with the Parent Partnership Service to engage and consult with parents to improve services • Individual Pupil funding supports disabled children to access curriculum activities. Clear criteria and moderation procedures in place to ensure

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Target group	Potential impact <i>Please describe</i>	Measures currently in place
		<p>equitable access.</p> <ul style="list-style-type: none"> • Lead School Model within each EIP to promote specific developments and share effective practice implemented • Sharing of a range of materials for improved knowledge and support by schools such as Autism materials via Heads association, SENCO networks and SENCO newsletter • Visiting Officer protocols in place including ensuring appropriate curriculum and activity provision and including children's views in future planning
<p>Gender <i>(consider associated aspects e.g. safety, single-parenting, caring responsibility, potential for bullying and harassment,</i></p> <p>Transgender</p>	<ul style="list-style-type: none"> • Boys over represented in exclusion figures resulting in poorer outcomes and potentially criminal behaviour • Ensure appropriate curriculum and alternative activities to engage and interest specific needs and requirements of individual children and young people 	<ul style="list-style-type: none"> • Data analysed by staff to ensure monitoring and challenge procedures in place for schools • Networks and forums developed to ensure senior staff aware of issues and able to develop appropriate alternatives to exclusion • Implementation of programmes and activities in schools to include: Anti-bullying strategies, promotion of 'Behaviour for Learning' training through secondary strategy and behaviour consultants, training for school leadership and pastoral in developing whole school approach to attendance
<p>Sexual orientation <i>(includes heterosexual, lesbian, gay, bi-sexual)</i></p>	<ul style="list-style-type: none"> • Lack of staff awareness of children and young people's life circumstances causing insensitive or inappropriate delivery • Inadequate safeguarding and anti-bullying procedures in place to ensure C&YP enjoy and have appropriate access to all activities without harassment/intimidation from other service users 	<ul style="list-style-type: none"> • Equality and Diversity training and events for staff • Supervision and performance management processes in place for service staff to ensure issues for families and children are overseen. • Anti-bullying policy in place and available for all schools and settings. • Anti bullying strategic steering group in place advising a range of settings on setting specific policy development

Potential impact on target groups:		
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Age (<i>including all groups - children, young people, working age, elderly</i>)	<ul style="list-style-type: none"> • Not taking sufficient account of the 'pupil voice' • Not planning sufficiently well for transition and ensuring adult services are accessed appropriately through service barriers 	<ul style="list-style-type: none"> • Implementation of the 14-19 Strategy. Diploma implementation and Foundation Learning strategies in place • Priority in 14-19 strategic plan ie reduce the number of young Not in Education, Employment or Training or (NEET) • Transition planning in place and close liaison with Connexions and other services to ensure appropriate continuum of access and provision • Annual reviews supported and monitored to ensure appropriate age-related planning for education provision including views of children and young people
Religion and belief (<i>the most common religions include Hinduism, Judaism, Buddhism, Christianity, Islam, Sikhism, Shinto, Nonconformists</i>)	<ul style="list-style-type: none"> • Materials and contents of programmes not reflecting the variety, ethnicity, language and culture of the community thereby causing lack of engagement or knowledge of available services. <ul style="list-style-type: none"> • Need to reflect children and young people's choices. 	<ul style="list-style-type: none"> • Curriculum programmes following appropriate guidance and quality assurance measures in place • In LA provision for excluded pupils curriculum and programme approaches have regard to the faith needs of children and promote culture and religious beliefs.
Rural issues	<ul style="list-style-type: none"> • Not engaging parents from widespread communities • Difficulty accessing transport to attend meetings and events • Services easier and less costly to deliver in urban areas resulting in those children living in isolated areas having reduced service 	<ul style="list-style-type: none"> • Principals of equality of access embedded in policies and service delivery to ensure flexibility of approach according to need including accessibility. • Have developed alternative models of access to curriculum and teaching materials through ICT and remote access systems. • Ensure staff are able to travel to the child and family when required to enable equality of provision
Socio-economic issues	<ul style="list-style-type: none"> • Children and young people in receipt of FSM over - represented in exclusion and attendance figures 	<ul style="list-style-type: none"> • Time allocation of services based on pupil profile in schools. Policies and delivery patterns focussed on building school capacity to improve

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		behaviour and increase inclusion. <ul style="list-style-type: none"> Programmes and activities at KS4 implemented to include: schools with highest level of FSM offered support for 'Literacy Plus' activities using 'Core Plus' to address the gaps, consultants to support staff in targeted schools to use teacher assessment information and other data more effectively to track the progress of all pupils to inform next steps and identify pupils for intervention, run subject leader meetings.
Other <i>(there may be other target groups relevant to your service)</i>		

Is the Policy/Function likely to have an impact on Human Rights?

We all have basic human rights which must be upheld. Human rights are about ensuring Fairness, Respect, Equality, Dignity and Autonomy (FREDA) for everyone. Everyone has the right to enjoy their basic human rights such as right to life and not be treated in an inhuman or degrading manner, protected by the Human Rights Act 1998.

Evidence:

The Local Authority is taking part in The National Strategies, Gypsy Roma Traveller (GRT) Achievement Programme. GRT Achievement Programme is part of the National Strategies Narrowing the Gaps Plan the overall aim of which is to 'enable disadvantaged and vulnerable children to overcome the cultural and social barriers of poverty, fulfil their potential and close attainment gaps'. The GRT Achievement Programme contributes to this by addressing the needs of underperforming groups through discrete programme delivery.

The 5 priorities of the GRT Achievement Programme are:

- Use data to identify and track underperforming pupils
- Develop Quality First teaching & learning with appropriate interventions
- Improve effective parent/carer partnerships
- Ensure successful transfers and transitions in all Key Stages
- The above contributing to improving behaviour & attendance

The 4 schools involved in Cheshire West & Chester are:
 Helsby HS
 Frodsham Weaver Vale PS
 Horns Mill PS
 Elton PS

The latter 2 schools have between 10 and 15% Traveller pupils on roll and therefore have the largest number of Travellers on roll in the authority.

The LA has funded a full time Traveller Education Consultant to work specifically with these schools on this programme.

Proposed actions (to be reflected in the Service plans):

Actions emerging from the “ Potential impact on target groups” and the” Evidence” sections in order to address any gaps

Action	Target date	Responsibility
Progress ‘parental satisfaction’ developments in SEN statementing procedures	November 2010	Linda Trump

Rating:

In light of the above how would you rate the impact of your policy/function etc. on any of the target groups, for guidance please see footnotes.

	Race	Disability	Gender	Sexual orientation	Age	Religion & belief	Rural Issues	Other
High¹ <i>Please continue below</i>								
Medium² <i>Please exit the process</i>	√	√	√	√	√	√	√	
Low³ <i>Please exit the process</i>								

IMPORTANT!

Only policies (functions, procedures etc.) rated as high have to be fully Impact Assessed. Full Impact Assessment requires consultation with members from the target groups highlighted as being at the receiving end of any potential impact. EIA consultation exercises will be undertaken by relevant service with the help and support of the Research and Intelligence team and Equality and Diversity Officers.

¹ High = significant potential impact, risk of exposure, history of complaints, no mitigating measures in place or no evidence available, urgent need for consultation with service users, general public, employees

² Medium = some potential impact, some mitigating measures in place but no evidence available how effective they are, would be beneficial to consult with service users, general public etc. but not urgent

³ Low = almost bordering with non relevance to the EIA process (heavily legislation led - very little discretion exercised, limited public facing aspect)

Full Equality Impact Assessment part:

Affected target group <i>(e.g. people with disabilities)</i>	Race	Disability	Gender	Age	Religion & belief	Rural
Any particular segment within the target group <i>(e.g. people with learning disabilities)</i>						
Specific issues to be a subject of consultation <i>(e.g. how could the Council make its annual financial results understandable to people with learning disabilities, what support needed etc.?)</i> Please contact the Research and Intelligence team: beverley.wilson@cheshirewestandchester.gov.uk						
Outcomes of consultation						
What changes have been made as a result of the consultation outcomes						
Feedback given to the consultees? Yes/No						

Linda Trump

Lead person responsible the EIA

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Approved by Head of Service

Date: 20 September 2010

Next review of the EIA, measures put in place, changes:

(high – 1 year, medium – 2 years, low – 3 years)