

Equality Impact Assessment Form

screeintip-sectionA

1. Document Control

1. Control Details

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2. Document Amendment Record

Version	Author	Date	Approved
1	Janine Walker	22.09.20	

3. Contributors/Reviewers

Name	Position	Date
Nick Lee	Director of Education	
Nasreen Miah	Equality & Employability Consultant	23.10.2020

4. Glossary of Terms

Term	Description
EAL	English as an Additional Language
UASC	Unaccompanied Asylum Seeking Children/Young People
NEST	Nottingham Education Sanctuary Team
VPRS	Vulnerable Persons Resettlement Scheme

[screentip-sectionB](#)

2. Assessment

1. Brief description of proposal / policy / service being assessed

NEST (Nottingham Education Sanctuary Team) is a full-time, specialist post16 educational provision for asylum seeker and refugee young people aged 16-19 years. In September 2020 it merged with Nottingham City's Year 11 New Arrivals provision and has now become a 15-19 provision.

NEST was launched with 2 years' DfE funding (Controlling Migration Fund) in September 2018 with a view to ensuring rapid access to an appropriate education for UASC who were at safeguarding risk (exploitation, trafficking, radicalisation) due to lack of availability of timely and appropriate provision. The gap in provision for this cohort has been identified as an issue nationally and the development of Nest in Nottingham has enabled this group of young people to have their social, educational and mental health needs met promptly after arrival in the City.

[screentip-sectionC](#)

2. Information used to analyse the effects on equality:

- City secondary mainstream schools and academies had previously struggled to accommodate the growing numbers of Year 11 new arrivals who are also beginners to English (EAL). It was consequently difficult to place these students who were often out of education for long periods of time; for those who were enrolled, delivering an appropriate curriculum was also a challenge. Via the Fair Access Protocol, these vulnerable Year 11 learners are now directed to

NEST and access an appropriate full-time education without delay. Attendance and academic outcomes are positive and have been recognised as good practice by the Department for Education.

- Post-16 UASC have been placed in the City in increasing numbers; they often arrive mid-academic year when there is no space at further education institution leading to vulnerable young people facing long delays in accessing education and being put at further risk of exploitation, radicalisation, isolation and mental health problems. Moreover, those with the lowest literacy and lack of previous education are not able to obtain a place at the further education college as the curriculum offer does not meet their needs. NEST catered for 16 students in 2018-19, 29 students in 2019-20 and has now increased to a 50-place capacity in 2020-21.
- The curriculum is broad and encompasses regular student voice activities – learner journeys, an enrichment programme including preparing young people for adulthood and a key worker system.
- See data attached as Appendix 1 for evidence of outcomes and accelerated progress for this vulnerable cohort of asylum seeking young people

3. Impacts and Actions:

screentip-sectionD	Could particularly benefit X	May adversely impact X
People from different ethnic groups.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Men	<input type="checkbox"/>	<input type="checkbox"/>
Women	<input type="checkbox"/>	<input type="checkbox"/>
Trans	<input type="checkbox"/>	<input type="checkbox"/>
Disabled people or carers.	<input type="checkbox"/>	<input type="checkbox"/>
Pregnancy/ Maternity	<input type="checkbox"/>	<input type="checkbox"/>
People of different faiths/ beliefs and those with none.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Lesbian, gay or bisexual people.	<input type="checkbox"/>	<input type="checkbox"/>
Older	<input type="checkbox"/>	<input type="checkbox"/>
Younger	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Other (e.g. marriage/ civil partnership, <u>looked after children</u> , cohesion/ good relations, <u>vulnerable children/ adults</u>).	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<i>Please underline the group(s) /issue more adversely affected or which benefits.</i>		

<p style="text-align: right;"><u>screeintip-sectionE</u></p> <p>How different groups could be affected (Summary of impacts)</p>	<p style="text-align: right;"><u>screeintip-sectionF</u></p> <p>Details of actions to reduce negative or increase positive impact (or why action isn't possible)</p>
<p>Provide details for impacts / benefits on people in different protected groups.</p> <ul style="list-style-type: none"> - This provision positively impacts on the outcomes for Children in Care (UASC), providing a bespoke and specialist provision that meets their social, educational and emotional needs (nurturing a 'family' ethos, in-house counselling, trauma-informed practice, life skills and PSE curriculum) - This provision positively impacts on those of diverse faith, cultural and ethnic backgrounds as its students 	<p>1 Actions will need to be uploaded on Pentana.</p> <ul style="list-style-type: none"> • Termly meetings with DfE and other Local Authority projects have confirmed that NEST provides an example of best practice in this area of education • Engagement and consultation with NEST's advisory group, made up of key stakeholders and representatives from a range of expert fields – CAMHS, social care, Refugee Forum, Nottm University School of Education, Nottm Trent University School of Law • Regular student voice activities and annual exit questionnaires for both students and parents/carers to

<p>are from a range of asylum-seeking communities (anti-racist ethos and teaching practices as core driver, recognition of faith community as a key support mechanism for UASC, prayer facilities, PSE and humanities curriculum)</p> <ul style="list-style-type: none"> - This provision positively impacts on a vulnerable cohort of young people who are often living semi-independently with no family, or living in disadvantaged circumstances as asylum seekers/refugees with family members (partnerships with Refugee Forum, VPRS, social care, accommodation providers) - This provision positively impacts on young people at a crucial stage of educational transition - end of statutory education and into post 16 pathways and qualifications (work experience programme, Into University activities, orientation programme for those new to Nottingham, ambition and high expectations leading to accelerated progress) 	<p>ensure we are meeting their needs and delivering a quality service</p> <ul style="list-style-type: none"> • Extensive research into refugee education has been undertaken by Prof McIntyre (Nottm University School of Education); we continue to learn from ongoing studies in this field
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4. Outcome(s) of equality impact assessment:

<input checked="" type="checkbox"/>	No major change needed	<input type="checkbox"/>	Adjust the policy/proposal
<input type="checkbox"/>	Adverse impact but continue	<input type="checkbox"/>	Stop and remove the policy/proposal

5. Arrangements for future monitoring of equality impact of this proposal / policy / service:

Monitoring emerging trends of UASC and new arrivals in the City to ensure service delivery continues to meet their needs

6. Approved by (manager signature) and Date sent to equality team for publishing:

Approving Manager: Janine Walker – Head of SEND and Vulnerable Pupils

Tel: 0115 876 4698

Email: janine.walker@nottinghamcity.gov.uk

The assessment must be approved by the manager responsible for the service/proposal. Include a contact tel & email to allow citizen/stakeholder feedback on proposals.

Date sent for scrutiny: 22.09.20

equalityanddiversityteam@nottinghamcity.gov.uk

SRO Approval: Nick Lee – Director of Education

Date of final approval:

Before you send your EIA to the Equality and Community Relations Team for scrutiny, have you:

1. Read the guidance and good practice EIA's
<http://intranet.nottinghamcity.gov.uk/media/1924/simple-guide-to-eia.doc>
2. Clearly summarised your proposal/ policy/ service to be assessed.
3. Hyperlinked to the appropriate documents.
4. Written in clear user-friendly language, free from all jargon (spelling out acronyms).
5. Included appropriate data.
6. Consulted the relevant groups or citizens or stated clearly, when this is going to happen.
7. Clearly cross-referenced your impacts with SMART actions.