

Equality Impact Assessment Form (Page 1 of 2)

Title of EIA/ DDM: De-delegation of funding for Ethnic Minority Achievement (EMA)

Name of Author: Jane Daffé

Department: School Access and Improvement

Director: Patrick and Sarah Fielding

Service Area: Children and Adults

Strategic Budget EIA Y/N (please underline)

Author (assigned to Covalent): Malcolm Wilson

Brief description of proposal / policy / service being assessed:

The EMA Team was historically funded through the Ethnic Minority Achievement Grant (EMAG) and, additionally, the Exceptional Circumstances Grant (ECG) for pupils with English as Additional Language (EAL). Following the mainstreaming of Standards Fund Grants into the Dedicated Schools Grant, these funding streams have ceased to be separately identifiable. Under the current school funding arrangements since April 2013, support for minority ethnic pupils that was previously funded centrally now forms part of the school formula. However, funding can be retained centrally on behalf of maintained schools if de-delegation is agreed.

At the October 2014 Schools' Forum, a report was submitted by Jane Daffé, Senior Achievement Consultant within the IDEAL (Identity, Diversity and EAL) team, Vulnerable Groups and the proposal to de-delegate the EMA team funding was agreed for the financial year 2015/16 and agreed in principle for the financial year 2016/17. This was to allow time for the new service to move towards becoming fully traded.

Over the last financial year the IDEAL brand has become further established and recognised with marketing of services to City schools and academies. We continue to widen our traded offer to external schools, Local Authorities and other organisations regionally and nationally. The take-up of this offer has been very positive over the last 12 months. Specialist services continue to be adapted and tailored to meet the changing needs and demands of our community and customers and income generation has been significantly increased; our newly established Year 11 new arrivals provision has had very positive outcomes.

We continue to experience ever increasing numbers of newly arrived EAL and other ethnic minority pupils into Nottingham City schools. We have seen a steady increase in the proportion of ethnic minority pupils, up from 43% of the school population in 2011 to over 50% in the 2015 school population census. Within that, group, the percentage of EAL pupils has risen from 22% to 28%. Given this increased pressure on schools and the timeframe to enable the IDEAL service to create a secure fully traded position, it requires de-delegation of EMA funding for the financial year 2016/17 to continue to provide support for Nottingham City schools effectively. During this period, the IDEAL service will generate further traded income from a range of sources to allow its services to schools to remain competitive.

Information used to analyse the effects on equality:

School Census data (intranet) – see profile data above

City attainment data for ethnic minority and EAL pupils (details contained within School Forum report to be submitted)

	Could particularly benefit X	May adversely impact X	How different groups could be affected (Summary of impacts)	Details of actions to reduce negative or increase positive impact (or why action isn't possible)
People from different ethnic groups.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<p>If the Schools' Forum does not agree to de-delegate funds for a further year (2016/17) this will result in the IDEAL team becoming totally dependent upon income generation. This will result in some team members (of 3 consultants and the administrative assistant) being made redundant as income is currently insufficient to maintain all 4 posts. This would:</p> <ul style="list-style-type: none"> potentially result in the Achievement of Vulnerable Groups service area no longer existing; 	<p>1 Income generation: Annual CPD programme as Sold Service to schools Ongoing support, training and guidance for individual schools as Sold Service Production of teaching resources for schools as Sold Service EAL teaching as Sold Service</p>
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 checked="" 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 checked="" type="checkbox"/>
Other (e.g. marriage/ civil partnership, looked after children, cohesion/ good relations, vulnerable children/ adults). <i>Please underline the group(s) /issue more adversely affected or which benefits.</i>	<input type="checkbox"/>	<input type="checkbox"/>

<ul style="list-style-type: none"> • leave the LA vulnerable with no central provision to support schools to raise the achievement of EAL/ethnic minority pupils which is a growing percentage of the school population and an Ofsted East Midlands regional priority as evidenced by the recent report and foci of the summer term visit to Nottingham to discuss provision for and outcomes of EAL learners, amongst other vulnerable groups; • leave no central resource to assist schools and the Fair Access Panel with the language and cognitive assessment of new arrivals with little or no English; • as a City Council there is a focus on newly arrived and emerging communities across the City and the services that are required to support their integration into local communities. It would be a regressive step to ensure that families and individuals arriving in the City are supported to find school places alongside other services but have no central services available to schools to support the specific needs, language acquisition and attainment of these pupils. • require Schools' Forum to undertake its own negotiations for the established Year 11 EAL new arrivals provision. It would also need to monitor the provision or arrange for individual secondary schools to organise their own provision independently; • result in no Gypsy Roma and Traveller or Asylum Seeker/Refugee support as this service was absorbed into the Achievement of Vulnerable Groups service area in 2009. • there would be a loss of local expertise; there is no similar expertise available within the Local Authority. The IDEAL team has expertise that is recognised both nationally and internationally • schools would have to make provision for underachieving ethnic minority and EAL pupils independently and fund all necessary activities; schools would have to either train their own staff or seek external providers to support them with the specific skills required to effectively teach these groups of pupils; they would have to monitor statutory developments independently to ensure they were meeting legal requirements and translate them for the school context (for example changes to equalities legislation) and would need to create their own, or source independently, resources for annual events which celebrate the diversity of children in City schools. 	<p>2 CPD to school staff to embed best practice and knowledge/awareness of needs of pupils from a range of groups vulnerable to underachievement</p> <p>3 Primary and secondary schools have an entitlement to:</p> <ul style="list-style-type: none"> • a named consultant for bespoke advice; • free access to phase-based EAL network meetings to share good practice with other school staff; • 1 day consultant support in school (could include planning, staff training, and data analysis). <p>4 Undertake assessments of newly-arrived pupils who are new to English to support rapid and appropriate school placements</p> <p>Actions will need to be uploaded on Covalent.</p>
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Outcome(s) of equality impact assessment:

•No major change needed •Adjust the policy/proposal •Adverse impact but continue

•Stop and remove the policy/proposal

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

Annual and ongoing evaluation and monitoring of service action plan. Data analysis of school census data and outcomes for ethnic minority and EAL pupils – Malcolm Wilson, Adviser for the Achievement of Vulnerable Groups

Approved by (manager signature):

Malcolm Wilson, 3.9.15

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Date sent to equality team for publishing:

Send document or link to:

equalityanddiversityteam@nottinghamcity.gov.uk

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://www.nottinghamcity.gov.uk/article/25573/Equality-Impact-Assessment>
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.