

Equality Impact Assessment Form (Page 1 of 2)

Title of EIA/ DDM: Primary and Secondary Fair Access Funding

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Department: Education

Service Area: Inclusion and Disabilities

Author (assigned to Covalent): Michael Wilsher

Director: Pat and Sarah Fielding

Strategic Budget EIA Y/N (please underline)

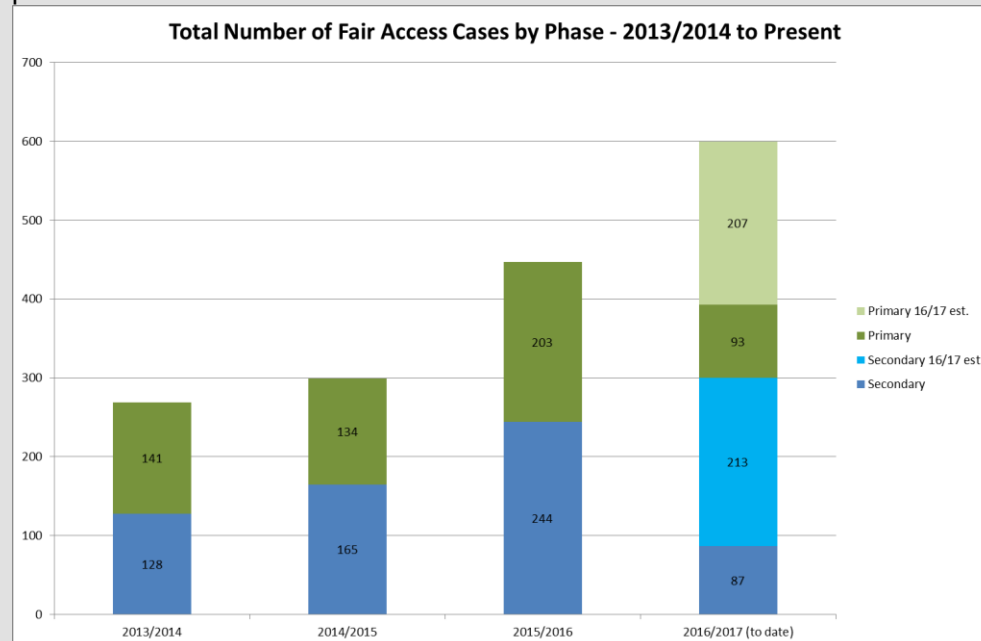
Brief description of proposal / policy / service being assessed:

This report is to consult Schools Forum on the use of funding for Fair Access across primary and secondary phases and consult Schools Forum on proposed increases to the Fair Access funding in order to manage the significant increase in cases and further support vulnerable and disaffected pupils. This includes proposals to continue to build upon partnerships with schools and establish clear roles to support these processes through a service level agreement (SLA), subject to internal and procurement approval.

Information used to analyse the effects on equality:

To assess the equalities impact, data has been collated regarding fair access cases across the city and consultations with Nottingham City Education Partnership and representatives from schools.

Over the last 3 academic years there has been a significant increase in the number of cases considered through primary and secondary protocols. Additionally, the complexity and support required for pupils has also increased along with placing pupils in a challenging educational environment. It is expected that by the end of the 2016/2017 academic year almost 600 cases will have been considered through a primary or secondary fair access process.



Due to the complexity of cases considered through fair access and the increase in the number of cases additional funding is required to provide intervention for pupils and also resource staffing to administer and support these cases.

	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 type="checkbox"/>	<input type="checkbox"/>	<p>Fair access processes champion pupils who are vulnerable and considered hard to place in education. Fair access supports quick placement in education and secures appropriate funding. Therefore, support for this area particularly benefits young people accessing education.</p> <p>Fair access criteria includes, pupils permanently excluded returning to mainstream schools; children in care; pupils with significant attendance issues; pupils fleeing domestic violence and pupils returning from the criminal justice system. Pupils from these vulnerable categories would benefit from the proposal.</p> <p>Benefits include increased support for their initial admission; reduce the risk of permanent exclusion; swift admission into education; implementation of monitoring pupil outcomes.</p>	<p>Review annually the fair access protocols to ensure they are fit for purpose and meet the needs of vulnerable pupils.</p> <p>Monitor the efficiency pupil placements within specified timelines.</p> <p>Analyse pupil data and other contextual data to monitor demographic trends and steer fair access processes.</p> <p>Track funding of pupil placements to ensure value for money and analyse individual pupil needs.</p> <p>Monitor the outcomes of pupils considered through fair access to measure impact of support.</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 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, looked after children, cohesion/ good relations, vulnerable children/ adults).	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
<i>Please underline the group(s) /issue more adversely affected or which benefits.</i>				

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:

There is an annual review of fair access processes and case overviews and they will consider the impact of the proposal. Fair access data and exclusion data will be collected regarding various key categories and demographics and compared to national data where available.

Approved by (manager signature):

Michael Wilsher

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Date sent to equality team for publishing:

18 November 2016

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.