

Equality Impact Assessment Form (Page 1 of 2)

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

Name of Author: Michael Wilsher

Department: Education

Service Area: Access and Inclusion

Author (assigned to Covalent): Michael Wilsher

Director: John Dexter

Strategic Budget EIA Y/N (please underline)

Brief description of proposal / policy / service being assessed:

An internal business case and review was undertaken regarding the future support of the local authority fair access functions. Based on this review, the council have decided to support these function internally and not to procure this service externally. The decision to bring all fair access processes and staff involved in these processes in-house to create a holistic primary and secondary support. This will require changes to create an appropriate structure to support these services internally; including TUPE implications with current roles supported by the schools partnership (1x Inclusion Co-ordinator and 1x Complex Case Officer) as these posts were created as a pilot to support the functions of fair access and therefore relevant to TUPE requirements. These posts are funded through the fair access protocol allocation, and therefore the decision does not have a cost value, other than efficiencies in the service provided. This will provide greater control and dedicated resource to fair access to support schools and families of pupils 'hard to place'.

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 (16/17 = 457; 15/16 = 449; 14/15 = 299). Additionally, the complexity and support required for pupils has also increased along with placing pupils in a challenging educational environment. Due to the complexity of cases considered through fair access and the increase in the number of cases additional support and internal control is required to provide intervention for pupils. The service delivered will continue to support vulnerable young people and reduce barriers to engagement and access to services. Support for English as an additional language (EAL) has increased over the years and this decision will support assessment and support in schools.

	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>Children and Young People</p> <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>Review annually the fair access protocols to ensure they are fit for purpose and meet the needs of vulnerable pupils.</p> <p>Monitor the speed of pupil placements within specified timelines (normally within 10 school days of notification).</p> <p>Analyse pupil data and other contextual</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	<input type="checkbox"/>	<input type="checkbox"/>		

and those with none.		
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). <i>Please underline the group(s) /issue more adversely affected or which benefits.</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

<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>Roles and processes will support hard to engage families, EAL learners and attendance.</p> <p>Staff Restructure and establish new and current roles within the local authority structure to improve primary and secondary fair access service delivery.</p>	<p>data termly to monitor demographic trends such as age, race and gender to steer fair access processes.</p> <p>Monitor termly the length of time cases are open to fair access during the 2017/2018 academic year to measure impact of internal support to previous academic year.</p> <p>Collate data on pupil assessment and EAL support costs for fair access over the 2017/2018 academic year to identify the impact of internal resource (employment of a NEW Internal EAL TA to support pupil assessment and support in school) compared to previous academic year.</p> <p>Actions for staffing to be completed by 1st April 2018.</p> <ul style="list-style-type: none"> • Establish the Inclusion Co-ordinator and Complex Case Officer post within the local authority structure through the TUPE process. Consult with staff affected and seek to maintain experienced staff or recruit and appoint new staff. • Recruit, appoint and have in post administrative and EAL support TA posts. • Realign the service structure to have direct leads on primary and secondary fair access processes.
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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:

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:

20th October 2017

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.