

Budget Savings Proposals Full Equality Impact Assessment (EQIA)

Section 1: General Information

1a) Name of the savings proposal

Review of Extended Services

1b) Service area

Youth and Community Learning

1c) Service Head

Mary Durkin, Service Head Youth and Community Learning

1d) Name and role of the officer/s completing the EQIA

Paul Gresty – Equality and Diversity Coordinator

Signed off and agreed by Mary Durkin – Service Head

Section 2: Information about changes to services

2a) In brief please explain the savings proposals and the reasons for this change

Our extended schools service provides a number of out of school services as well as supporting schools to develop schools based provision. Government policy, and funding, is shifting towards provision by schools with the local authority acting as strategic commissioner of services. As a result, the funding available for these services from 2011/12 is likely to reduce significantly.

In line with government policy, this proposal shifts provision of services into schools, with the Council acting as strategic commissioner to ensure that there is a comprehensive and balanced offer of out of school activities for pupils. There will be a significant reduction in the centrally based team (8 FTE, representing 32% of the staff). The remaining staff will ensure that we continue to support schools in their provision of out of school hours learning, health promotion and play opportunities.

The proposal also moves after school childcare provision for 3-11 year olds, currently provided as part of our Junior Youth Service (JYS), into schools. During school holidays local authority provision will continue.

In place of JYS provision during term time, eight schools across the borough will offer structured childcare until 6pm for the children of working parents. There will be a charge, reclaimable from Working Families Tax Credits. Other children will have access to a full programme of out of School Hours Learning (OOSHL) provision, which will be provided free as part of the extended day. However this will not be structured child care.

2b) What are the equality implications of your proposal?

Continuing to address inequality:-

The reorganisation will serve to integrate the teams within Parental Support Service, Extended Schools and Healthy Lives so that the support offered to schools is more closely aligned. Administrative functions across the service will also be more flexible and work to the same systems and processes for finance and data management.

Government intentions aim for schools to take the initiative in planning the extended day, and forging partnerships with other schools, and community organisations. This work has been very successful in Tower Hamlets. We have secured funding for a core

team to continue to support schools and offer guidance and training in this process.

Under the restructure and subject to confirmation of additional external funding, the capacity of the team will increase to provide schools with specialist support in sex and relationships education. The team will continue to develop its expertise in healthy eating and physical activity and alcohol education but advisers in the team will move from specialist to generic roles which will allow for greater flexibility in the deployment of staff and provide more integrated support for schools.

The team will continue to provide a universal service to schools supporting Healthy Schools work, the development of PSHE education and the integration of teenage parents and will continue to work closely with Public Health to develop appropriate responses to the emerging health needs of children and young people. Where schools require more bespoke support and training this will be available through a SLA.

The authority will no longer provide childcare through the after-school play schemes or employ play workers directly. Instead Extended Services will support schools to deliver formal childcare provision directly where this is needed by working parents and where it is not, to develop a wider and richer programme of out of school hours learning. These functions will be carried out by the Extended School advisers as part of an integrated extended day offer. The local authority will continue to provide holiday provision.

Support for the Junior Youth Service has been in excess of three quarters of a million pound each year. In the current climate, this is not sustainable. Like other boroughs, we are reducing this service to focus on holiday provision for the children of working parents, and inviting schools to open their own after-school childcare for the children of working parents, on a full-cost-recovery basis.

In place of JYS provision during term time, at least eight schools across the borough (one in each LAP) will offer structured childcare until 6pm for the children of working parents. Charges for the service can be reclaimed from Working Families Tax Credits. Other children will have access to a full programme of out of School Hours Learning (OOSHL) provision, which will be provided free as part of the extended day. Schools will deliver this as part of OOSHL – offering young people a varied menu of activities.

We can be confident that schools value provision beyond the school day. Funding has been used at borough and cluster level to work with all schools and to develop a shared understanding of the importance of these services. It has also been used in ways that

have encouraged experimentation not only in the design of services but also in the partnerships that deliver or benefit from them. An example of this is the Safe Place to Be, particularly in LAPs 1 & 2, where four secondary schools and a community based organisation are working together to deliver the service. Another example are the mini-clusters of schools that have formed to share a social worker or Parent Support Partner and where one of partner schools takes the lead in coordinating provision on behalf of the other schools in the mini-cluster.

Experience of the different services and ways of working developed over the last two years and during the course of 2010-2011 will place schools in a position to make informed choices for September 2011 and beyond regarding the partnerships they work within and the services they wish to provide. The Extended Services team will also be drawing on the lessons learnt from this period to direct the limited resources available beyond September 2011 to areas of greatest need and to services which will have the greatest impact.

This EQIA will be updated later in the year once it has become clear what schools are thinking in terms of service provision.

No change to access has been proposed.

Our current After School Fees are: £5 per session, for working parents and £20 per term for non-working parents (children receiving Free School Meals).

Our current Holiday Scheme Fees are: £10 per day for 9am - 5pm provision (with a maximum of £30 per day for parents with 3 or more children), £14 per day for 8am - 6pm extended day provision (with a maximum of £42 per day for parents with 3 or more children). The cost for parents who are not working is £4 per day (with a maximum of £12 for parents with 3 or more children)

The proposal does change and alter who is eligible for a service. However, as schools will be delivering services this impact will need to be monitored. In line with government policy, this proposal shifts provision of services into schools, with the Council acting as strategic commissioner to ensure that there is a comprehensive and balanced offer of out of school activities for all pupils.

After school activities will continue as now, in the majority of schools. Ofsted regulated after school child care which extends until 6pm will be delivered by at least eight schools (one in each LAP).

There are currently 89.6 fte staff within Extended Services working across 8 different areas, of which 64.6 fte are employed centrally and a further 25 fte (129) are employed as sessional play workers within the Junior Youth Service.

Under this reorganisation, the responsibility for delivering after school care will transfer to schools and the number of staff employed centrally will decrease from 64.6 to 33.1 fte. Eight schools have already indicated a willingness to take on this role and this may increase.

This reorganisation will serve to integrate the teams within Parental Support Service, Extended Schools and Healthy Lives so that the support offered to schools is more closely aligned. Administrative functions across the service will also be more flexible and work to the same systems and processes for finance and data management.

Section 3: Equality Impact Assessment

With reference to the analysis above, for each of the equality strands in the table below please record and evidence your conclusions around equality impact in relation to the savings proposal.

<p>Race</p> <p><i>Identify the effect of the policy on different racial groups.</i></p>	<p>Will the change in your policy/service have an adverse impact on specific ethnic groups? yes/no Please describe the analysis and interpretation of evidence to support your conclusion.</p> <p>No identified impact at this stage. In terms of the JYS, there will be a school offering a service in every LAP. The savings proposals should not have a disproportionate impact on any group.</p> <p>This impact will need to be monitored. The LA will continue to monitor who has been using the schemes.</p> <p>See data on ethnicity of holiday play scheme and after schools users at appendix 1.</p>
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<p>Disability</p> <p><i>Identify the effect of the policy on different disability groups</i></p>	<p>Will the change in your policy/service have an adverse impact on disabled people? yes/no Please describe the analysis and interpretation of evidence to support your conclusion.</p> <p>No identified impact at this stage.</p>
<p>Gender</p> <p><i>Identify the effect of the policy on different gender groups (inc Trans) groups</i></p>	<p>Will the change in your policy/service have an adverse impact on men or women? yes/no Please describe the analysis and interpretation of evidence to support your conclusion.</p> <p>No identified impact at this stage.</p>

<p>Sexual Orientation</p> <p><i>Identify the effect of the policy on members of the LGB community</i></p>	<p>Will the change in your policy/service have an adverse impact on lesbian, gay or bisexual people? yes/no Please describe the analysis and interpretation of evidence to support your conclusion.</p> <p>This is not monitored. No identified impact at this stage.</p>
<p>Religion and Belief</p> <p><i>Identify the effect of the policy on different religious and faith groups</i></p>	<p>Will the change in your policy/service have an adverse impact on people who practice a religion or belief? yes/no Please describe the analysis and interpretation of evidence to support your conclusion.</p> <p>No identified impact at this stage.</p>

<p>Age</p> <p><i>Identify the effect of the policy on different age groups using the prompts above</i></p>	<p>Will the change in your policy/service have an adverse impact on specific age groups? yes/no Please describe the analysis and interpretation of evidence to support your conclusion.</p> <p>No identified impact at this stage. Eligibility around age has not changed</p>
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<p>Socio-economic</p> <p><i>Identify the effect of the policy in relation to socio-economic inequalities</i></p>	<p>Will the change in your policy/service have an adverse impact on people with low incomes? yes/no Please describe the analysis and interpretation of evidence to support your conclusion.</p> <p>Under the reorganisation, the Parent Support Service will continue to lead within the authority on the development of a multi-agency Family Support & Parental Engagement Strategy, to provide a coherent framework to coordinate initiatives and to ensure that consultation with parents helps shape future services and provision. This should mean that there will be no negative impact.</p> <p>In place of JYS provision during term time, eight schools across the borough will offer structured childcare (for working parents) until 6pm for the children of working parents. There will be a charge, reclaimable from Working Families Tax Credits. Other children will have access to a full programme of out of School Hours Learning (OOSHL) provision, which will be provided free as part of the extended day. However, this will not be structured child care and for these children, will not extend to 6pm. 'The 8 schools will be distributed across the 8 LAP areas.'</p> <p>There are a lot of unknowns about the projections. We would anticipate the attendance being lower for the children of non working parents, but less so for the children of working parents.</p>
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<p>Other</p> <p><i>Identify if there are groups, other than those already considered, that may be adversely affected by the policy?</i></p>	<p>Will the change in your policy/service have an adverse impact on any other people (e.g. carers)? yes/no Please describe the analysis and interpretation of evidence to support your conclusion.</p>
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<p>Staff</p> <p><i>Identify if there are any staff groups that may be adversely affected by the policy?</i></p>	<p>Will the change in your policy/service have an adverse impact on staff? yes/no Please describe the analysis and interpretation of evidence to support your conclusion.</p> <p>No. There will be up to 29 FTE staff redundancies after the transfer of JYS staff to schools under TUPE is taken into account. 8 of these staff are based centrally in the local authority, with the remaining 21 FTE being sessional childcare staff, because sessional staff are part time childcare workers. Most of these staff are employed for up to 10 hours a week and may have contracts of work in schools for other roles. The exact number of hours to be reduced will be kept to a minimum with strategies to encourage schools to employ the existing staff in schools.</p>
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Section 4: Equality Impact Assessment Action Plan

Please list in the table below any adverse impact identified and, where appropriate, steps that could be taken to mitigate this impact.

If you consider it likely that your proposal will have an adverse impact on a particular group (s) and you cannot identify steps which would mitigate or reduce this impact, you will need to demonstrate that you have considered at least one alternative way of delivering the change which has less of an adverse impact.

Adverse impact	Please describe the actions that will be taken to mitigate this impact
Impact of price changes	Ongoing monitoring of impact on different groups
Impact of price changes	Provision of additional advice workers to ensure that working parents are helped through the process of claiming tax credits
Impact of price changes	Support to schools to train staff to help parents to navigate the tax credits system
Impact of price changes	Support to families who are unable to take up the offer to access Out of Schools Hours Learning provision in the holidays offered by schools and the third sector

If an adverse impact cannot be mitigated please describe an alternative option, its costs and the equality impact.

Section 5: Future Review and Monitoring

Please explain how and when the actual equality impact of these changes will be reviewed and monitored.

Impact assessing the saving proposal will be on-going as the impacts are unclear at this stage.

APPENDIX A: Equality Impact Assessment Test of Relevance

TRIGGER QUESTIONS	YES / NO	IF YES PLEASE BRIEFLY EXPLAIN.....
Does the change reduce resources available to address inequality?	No	
CHANGES TO A SERVICE		
Does the change alter access to the service?	No	
Does the change involve revenue raising?	No	
Does the change alter who is eligible for the service?	Yes	<ul style="list-style-type: none"> • There will be changes in access to supervised childcare that is currently provided by the Junior Youth Service and will shift to schools. The new provision will be available to working parents • Other extended services will be available to children of non-working parents, which will mitigate any adverse impact
Does the change involve a reduction or removal of income transfers to service users?	No	

Does the change involve a contracting out of a service currently provided in house?	No	<ul style="list-style-type: none"> • Service provision will shift into schools
CHANGES TO STAFFING		
Does the change involve a reduction in staff?	Yes	There will be a staffing reduction of 29 full time equivalent. This will affect 8 senior level staff and 21 full time equivalent part time childcare workers. In relation to the childcare workers, the exact number of hours to be reduced will be kept to a minimum with strategies to encourage schools to employ the existing staff in schools.
Does the change involve a redesign of the roles of staff?	Yes	Staff roles will be changed in line with the shift to a strategic commissioning role. There is no reason to believe this will have any effect on the ability of staff to work flexibly or any other adverse impact.