

Budget Savings Proposals

Full Equality Impact Assessment (EQIA)

Section 1: General Information

1a) Name of the savings proposal

Recharge Schools for Support Services

1b) Service area

Children, Schools and Families

1c) Service manager

Anthony Walters – Lead Officer

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

Anthony Walters

Section 2: Information about changes to services

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

Children, schools and families currently lever in £5m through schools for traded and other services in addition to delivering a broad range of services without charge.

The Schools' White Paper means that the role of the Council in terms of its relationship with schools will be greatly reduced and we will also see a significant reduction in the funding we receive to support them as it will be redirected to schools through the dedicated schools grant.

However, schools will be expected to continue to deliver many of these services and we have consulted with them to establish the likely demand for the continuation of these local authority provided services. To date the indication is that there would be a demand for a number of services.

We therefore aim to increase the range of services available to schools that will be delivered on a buy back or traded service basis. These services are currently provided free of charge. This will allow us to build on our successful partnership with schools so that they continue to benefit from the excellent school improvement and other support services they currently receive which have assisted with delivering our best ever GCSE results. It will also enable us to maximize the income we receive from schools and ensure that systems of accountability are maintained.

We have undertaken a comprehensive benchmarking exercise against other providers and are confident we can compete with the wider market and are working directly with schools so that we have a clear understanding of the demand for individual services early in the new year.

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

Set out in column A of the table attached is the list of support services that the Council will make available to schools, highlighting those that were previously provided free, but which will now be chargeable. Set out in column B is a list services that it will no longer be viable to offer due to lack of indicated demand.

The responsibility and funding for the provision of support services has been transferred from the local authority to schools. Although schools have indicated that there will be a demand for some services, schools are not yet in a position to confirm which services they will purchase. Many support services are back office support services that have little or no impact on equality. However, there are a number of support services that promote equality, which have played an important role in driving school improvement, tackling under-achievement and supporting vulnerable pupils. The responsibility and decision to provide or not provide these support services, purchased from the Council or elsewhere, now rests with the school. If schools choose not to provide these services this could impact on educational achievement, the borough's ability to close the gaps in educational attainment and support for vulnerable pupils.

The services that particularly contribute to the promotion of equality that will no longer be offered by the Council are:

1. School Improvement Consultancy <ul style="list-style-type: none">▪ Aim Higher & G&T▪ Post 16 Planning and Improvement	This services offers support through school improvement advisors to help schools to achieve excellent outcomes for pupils.
2. School Improvement Training: EAL	This Council will offer training to support pupils who speak English as an additional Language
3. Advanced Skills Personal Advisors	A full time Advanced Skills Personal adviser will provide direct support for up to 90 young people, including a core group of the 30 young people most at risk of not making a successful transition to post-16 learning. Their work will include an assessment of needs (including a CAF), the development of a

	<p>progression plan and regular coaching to achieve targets. Young people will be supported to make applications for post-16 learning and to address personal barriers which might prevent their progression. Group work interventions will be offered to both young people and parents, increasing their understanding of progression pathways and raising their motivation and aspirations for the future.</p> <p>School staff will be supported to ensure effective and integrated support and progression planning, including through policy development and INSET</p>	
<p>4. Careers Education Information Advice Guidance</p>	<p>This service provides advice to young people on their future career, as well as supporting careers education by your school. The services we provide include:</p> <ul style="list-style-type: none"> • Careers information, advice and expert 1-1 guidance • Support for careers education and Y9 and Y11 option choice • INSET for school staff and the provision of labour market information • Intended and actual destinations monitoring and reporting. • Progression assessment and planning for statemented young people • Vacancy matching, brokerage placement and aftercare • Submission and placing of students to ensure successful progression onto further education, training and work 	
<p>5. Key Stage 4 Engagement Programme</p>	<p>The service offers tailored vocational learning to pupils at Key Stage 4 who are at risk of disengaging from education.</p>	
<p>6. Family Intervention Project (FIP)</p>	<p>FIP provide an intensive outreach support and challenge service to families who are facing enforcement action due to a range of behaviours e.g. non school attendance, anti</p>	

social behaviour, housing arrears, criminal activity, child protection concerns.

Each FIP worker supports six families in an intensive way at any one time. FIP work a 'whole family approach' offering support and challenge to the adults and young people within the family, and support to younger children. FIP families are historically 'hard to engage' and they take up a lot of professional time. The purpose of the FIP intervention is not only to support the family to re-engage with education and build towards the constructive use of services, but also to allow school staff to 'return to core business'.

The services that particularly contribute to the promotion of equality that were previously provided for free, but now will be chargeable are:

1. Profile of School Information	This service provides schools with a large amount of information and analysis on pupil attainment broken down by gender, FSM, SEN, ethnicity as well as contextual information on school profile based on the same / similar categories. This type of analysis has helped schools to understand where inequalities lie in educational achievement allowing them to make more informed decision on how to target resources and areas of potential weakness in terms of academic achievement.
2. Equalities Programmes	Under the Equality Act 2010 schools have a set of new and existing legal duties to ensure compliance with. This service offers schools a range of equalities training and consultancy support to enable them to meet these legal duties. The programmes on offer include a range of curriculum based interventions for pupils.
3. School Improvement Consultancy including consultancy on equalities	This services offers support through school improvement advisors to help schools to achieve excellent outcomes for pupils. As well as offering general support on developing the curriculum and pedagogy across all phases from Foundation to post 16, the Council can provide expert advice and support for a range of curriculum areas.
4. School Improvement Training	This Council will offer a range of equalities training, which includes bespoke equalities

(Equalities)

training, training for equality impact assessments.

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>There are a number of support services that the Council has provided in the past that have been specifically aimed at addressing the barriers to achievement. If schools choose not to provide this service this could have an impact on the attainment of pupils from different minority ethnic backgrounds.</p>
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Disability

Identify the effect of the policy on different disability groups

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.

There are a number of support services that the Council has provided in the past that have been specifically aimed at supporting pupils with special educational needs.

The service covers the full range of special educational needs, including behaviour. Schools within Tower Hamlets can also pay into an annual subscription which allows them to access central training for SEN and integrated working free of charge. As part of a tailored package of additional support, our specialist teachers can provide support in a number of areas, for example:

- Support and cover for SENCOs
- Policy and systems development for SEN and Behaviour
- Tailor made interventions for groups of pupils (including severe learning difficulties, Downs and Language difficulties)
- Training for teachers and teaching assistants
- Monitoring the work of teaching assistants
- Work with parents

These services will continue to be provided to schools.

<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>There are a number of equalities related support services to schools including data analysis, equalities training and consultancy support which have supported schools to understand issues of gender equality in school. If schools choose not to provide these services this could have an impact on gender equality.</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>There are a number of equalities related support services to schools including data analysis, equalities training and consultancy support which have supported schools to understand issues of sexual orientation equality in school. If schools choose not to provide these services this could have an impact on sexual orientation equality.</p>

**Religion
and Belief**

*Identify the
effect of the
policy on
different
**religious
and faith
groups***

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.

There are a number of equalities related support services to schools including data analysis, equalities training and consultancy support which have supported schools to understand issues of religion/belief equality in school. If schools choose not to provide these services this could have an impact on religion/ belief equality.

<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>Clearly these services provided to schools are for the benefit of young people and if schools choose to change the provision of these services this could have an impact on young people.</p>
<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>We know that young people from poorer backgrounds can be experience barriers to education. There are a number of support services that are aimed at supporting young who are vulnerable and where schools choose not to provide these services, this could have an impact on vulnerable young people.</p>

<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> <p>Some of the support services are offered to families or have impact on families such as the family intervention project. Therefore, where schools choose not to provide these services this may have an impact on parents.</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>
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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
The responsibility and decision to provide or not provide these support services, purchased from the Council or elsewhere, now rests with the school. If schools choose not provide these services this could impact on educational achievement, the borough's ability to close the gaps in educational attainment and support for vulnerable pupils.	The Council will continue to work closely with schools and support them in their drive to further improve standards and continue to deliver services to the most vulnerable children and young people. The Council will continue to work directly with schools to ensure we have a clear understanding of the demand for individual services. Schools will continue to be monitored through Ofsted inspections and the Council will maintain the capacity to intervene if there is a failure to meet their duties.

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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.

APPENDIX A: Equality Impact Assessment Test of Relevance

TRIGGER QUESTIONS	YES / NO	IF YES PLEASE BRIEFLY EXPLAIN.....
<p>Does the change reduce resources available to address inequality?</p>		<ul style="list-style-type: none"> • What outcome did the previous intervention seek to achieve? • What evidence do you have about how effective the previous intervention was?
<p>CHANGES TO A SERVICE</p>		
<p>Does the change alter access to the service?</p>		<ul style="list-style-type: none"> • Is there evidence that access will be more difficult or costly for some people?
<p>Does the change involve revenue raising?</p>		<ul style="list-style-type: none"> • What evidence do we have about who will pay? • What impact will this have on the income available for these people?
<p>Does the change alter who is eligible for the service?</p>		<ul style="list-style-type: none"> • What evidence do we have about who will no longer be eligible for the service? • Is this likely to lead to poorer outcomes for those who cannot access the service?

<p>Does the change involve a reduction or removal of income transfers to service users?</p>		<ul style="list-style-type: none"> • What evidence do we have on who has benefits from these transfers? • What is the likely impact of the removal of the income to current beneficiaries?
<p>Does the change involve a contracting out of a service currently provided in house?</p>		<ul style="list-style-type: none"> • Is there a need to include promotion of equality in the new contract arrangements?
<p>CHANGES TO STAFFING</p>		
<p>Does the change involve a reduction in staff?</p>		<ul style="list-style-type: none"> • What evidence do we have about the composition of the current workforce? • Are there some groups who are likely to be disproportionately affected by the proposed reduction?
<p>Does the change involve a redesign of the roles of staff?</p>		<ul style="list-style-type: none"> • What evidence is there that this could have an impact on equal pay? • Does the change reduce the ability of staff to work flexibly?