



Equality Assessment Impact of Redesign on Service Users

Service area:	Prevention and Early Help
Name of service being reorganised:	Education Welfare Service
Officer leading on assessment:	Dean Woodward, Family Support Services Development Officer
Other staff involved:	Sue Keep, HR Business Partner

1. Summarise details of proposed redesign

Provide details of the proposed redesign. Include information about the previous structure and the new proposed structure.

Background

The Education Welfare Service (EWS) has the statutory responsibility for monitoring the attendance of all pupils who attend schools within the London Borough of Richmond upon Thames. It fulfils the statutory legal functions invested in the local authority that relate to school attendance, child employment and children in entertainment.

All schools receive the support of an allocated officer. A range of indicators that reflect the needs of each school determines the identified allocation of time available from the service. The aim of the service is to identify personal and/or social issues that may affect the attendance, progress, and well-being of children and young people.

The service works alongside schools and a variety of agencies to support families to overcome such difficulties to ensure children and young people are able to access their education provision.

The EWS is responsible for:

- Regular meetings with key school staff to agree referrals and intervention for pupils causing concern.
- Advice, contact and support to parents and pupils regarding education matters.
- Regular register checks.
- Provide in-service training, advice and guidance to school staff on issues impacting on individual pupil's attendance and behaviour, including school policies.
- Liaison with neighbouring authorities in order to secure appropriate support services for improving pupil's attendance and personal welfare.
- Contribute to the multi-agency forums in supporting children and families.
- Provide in-service training, advice and guidance for school staff on child protection and child safeguarding matters.
- Undertake appropriate prosecutions and implement new legislative measures under the advice of the legal services.
- Monitoring and evaluating of education otherwise than at school.
- Specialist support for travellers and asylum seekers.
- Monitoring of children who are looked after by the Local Authority.
- Licensing related to child employment and children in entertainment.
- Issuing Chaperone Licenses.

Every school has a named attached Education Welfare Officer (EWO). A range of indicators determines the allocation of time from the service, to each particular school. These are: numbers of referrals to the service, number of free school meals, number on roll, attendance statistics, exclusions and numbers on the special educational needs (SEN) register. All schools also have access to a specialist EWO working with asylum seekers and travellers.

Detail of Redesign

The redesign involves the collation of the Richmond Education Welfare Service (EWS) and Kingston EWS in line with the Achieving for Children (AfC) vision to provide a combined service across both boroughs.

The new structure makes efficiencies of £118,000 and involves a reduction in staff. However, through the utilisation of the Early Help Offer in schools and academies the existing level of service delivery will be maintained. The Early Help Offer is a multi-agency model where agencies in the Early Help service area work together and each contribute to developing and implementing support plans for children and young people who require assistance. It brings together resources from the across teams in the Early Help service area and therefore offsets the reduction in the EWS team, as the multi-agency model involves teams often working with the same clients. For example, the Targeted Youth Support Team can offset the reduction in EWS by working with the same clients and taking on responsibility for actions in the plan.

The existing posts and how those professionals are affected is detailed in the table below. In summary, there is a reduction in the Strategic Manager post which equates to 0.5 of the entire post and there is a reduction of up to one EWO, as well as being a progression opportunity for a senior EWO into team manager and a subsequent promotion opportunity for a EWO into senior EWO.

Existing Post	FTE	Home Borough	Ring fencing to new posts within shared service	Process
Strategic manager – education Welfare, LADO & school Safeguarding	1	RBK	Deleted. No replacement.	Deleted. No replacement.
Team Leader	Vacant	LBR	Team Manager	Vacant.
Team Leader	Vacant	RBK		
Senior EWO	1	LBR	2 x Senior EWO	Ring fenced interview for team manager.
Senior EWO	1	RBK		
Full time EWO	1	LBR	2 X EWO	Clear match / slot in.
Full time EWO	1	RBK		

Term time EWO	4	LBR	5 x term time EWO	Ring fenced interview.
Term time EWO	3	RBK		
Business Support	1	LBR	2 x Business Support	Clear match / slot in.

2. Reasons for redesign

Set out the rationale for the redesign.

The redesign is being undertaken to bring the EWS into line with the other preventative services already aligned in AfC. This redesign also realises savings of £118,000 through better utilisation of the Early Help Offer to schools and academies and reduces the duplication of multiple services offering overlapping services.

By re-designing now and making efficiencies, further and avoidable job losses will be prevented in the future years which would have an inevitable impact on service delivery and therefore service users.

3. What data collection and consultation have you undertaken?

What data and information have you used to complete this equality assessment? What consultation have you carried out with service users to gather their views? How has this fed into the equality assessment?

The consultation process with staff has started. This will be expanded to schools and academies. The final proposals were shaped based on the feedback received.

4. Assess the impact of the redesign on service users with regard to each of the protected characteristic groups:

The EWS provides a service to all statutory aged pupils regardless of gender, disability, race/ ethnicity or religion and belief. The service also provides support to specific groups such as travellers and asylum seekers. As there is no anticipated reduction in the current level of service delivery due to the collaboration with the Early Help Offer, there will be no impact on service users.

<i>Protected Group</i>	<i>Findings</i>
<i>Age</i>	N/A
<i>Disability</i>	N/A
<i>Gender (sex)</i>	N/A
<i>Gender reassignment</i>	N/A
<i>Marriage and civil partnership</i>	N/A
<i>Pregnancy and maternity</i>	N/A
<i>Race/ ethnicity</i>	N/A
<i>Religion and belief including non-belief</i>	N/A
<i>Sexual Orientation</i>	N/A

5. What issues have you identified that require action?

Summarise the issues identified in the equality assessment and the actions that will be taken to address these in the table below, for example, making reasonable adjustments to improve accessibility.

The action plan should be drawn up in conjunction with the Directorate Lead Manager for the redesign. Once the equality assessment has been signed off then the actions should be transferred into the relevant Service Plans to ensure that they are followed through and progress monitored.

<i>Issue identified</i>	<i>Planned action</i>	<i>Lead officer</i>	<i>Completion Date</i>
N/A	N/A	N/A	N/A

6. When completed, the equality assessment should be approved by a member of AfC Management Team

Approved by AfC Equalities Working Group

Date of approval: April 2014

Date of publication: May 2014