

**Equality Impact and Needs Analysis (EINA) Template**

<b>Directorate:</b>	Education, Children’s and Cultural Services
<b>Service Area:</b>	Education and Inclusion Services
<b>Name of service/ function/ policy/ being assessed:</b>	Existing policy/service review
<b>Officer leading on assessment:</b>	G Herage
<b>Other staff involved:</b>	A Gupta, B Wood, L Anderson, L Head and T Atiase

**PREPARATION FOR THE EQUALITY IMPACT AND NEEDS ANALYSIS**

**1. Briefly describe the service/ function/ policy:**

The Education and Inclusion Services (EIS) provide Individual Learning Programmes (ILPs) for pupils of statutory school age who because of a medical condition are unable to attend his/her school, provide short-term Individual Learning Programmes for young people who have been permanently excluded from school or awaiting a specialist school placement, and for in-borough pupils that have requested a managed transfer school placement. The service is currently providing alternative provision on behalf of Richmond schools. The priorities for the service have been agreed with the schools at the School Behavior and Attendance Partnership (SB&AP).

The medical ILPs are evaluated on an annual basis, with feedback from pupils, parents and other agencies. Feedback has been very positive with successful outcomes for pupils. For medical ILPs the number of referrals has remained static over the last 4 years - around 30 mark.

The Local Authority has a statutory responsibility to provide education for permanently excluded students from the sixth day, with or without statement of educational need, and to provide ILPs for other vulnerable groups of students undergoing the statutory assessment process until such a time as a longer term specialist placement can be named by Special Educational Needs (SEN) Panel. Referrals to the Behaviour, Emotional and Social Difficulties (BESD) ILP Co-ordinator therefore come via these two routes. Pupils from both the Secondary and Primary Sectors can be referred for an ILP to the BESD ILP Co-ordinator. The number of referrals to the BESD ILP Co-ordinator remain high and there has been an increase over the last three years regarding total numbers of pupils supported i.e. approximately 30 – 40 students across the academic year on programmes of differing lengths.

Occasionally schools give fixed term exclusions that are longer than six days. However, in this instance, the school has a duty to provide education for the excluded pupil, usually in tandem with a partner school. In some instances the longer fixed term exclusion is paving the way for a permanent or, in the case of Year 11s, can be an alternative to a permanent exclusion. In this case the BESD ILP Co-ordinator may be asked to provide an ILP.

All of these ILPs are evaluated on a regular basis both verbally in review meetings with parents or carers, and in writing with feedback from parents, students and other professionals whilst the pupil remains on a programme. The ILPs end once the student is placed in a new school or alternative placement, e.g. college. However monitoring of Year 11 college students continues in order to ensure they attend and engage with their course. The future of this service is dependent in the short term on discussions regarding strategic changes in provision, including possible merger with the neighbouring Local Authority of Kingston-upon-Thames, and longer term on whether the responsibility for this provision continues to rest with Local Authorities or is transferred straight to schools who will then have the statutory responsibility for provision and monitoring outcomes.

With the establishment of Achievement for Children and the merger of services with Kingston the service priorities and delivery model are being reconsidered. Any new model will be consulted on.

## 2. Why is the equality impact and needs analysis being undertaken?

This EINA is being undertaken to ensure that the EIS team complies with recent legislation directives, identifies and improves the services it provides to schools, parents and pupils and to aid managers in future decision making on how the service should be re-modeled to meet changing priorities in response to both local and national agendas. The local agenda is the establishment of Achievement for Children and the merger with Kingston.

Further, the service was identified as requiring an EINA as part of the screening for relevance process in 2011. This exercise is in response to this request but has been dovetailed to coincide with the planning for when, and how, schools decide to take responsibility for Alternative Provision (AP), as outlined in the Government's Paper "The Importance of Teaching" and "The Taylor Report". Funding changes on delegating the resources to schools, as outlined in the Government's Paper "The Importance of Teaching", may prevent equal access to the users of the service. This is because schools will be free to choose who to commission to provide the services presently provided by the EIS team.

It is important that the EIS service provides and/or commissions alternative provision to ensure that all pupils of statutory school age are provided with high quality alternative education which enables them to continue with their educational studies whilst out of school for medical (physical and mental health) or other reasons e.g. exclusion, managed transfer, managed move or finding a suitable specialist school placement.

The service was reviewed in June 2009.

## 3. Has this service/ function/ policy undertaken a screening for relevance?

**If so, which protected characteristics and parts of the duty were identified as of high or medium relevance and why? Please attach screening for relevance as an appendix to this EINA.**

**If not, make an assessment of which protected characteristics and parts of the duty are of high or medium relevance and explain why:**

The screening for relevance exercise was carried out for all services/ functions in the Council in the summer of 2011 and the outcomes for the Division, including EIS team are shown below.

The screening for relevance identified the following protected characteristics and parts of the duty as medium or high:

**High Relevance:**

Age, sex, race, disability, religion and belief, sexual orientation, eliminating discrimination, harassment or victimisation, equality of opportunity between different groups and fostering good relations.

**Medium Relevance:**

Pregnancy & maternity and marriage & civil partnership

**Low Relevance:**

Gender re-orientation

The data is collected when a pupil is referred to the service and summarised periodically, on an as and when basis, for example information for internal and/or external meetings. As a minimum it is collated and analysed at least on an annual basis for the School Census collection exercise.

4. **What sources of information have been used in the preparation of this equality impact and needs analysis? For example, this could include equalities monitoring information, performance data, and consultation feedback or needs assessment. Please provide the details in the table below:**

<b><i>Information source</i></b>	<b><i>Description and outline of the information source</i></b>
Annual data returns to SB&AP and the School Census undertaken every January.	<p>The final return detailing the numbers and make up of pupils accessing the EIS service and how the actual numbers compare with previous three year figures and how these match with the projected budget expenditure and expected figures (targets for fixed term exclusions and permanent exclusions) for the academic year.</p> <p>The data is returned to government and it showed that a wide range of pupils across the boroughs demographic, and across all the schools, were making use of the service.</p>
Quarterly and annual data from short-term and permanent exclusions	<p>The final return detail the numbers of pupils excluded for short term or those excluded on a permanent basis, inc. information on the age of pupil, Special Educational Needs (SEN), gender, number of days exclusion together with the reason for the exclusion. The data is also compared with previous years and the agreed target numbers for year. Further the data collected shows how schools and sectors compare with each other</p> <p>The medical data is similarly examined but unlike exclusion there are no targets set as to how many pupils may be referred to the service for medical ILPs.</p>
Data from Individual Learning Programmes – medical & BESD, including qualifications/exams performance data	<p>The final return details the numbers of pupils placed on a medical or BESD ILP inc. information of age of pupil, SEN, gender, duration of ILP, cost of ILP and how these compared with previous years, targets agreed for the year and how each school and the primary and secondary sectors compare with each other</p>
Equality Monitoring Data gathered by local authority	<p>Includes ethnicity, age, disability, gender, educational support (school action, school action plus and statutory assessment) and geographic location (quindrat).</p>

## ANALYSING IMPACT, NEEDS AND EFFECTS

It is important that the analysis addresses each part of the duty assessed as relevant to the area being examined (see further [Guidance on RIO](#)).

### 5. Key questions to consider:

- a. What does the data tell you about the groups identified as relevant to the area being assessed?
- b. What does customer feedback, complaints or discussions with stakeholder groups tell you about the impact of the service/ function/ policy on the protected characteristic groups, where assessed as relevant to area being examined?

Other questions to consider:

- How well are diverse needs met?
- Have any differences in access to services/functions been identified for any group?
- Has the area identified any disadvantages experienced by groups, which need to be addressed?
- Have there been any complaints about a failure to receive an appropriate and fair service?
- Is there any other evidence of differential impact or different outcomes which needs to be addressed?
- Is there any evidence that participation in areas of public life is disproportionately low for any particular relevant protected characteristic group?
- Have the needs of disabled people been identified and addressed where these are different from the needs of non-disabled people?
- Have you identified any need to tackle prejudice or promote understanding between different relevant protected characteristic groups?

**Remember that equality analysis is not simply about identifying and removing negative effects of discrimination but it is also an opportunity to identify ways to advance equality of opportunity and to foster good relations.**

<b><i>Protected Group</i></b>	<b><i>Findings</i></b>
Age	<p>The service meets the needs of pupils that are of statutory school age (5-16 years). The EIS team provides alternative provision for any child of statutory school age who is out of school for medical and/or other reasons e.g. exclusion, finding another suitable placements, new arrival to the borough, etc. Children from all the primary and secondary schools may access the services.</p> <p>The pupils predominantly come from the secondary sector with a variety of differing medical physical and mental health needs. The ILPs for Year 10 and Year 11 pupils tend to be long term, whilst younger pupils tend to be on short-term ILP with re-integration back to the home-school usually taking place within six-months.</p>

Gender (Sex)	<p>The service meets the needs of both male and female referrals. The service takes in to consideration the gender of the pupil when making suitable ILP arrangements. Further, if through analysis, the service registers an unusual pattern of referrals it contacts the referring agency and advises schools and other interested parties. For example, in the case if there was an unusual increase in exclusion girls from primary schools</p> <p>It is noticeable that many more boys are referred for BESD referrals than girls and many more girls that are anxious and/or suffering from depression and Chronic Fatigue Syndrome (CFS) than boys.</p>
Race/ethnicity	<p>This data is collected and taken into account when planning and delivering provision.</p> <p>The Exclusion Officer monitors race and ethnicity for half termly exclusion data that is sent to all Headteachers for their information. This data shows that the highest number of exclusions involve white British males which reflects the overall make-up and presentation of ethnic groups in this borough.</p> <p>However it has also been noted that there is a higher incidence of exclusion of boys of African/Caribbean origin from one of our secondary schools that borders Hammersmith and Wandsworth. Many of these students are not residents of this borough.</p> <p>The statutory exclusion letter from schools no longer makes any reference to the race/ethnicity of the pupil being excluded but this data would be taken into account, wherever appropriate, when planning the provision.</p> <p>Looking at the data for medical referrals, for the academic year 2011-12 there were:</p> <ul style="list-style-type: none"> <li>▪ 85% from White British;</li> <li>▪ 10% from White – other; and</li> <li>▪ 5% from Asian.</li> </ul>
Disability	<p>The service only partially meets the needs of pupils with special educational needs and those with a disability. This is because there is no base from which to provide the provision and the limited access to a broad balanced cross-curriculum. The service uses different venues for pupils with different types of needs- for example, a permanent venue for pupils who are school phobic and those who are excluded from school with a diagnosis of BESD.</p> <p>However, the service liaises very closely with multi-agency teams to address the above short-comings by making use of libraries, specialist staff, etc.</p> <p>The nature of the illness/physical disability varies from one year to the next, but in Richmond upon Thames there is a marked increase in the number of pupils unable to attend</p>

	<p>school because of Chronic Fatigue Syndrome.</p> <p>Every academic year the BESD ILP co-ordinator is requested to provide interim ILPs for approximately 6 – 8 students with a statement of BESD although these numbers are steadily increasing. Some of these will have accompanying diagnoses of conditions ranging from autism to ADHD and require a range of different support within the programme. These referrals are predominantly male and predominantly at KS3.</p> <p>Looking at the data for medical referrals for the academic year 2011-12:</p> <ul style="list-style-type: none"> <li>▪ 33% from children with a SEN statement (pupils with a SEN statement are considered as having a disability).</li> </ul>
Religion and belief including non-belief	<p>This data is collected and taken into account when planning and delivering provision.</p> <p>This data is not routinely collected and is not referenced in exclusion letters from school or referral requests from SEN Panel. However, if known and if appropriate, it would always be taken into account when planning and delivering provision.</p> <p>Looking at the data, in 2011-12 no parents made a specific request for the educational programme to take into account their religion and beliefs i.e. change the curriculum.</p>
Sexual orientation	The service does not collect data on sexual orientation but this information, if known, is acknowledged and taken into account when planning and delivering provision.
Gender reassignment	The service does not collect data on gender reassignment but this information, if known, is acknowledged and taken into account when planning and delivering provision.
*Marriage and civil partnership (*only in relation to first part of the duty: eliminate discrimination and harassment)	This data is not collected as the cohort of referrals is usually below 16 years old.
Pregnancy and maternity	This data is collected by the Education Welfare Support service and is taken into account when planning and delivering provision.
Eliminating discrimination, harassment or victimisation	The service takes necessary action to eliminate discrimination, harassment or victimisation of pupils referred to the service.
Equality of opportunity between different groups	The service does not differentiate between pupils referred to the service. All pupils are treated equally and different groups are given the same access of opportunity to any services provided
Fostering good relations	The service promotes fostering good relationships between pupils and staff

**6. [Have you identified any data gaps in relation to the relevant protected characteristics and relevant parts of the duty?](#) If so, how will these data gaps be addressed?**

<b>Gaps in data</b>	<b>Action to deal with this</b>
There is significant data being collected. Recently a central database has been created to gather this information that contains the above information but also information on: the lead professional; other professionals/ teams working with the pupil e.g. Child and Adolescent Mental Health Service (CAMHS), Targeted Youth Support (TYS), Families in Need (FIN), etc; the year group of the pupil; whether a Common Assessment Framework (CAF) exists or not; and whether there is input from social care teams/ Looked After Children team.	To continue with data collection using this new central database- and include equalities elements within the data collection, reporting and monitoring.

### **SUMMARY OF THE KEY FINDINGS**

**7. Set out the key findings from the equality impact needs analysis of the service/ function/ policy. Key questions to consider when completing this section:**

- *Are there findings of unlawful discrimination?*
- *Can you address any identified adverse impact?*
- *Can you mitigate any negative impact?*
- *Please provide rationale if you are unable to address any adverse impact.*
- *Have you identified any ways of advancing equality in this area? For example, meeting diverse needs?*
- *Is there a need for any actions to promote understanding between different protected groups?*

The EIS team's programme of work equally supports pupils from all ethnic backgrounds, social groups, geographical location, genders, faiths, religious beliefs and the other key priorities.

### **CONSULTATION ON THE KEY FINDINGS**

**8. What consultation have you undertaken with stakeholders or critical friends about the key findings? What feedback did you receive as part of the consultation?**

The EINA has been developed by the Acting Strategic Head of Alternative Provision who has consulted fully with team members. The EINA has also been sent to the Assistant Director for Protection and Early Help and it will be signed off by the ECCS Equalities Working Group.

### **ACTION PLANNING**

**9. What issues have you identified that require actions? What are these actions, who will be responsible for them and when will they be completed?**

<b>Issue identified</b>	<b>Planned action</b>	<b>Lead officer</b>	<b>Completion Date</b>
Venue	Looking at suitable venues for disabled	Geraldine Herage	April 2013

	young people		
Data collection, reporting and monitoring	Collect equalities data using the new central database which can then be reported and monitored	Geraldine Herage	April 2013
Future shape & delivery of Alternative Provision services	Strategic Planning between Kingston & Richmond	Geraldine Herage	April 2013

**MONITORING AND REVIEW**

- 10. How will the actions in the action plan be monitored and reviewed? For example, any equality actions identified should be added to business, service or team plans and performance managed.**

Via the team meeting and the team plan.
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**PUBLISHING THE COMPLETED ANALYSIS**

- 11. When completed, the equality impact and needs analysis should be approved by a member of DMT and published on the Council’s website. Please provide details below:**

<b>Approved by</b>	Rob Henderson
<b>Date of approval</b>	
<b>Date of publication</b>	

**DECISION-MAKING PROCESS**

- 12. Has a copy of this EINA or summary of key findings been provided to key decision-makers to help inform decision making, for example as an appendix to a Cabinet or Committee report?**

- If so please provide the details including the name of the report, the audience i.e. Cabinet/ Committee, the date it went, and the report author.
- Please also outline the outcome from the report and details of any follow up action or monitoring of actions or decision taken:

N/A
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