

Where do you work?
Service Area: Support for Inclusion
Directorate: ELLL

(a) This EIA is being completed for a...

Service/ Function	Policy/ Procedure	Project	Strategy	Plan	Proposal
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X

(b) Please name and describe below...

This assessment addresses the proposal to reorganise the provision for pupils educated within the Home Education and Engage service provisions (Education Other than at School – EOTAS) which is a key recommendations of the Inclusion Review undertaken by the council in 2014.

(c) It was initially screened for relevance to Equality and Diversity on ... 24-09-2015

(d) It was found to be relevant to...

Age	x	Race	x
Disability	x	Religion or belief.....	x
Gender reassignment	<input type="checkbox"/>	Sex	x
Marriage & civil partnership	<input type="checkbox"/>	Sexual orientation.....	<input type="checkbox"/>
Pregnancy and maternity	x	Welsh language.....	x

(e) Lead Officer

Name: Hayley Lervy
Job title: Co-ordinator, Support for Inclusion
Date: 05.10.2015

(f) Approved by Head of Service

Name: Andrew Thomas
Date: 05.10.2015

Section 1 – Aims:

Briefly describe the aims of the function, service, policy, procedure, strategy, plan, proposal or project:

What are the aims?

Proposing to change the way education is delivered to pupils who are currently taught outside of the school setting but within the county borough of Neath Port Talbot.

Who has responsibility?

Director of Education Leisure and Lifelong Learning, Head of Transformation and the Co-ordinator, Support for Inclusion.

Who are the stakeholders?

The main stakeholders are teachers, teaching assistants and youth workers within the authority's Home Education and Engage service areas, school staff, pupils and parents.

Section 2 - Information about Service Users:

Please tick what information you know about your service users and provide details / evidence of how this information is collected.

Age	x	Race	x
Disability	x	Religion or belief.....	x
Gender reassignment	<input type="checkbox"/>	Sex	x
Marriage & civil partnership	<input type="checkbox"/>	Sexual orientation	<input type="checkbox"/>
Pregnancy and maternity	x	Welsh language.....	x

What information do you know about your service users and how is this information collected?

The above gives information on pupils currently within the service areas at the time of this assessment. In addition to this the authority holds information on all of its pupils, which is not included within this assessment.

Age

Pupils -The proposal relates mainly to secondary pupils aged 11 – 16 plus a small number of primary pupils. At the present time there are 45 pupils (41 secondary and 4 primary) receiving their education outside of the school setting and being delivered by Neath Port Talbot.

Staff – There are recorded at the time of this assessment 25 staff members and their ages range from 31 to 70. .

Disability

Pupils -. Any pupil with a disability is assessed on an individual basis and relevant modifications, adaptation or reasonable adjustments are made, where applicable, to how education is to be provided, this is the case for all types of disabilities. There is no pupil currently educated out of school with a physical disability that would mean adaptations being made to their substantive school.

Staff – The Council does not have a record of any staff member within the Home Education Service and Engage having a disability

Race

Pupils –. Both service areas are inclusive for pupils of all ethnic groups and ethnicity is not a criterion under the councils Schools Admissions Policy.

The Pupil Level Annual School Census (PLASC) data for January 2015 shows that Black, Minority Ethnic (BME) pupils within the service areas represent 0% of the pupil cohort.

Staff –. The Council is not aware of any BME staff within the defined service areas although 3 members of staff have elected to choose the option of 'prefer not to say'.

Religion or belief

Pupils–Data held is according to what individuals have chosen to disclose. Religion or belief is not a criterion under the Council's School Admissions Policy. Records show that 19 pupils have reported their religion/belief. Out of these 19 pupils, 5 pupils have confirmed their religion/belief as Christian, 3 pupils have stipulated Church in Wales and 11 pupils have chosen to state they have no religion.

Staff – Data held is according to what individuals have chosen to disclose. The Council does not hold this data for the staff within the Home Education Service or Engage.

Sex

Pupils – Both service areas admit both boys and girls. There are currently 27 male pupils and 18 female pupils.

Staff – The Council employs both male and female staff. There are currently 8 male member of staff and 19 female members of staff.

Pregnancy and maternity

Pupils – One pupil is currently pregnant.

Staff – The Council is not aware of any staff member being pregnant and none are on maternity/paternity leave.

Gender reassignment

Pupils – Data held is according to what individuals have chosen to disclose. No data is held for pupils current educated outside of the school setting.

Staff – Data held is according to what individuals have chosen to disclose. No data is held for staff employed within the service areas.

Marriage and civil partnership

Pupils – this characteristic is not applicable due to the age of the pupils.

Staff – Human Resources records show that the service area has 14 married / 6 single / 3 partnered / 2 divorced members of staff.

Sexual Orientation -

Pupils – Data held is according to what individuals have chosen to disclose. No data is held for pupils within these service areas.

Staff – Data held is according to what individuals have chosen to disclose. No data is held for staff in these service areas.

Welsh language

Pupils – Schools are both English-medium and Welsh medium, pupils will be taught in accordance with parental preference.

Staff – Human Resources records show that the service areas have 2 Fluent; 2 Welsh Learner; 7 Little or no knowledge and 14 prefer not to say.

Information is collected annually by the Council in respect of pupil and school data through various means such as the Data Unit, School Admissions, School and Family Support Team, Additional Learning Needs Support Team etc.

Data used for completing Section 2 includes:
 PLASC data as at January 2015
 NPTCBC HR records
 School pupil records
 Staff HR records

Any Actions Required?

Continue to check and monitor data held against the protected characteristics.

Section 3 - Impact on Protected Characteristics:

Please consider the possible impact on the different protected characteristics. This could be based on service user information, data, consultation and research or professional experience.

	Positive	Negative	Neutral	Needs further investigation
Age	➔ <input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Disability	➔ <input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Gender reassignment	➔ <input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Marriage & civil partnership	➔ <input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Pregnancy and maternity	➔ <input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Race	➔ <input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Religion or belief	➔ <input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Sex	➔ <input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Sexual orientation	➔ <input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Welsh language	➔ <input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>

Thinking about your answers above, please explain in detail why this is the case? including details of any consultation (and/or other information), which has been undertaken to support your view?

The proposal has a neutral impact on pupils, as they will continue to receive an education based on their individual needs. Views from schools and pupils, both as part of the Inclusion Review and in the process of planning the proposed reorganisation, have been taken. Whilst there may be a positive impact for some, overall the impact will be neutral.

The proposal intends to reorganise how education to these pupils is delivered. It is proposed to educate all children in their substantive school providing a bespoke education according to the individual needs of the pupil. Consultation undertaken to date, with pupils and schools, indicates that under current arrangements achievement and reintegration is limited. The proposal sets out a continuum of support which will enable schools to provide for all pupils. The Council specialist services will work in partnership with its schools, to focus on prevention and early intervention, in order to meet the needs of vulnerable children and young people and to ensure the best possible outcomes.

All pupils within the service areas will be reintegrated, over a period of at least a term, into their mainstream school. Where the pupil has no mainstream school, the appropriate school will be identified in accordance with the Council's School Admissions Policy. All schools are inclusive for pupils and staff of all ethnic groups. School data at the start of 2015 indicated two pupils are classed as being from Other Mixed Background.

The proposal does not intend to make any changes to Council policies currently applicable to the pupils and staff, although it is recognised that the proposal could reduce the number of staff required when pupils are fully reintegrated into their substantive school.

All schools have been assessed for access and have accessibility plans. Where schools are largely inaccessible, making the school non-compliant, the situation is monitored so that no individual is disadvantaged and works will take place where necessary. At present no individual in these service areas is disadvantaged due to accessibility. Council related policies and equalities legislation apply to any individual with a disability whether that be a pupil, staff member, governor or school visitor.

What consultation and engagement has been undertaken (e.g. with the public and/or members of protected groups) to support your view?

The proposal is in its formative stage therefore it will be subject to full consultation with stakeholders including, Trade Unions, Children and Young Peoples Education Board, Schools Forum, service staff, primary and secondary schools, governors, pupils and parents.

Post Consultation

Consultation has highlighted the need that pupils that are medically unable to attend school should receive their education at home, provision must take into account their condition, the potential on their immune system and offer the continuity of teaching that would be provided within the mainstream school.

Any actions required (to mitigate adverse impact or to address identified gaps in knowledge)

To develop within the service a provision for pupils with significant and severe medical needs.

Section 4 - Other Impacts:

Please consider how the initiative might address the following issues.

You could base this on service user information, data, consultation and research or professional experience (e.g. comments and complaints).

Foster good relations between different groups	Advance equality of opportunity between different groups
Elimination of discrimination, harassment and victimisation	Reduction of social exclusion and poverty
<p>Please explain any possible impact on each of the above.</p>	
<p>The Council aspires to deliver an inclusive education service. All schools have policies in place to prevent discrimination, harassment and victimisation both for the benefit of pupils and school staff.</p>	
<p>The Council tackles poverty and social exclusion through various initiatives including breakfast clubs, free school meals, nurture groups, family learning, Flying Start, Communities First Projects, Catch-up (funded through Pupil Deprivation Grant).</p>	
<p>What work have you already done to improve any of the above?</p>	
<p>The Council undertook an Educational Inclusion Review in 2014; this proposal forms part of the recommendations and actions to be implemented.</p>	
<p>Is the initiative likely to impact on Community Cohesion?</p>	
<p>The Council aspires to deliver an inclusive education service that amongst other things celebrates diversity. Pupils being taught within their school or receiving an education planned by the school around the needs of the pupil will improve educational standards and pupil well-being; raising pupils' levels of awareness of self and others which, in turn, will help support and encourage children and young people to become good citizens and role models within their community. The ethos of respect will be promoted by the staff at the school.</p>	
<p>How will the initiative treat the Welsh language in the same way as the English language?</p>	
<p>Should pupils, whose substantive school is Welsh medium, return to a school setting, they will return to that school and be taught through their language of preference.</p>	
<p>Actions (to mitigate adverse impact or to address identified gaps in knowledge).</p> <ul style="list-style-type: none"> ● 	

Section 5 - Monitoring arrangements:

Please explain the arrangements in place (or those which will be put in place) to monitor this function, service, policy, procedure, strategy, plan or project:

Monitoring arrangements:

By the Council via data received from each school, together with reports from School Improvement Officer Core Visits and Estyn Inspection reports. Monitoring will be undertaken by the Headteacher and Governing Body.

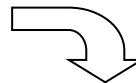
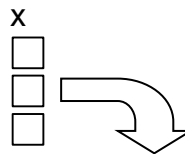
Annual monitoring will also take place via a formal consultation process and be reported to the Director, Education, Leisure and Lifelong Learning.

Actions:

Section 6 – Outcomes:

Having completed sections 1-5, please indicate which of the outcomes listed below applies to your initiative (refer to guidance for further information on this section).

- Outcome 1: Continue the initiative...
- Outcome 2: Adjust the initiative...
- Outcome 3: Justify the initiative...
- Outcome 4: Stop and remove the initiative...



For outcome 3, detail the justification for proceeding here

Section 7 - Publication arrangements:

On completion, please contact the Corporate Strategy Team for advice on the legal requirement to publish the findings of EIAs.

The proposal requires an Equality Impact Assessment, the findings will be used to inform and shape the formal consultation process. Findings will be published as part of the consultation document and where necessary in documents required under the closure process.

Action Plan:

Objective - What are we going to do and why?	Who will be responsible for seeing it is done?	When will it be done by?	Outcome - How will we know we have achieved our objective?	Progress
Consult on the proposal	Director of ELLL, Head of Transformation and Co-ordinator for Inclusion, Manager School and Family Support Team	November 2015	Decision to implement the proposal at the conclusion of the process	On-going until implementation or abandonment of the proposal