

Equality Impact Assessment

Stage 1 Details of the proposal

Name of service Directorate	Education, Early Start and Prevention (Barnsley Alliance for Schools) Children's Services
Name of officer responsible for EIA Name of senior sponsor	Head of Education and Partnerships
Description / purpose of proposal	Barnsley Education Improvement Strategy (2022-24)
Date EIA started	1 st April 2022
Assessment Review date	31 st March 2023

Stage 2 - About the proposal

What is being proposed?	The Borough's latest Education Improvement Strategy (2022-23) has been developed for approval and adoption by Cabinet
Why is the proposal required?	This Strategy has been formulated as part of the Council's statutory responsibility for ensuring school improvement in the Borough and to maintain the development of a coherent and inclusive local education system which meets the aspirations of young people and champions disadvantaged and vulnerable young people as we recover and renew following the ending of Covid-19 restrictions upon learning

What will this proposal mean for customers?	Please see above.
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Stage 3 - Preliminary screening process

Use the <u>Preliminary screening questions</u> to decide whether a full EIA is required
<input checked="" type="checkbox"/> Yes - EIA required (go to next section) <input type="checkbox"/> No – EIA not required (provide rationale below including name of E&I Officer consulted with)

Stage 4 - Scoping exercise - What do we know?

Data: Generic demographics
What generic data do you know?
Underlying data used to ensure equality of provision will include the Schools Census, pupil rolls, Department for Education statistical releases and the Borough Profile

Data: Service data / feedback
What equalities knowledge do you already know about the service/location/policy/contract?
Please see above

Data: Previous / similar EIA's
Has there already been an EIA on all or part of this before, or something related? If so, what were the main issues and actions it identified?
Previous versions of the Education Improvement Strategy have included an EIA. No issues were identified requiring remedial action particularly as the Public Sector Equality Duty continues to apply to academies

Data: Formal consultation
What information has been gathered from formal consultation?

Information and data gathered for the purpose of embedding the strategic priorities of the Strategy include the number and category of education settings in the Borough; categories of pupils (including special educational needs, pupil premium and other funding factors including deprivation and English as a second language) together with Ofsted judgements and inspections of schools and attainment

Stage 5 - Potential impact on different groups

Considering the evidence above, state the likely impact the proposal will have on people with different protected characteristics

(state if negative impact is substantial and highlight with **red text**)

Negative (and potentially positive) impacts identified will need to form part of your action plan.

Protected characteristic	Negative ' - '	Positive ' + '	No impact	Don't know	Details
Sex					None anticipated
Age					None anticipated
Disabled <i>Learning disability, Physical disability, Sensory Impairment, Deaf People, invisible illness, Mental Health etc</i>					This matter will be the focus of our developing local 'offer' to children and young people with special educational needs, including disabilities
Race					Targeted support and intervention will continue to be provided to children and young people in need of additional help
Religion & Belief					As above
Sexual orientation					As above
Gender Reassignment					As above
Marriage / civil partnership		N/A			
Pregnancy / maternity		N/A			

Other groups you may want to consider

	Negative	Positive	No impact	Don't know	Details
Ex services					Targeted support and intervention will continue to be provided to children and young people in need of additional help as part of the Armed Forces Covenant
Lower socio-economic					Targeted support and intervention will continue to be provided to children and young people in need of additional help
Other ...					-

Stage 6 - BMBC Minimum access standards

If the proposal relates to the delivery of a new service, please refer to the Customer minimum access standards self-assessment (found at)

If not, move to Stage 7.

Please use the action plan to ensure that reasonable adjustments for disabled people.

Not yet live

- ☐ The proposal will meet the minimum access standards.
- ☐ The proposal will not meet the minimum access standards. –provide rationale below.

Stage 7 – Action plan

To improve your knowledge about the equality impact . . .

Actions could include: community engagement with affected groups, analysis of performance data, service equality monitoring, stakeholder focus group etc.

Action we will take:	Lead Officer	Completion date
Analysis and follow up action from publication of education outcomes and inspection of schools and settings in the Borough	Head of Education and Partnerships	March 2023
Engaging with all groups of young people and their families particularly the Youth Council, Care4Us Council and SEND Youth Forum, together with other specific initiatives including the annual <i>Make Your Mark Survey</i> and National 'Takeover' Challenge	Head of Education and Partnerships	March 2023

To improve or mitigate the equality impact . . .

Actions could include: altering the policy to protect affected group, limiting scope of proposed change, reviewing actual impact in future, phasing-in changes over period of time, monitor service provider performance indicators, etc.

Action we will take:	Lead Officer	Completion date
Pulse surveys and further consultation	Head of Education and Partnerships	March 2023
Identifying, disseminating and introducing best practice	Head of Education and Partnerships	March 2023
To ensure all schools implement coherent and consistent policies relating to accessibility to the National Curriculum, attendance and exclusions	Head of Education and Partnerships	March 2023

To meet the minimum access standards . . .(if relevant)

Actions could include: running focus group with disability forum, amend tender specification, amend business plan to request extra 'accessibility' funding, produce separate MAS action plan, etc.

Action we will take:	Completion date
<div style="position: relative; height: 100px;"> <div style="position: absolute; top: 0; left: 0; width: 100%; height: 100%; background: white; border: 1px solid black; transform: rotate(-15deg); transform-origin: center; display: flex; align-items: center; justify-content: center; font-size: 2em; font-weight: bold; color: red;"> Not yet live </div> </div>	

Stage 8 – Assessment findings

Please summarise how different protected groups are likely to be affected

Summary of equality impact	All children already benefit from universal education. However, the promotion of inclusion and closing the gap in education outcomes between all disadvantaged and vulnerable groups of children compared to peers will be a centrepiece of the Strategy as we recover and renew from the ending of Covid restrictions
Summary of next steps	The Strategy will continue our commitment to ensuring the aspirations of children and young people are met. For those individual or groups of children who require additional help, targeted intervention will enable them to achieve their potential and enhance their life chances

Signature (officer responsible for EIA) Date

**** EIA now complete ****

Stage 9 – Assessment Review

(This is the post implementation review of the EIA based on date in Stage 1 if applicable)

What information did you obtain and what does that tell us about equality of outcomes for different groups?