Equality Impact Assessment (EIA)

Access Service Allocation of Support

Equality impact, needs and requirements assessment form

Please use this form to record your findings, proposed actions, equality objectives and targets. Use the guidance notes to help you do the assessment or contact the Equality Standard Project Manager if you need some advice

About the policy, practice, service or function you are assessing

Name of policy, practice, service or function: **ACCESS SERVICE ALLOCATION OF SUPPORT**

Assessment team leader name: **Rajesh Lall**

Date of assessment:

Department responsible**:   LEARNING**   Service Area: **Children & Young People's Department**

Other members of assessment team:

Name	Position	Area of expertise	Comments
Rajesh Lall	Education Officer	Head of Service	
Sheila Kondras	Senior Achievement Co-ordinator	English as an Additional Language	
Tania Sanders	Primary Achievement Co-ordinator	English as an Additional Language	
Maureen Rhule	African Caribbean Co-ordinator	African Caribbean support	
Lorna Simpson	African Caribbean support	African Caribbean mentoring support	
Paula Nightingale	Language Support teacher	English as an Additional Language	
Liz Woodcock-Jones	Language Support teacher	English as an Additional Language	
Hoen Joslin	Language Support Teacher	English as an Additional Language /Mandarin	

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Mo Pickering-Symes	Language Support Teacher	English as an Additional Language/Japanese	
Roger Fallon	Language Support Teacher	English as an Additional Language/Japanese	
Robin Bryden	Language Support Teacher	English as an Additional Language	
Annette Wright	0.5 Language Support Instructor	English as an Additional Language	
Kuldip Vasdev	Bilingual Instructor	Panjabi/Urdu	

Question	Response/ findings
What are the main aims and objectives or purpose of the policy, practice, service or function that you are assessing?	The Access Service is committed to working in partnership with schools to improve curriculum access and raise standards in order to provide equality of outcome for pupils from minority ethnic backgrounds and pupils for whom English is an additional language. This includes the management and delivery of the Ethnic Minority Achievement Grant (EMAG) and other specific grants in partnership with schools in the city and the county.
Who implements, carries out or delivers the policy, practice, service or function? Please state where this is more than one person, team, department, or body – and include any outside organisations who deliver under procurement arrangements	• Support for minority ethnic/ EAL pupils in the City of Derby is primarily delivered within the context of EMAG funding arrangements and guidance, National Improvement Strategies and Every Child Matters outcomes framework. • Support in the city is provided through a combination of devolved and targeted EMAG formula funding, time-limited central peripatetic support, additional formula funding for new arrivals and a wide range of professional training opportunities and differentiated resources development. The service is co-ordinated through the Education Officer/Achievement Co-ordinators. • Support is routinely delivered in liaison with school improvement consultants, educational psychologists, School Improvement Officers, targeted parents as necessary and other appropriate agencies. Derby City is the lead authority for Derbyshire Local Authority on the basis of a defined Service Level Agreement for EAL provision.

Question	Response/ findings
Who is affected by the policy, practice, service or function, or by how it is delivered? Such as, who are the external and internal customers, groups, or communities?	A very wide range of minority ethnic and EAL pupils have access to central service provision supported by targeted and demand lead grants. We are, however, increasingly prioritising support to ensure that vulnerable and/or underachieving groups of children and young people are appropriately supported. In accordance with this, our key actions are targeted towards priority minority ethnic groups as follows: **New Arrivals** To improve integration and outcomes through a range of practical strategies including intensive training, support and resources in addition to additional funding allocations. **Black Caribbean Pupils** Raising attainment through a range of targeted support in partnership with schools including mentoring, behaviour support, tracking, in class support and Key Stage 2/3 transition. **Pakistani Pupils** Raising attainment through a range of targeted in class support and training to develop the academic skills of pupils at a formative language stage and those of advanced bilingual learners across all key stages. Grant support is provided to a range of eligible Supplementary Language Classes by the City Council to enable minority communities to develop structured opportunities to pass on language and cultural values to their children.
Response/findings	

Question	Response/ findings
What outcomes do we want to achieve, why and for whom? For example, what do you want to be providing, how well, what changes or improvements, and what should the benefits be for customers, groups or communities?	The most important outcome is that all minority ethnic pupils have equal access to the curriculum through targeted support provided by EMAG teams in schools and the Central Peripatetic Team. Individual EMAG staff in schools, in consultation with mainstream colleagues, identify a minimum number of pupils in need of specific support and each targeted pupils will have a minimum 'Pupil Achievement Profile' to enable review of support and pupil progression. In addition, EMAG teams in schools identify and support specific aims in School Development Plans, such as increasing the number of 5A*-Cs to be attained by specific underachieving groups, increasing the access of parents of minority ethnic pupils to parents' evenings, or closing identified attainment gaps regarding gender and ethnic minority groups at different key stages. Every EMAG funded school completes a Support Rationale, outlining where support will be allocated and why and the number of activities supporting parents.

What existing or previous inspections of the policy, practice, service or function are there? For example, Best Value Inspections, policy reviews, research into the effects of a policy or practice. **What did they tell you?**	A review of provision for pupils for whom English is an additional language in Derbyshire was carried out in 2005 by officers from both the City and the County. Derby City's Access Service has provided an EAL Service to Derbyshire LA since unitary status in 1997. The Ethnic Minority Achievement Grant funds the service. The review team considered a number of areas including value for money and use of funds against agreed definition, projected overspends, the range of service activities and the business management of EAL support to Derbyshire. Following the review, this provision is provided on the basis of a Service level Agreement, a defined budget allocation and an EAL support protocol and action plan in partnership with Derbyshire LA. JRS (Self Review) Summer 2004 – overall grade 3 Ofsted reports indicate that support staff for pupils learning English as an additional language make a valuable contribution to pupils' learning and that these pupils are well supported in lessons. A review of the City Council's provision for Supplementary Language Classes was undertaken during the autumn term 2004. This included an extensive community consultation to assess the increasing demands for funding and the process of grant distribution. A new funding model was approved by Cabinet in March 2005 following the review. The new funding model is based on pupil numbers with provision for the rental costs where organisations have to use alternative premises (normally schools), and a reserve for new groups coming forward. The grant distribution is more transparent and equitable with emphasis being on pupil numbers in line with funding principles.

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Identifying potential equality issues and factors	
Question	**Response/ findings**
What do you already know about the equality impact or need? For example, from research, feedback, consultation or any performance monitoring	Performance of identified underachieving groups at Key Stages 2,3 & 4 is analysed by gender and ethnicity and compared with our statistical neighbours. PLASC data is broken down by ethnicity and gender at all key stages. Tracking and monitoring of progress of new arrivals through Annual Progress data from EMA teams in schools shows that the majority of these pupils are making good progress. Tracking and monitoring of the progress of supported pupils from underachieving groups through Annual Progress data provided by EMA teams in schools. Database on new arrivals highlights schools in most need of support and additional languages needed for translations. Visits to schools carried out by Access Service Achievement Co-ordinators. Impact assessments carried out by Achievement Co-ordinator and heat teachers.
Question	**Response/ findings**

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Is there any evidence of higher or lower take up under the policy or practice, or of the service or function for any particular groups? For example, who uses the service, who doesn't and why not?	Increased uptake by pupils from the EU Accession States – particularly Polish pupils and Czech and Slovak Roma Annual Data on the number and ethnic backgrounds of new arrivals New EMAG formula 07/08 Vulnerable Children's Grant (monitoring data) Schools' Forum Funding.

Have there been any important demographic changes or trends locally? For example is the population changing, and if so, how and what might that mean for the service or function?	A variety of linguistic, cultural and religious heritages are represented in Derby. Significant minorities include the Pakistani, Indian and African-Caribbean communities. Over 50 languages are represented in the city including Panjabi, Urdu, Hindi, Chinese, Bosnian, Japanese and Polish, together with a range of African and European languages. Since 2001 this diversity has been enhanced with the arrival of new asylum seekers/refugees from a broad range of countries. Still more recently, an unpredictable pattern of new arrivals with little or no English largely from the EU Accession States appears to be emerging. Our 2007 PLASC information outlines the following: Overall pupil ethnicity 26.6% - an increase of 5% since 2004 EAL pupils 14.7% 50+ languages Pakistani 9%; Indian 4.4%; Black Caribbean 1.3%; White and Black Caribbean 2.6%; Gypsy Roma 0.2%; Irish Traveller 0.1%

Question	**Response/ findings**
Is there an indication that any of the policies or practices involved with the service or function creates particular problems or difficulties for any groups of customers or communities?	There are no such indications. All requests for EAL support are dealt with on a needs basis.

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What information or data exists? For example, statistics, customer feedback, complaints, research, monitoring – who keeps it and can you get hold of it?	PLASC data National Ethnicity Data Statistical neighbours data Annual Pupil Progress returns Annual Reports from EMAG funded schools Headteachers' comments in the Annual Report Comments from pupils Parental evaluations following the June 07 Conference 'Educating our Black Children 2: empowering them to succeed' and the Oct 2005 Conference : Education of Black Children : learning from success
Question	**Response/ findings**
Do any equality or diversity objectives already exist? If so, what are they and what is current performance like against them?	The focus of work supported by the Ethnic Minority Achievement Grant has always been improving outcomes for vulnerable and underachieving groups. Diversity and equality objectives are outlined in the Council's Equality and Diversity Plan Aims and objectives of the Children and Young People's Plan.

Is the service having a positive or negative effect on particular people in the community, or particular groups or communities?	The effect is generally positive as supported by comments made in Ofsted school inspections, by feedback from schools in the Annual Report, during school visits and impact assessments with head teachers. There are some service capacity issues and one of the main areas for development continues to be building capacity in schools. It is also difficult to find appropriately qualified people from certain minority ethnic groups. The two recent Black Achievers' Conferences have had a very positive impact as outlined in all the evaluations from parents and other attendees.

Collecting the information and data about how the policy, practice, service or function, impacts on communities

Please record your information and data in this table and think about:

what information or data you will need
using both quantitative and qualitative data
making sure that where possible there is information that allows all perspectives to be considered
identifying any gaps in the information/ data and what it can tell you

Data or information	When and how was it collected?	Where is it from?	What does it tell you? You need to consider all six equality strands where you can	Gaps in information
Customer feedback and complaints	Annual Reports School visits	Schools	Training needs Recruitment of appropriate bilingual support	
Consultation and community involvement	SLC Formula distribution	Headteachers Supplementary schools	Inadequate funding for levels of staffing.	

Performance information including Best Value	Pupil attainment data JRS 2004 Progress reports	Department for Children and Families. Schools	Attainment gap for certain underachieving groups at all key stages by ethnicity and gender.	
Take up and usage data	Annual Progress reports on all underachieving groups.	Data provided by the Central Peripatetic Team and EMAG teams in schools	New Arrivals in Secondary and Primary schools are generally well supported and making good progress.	
Comparative information or data where no local information				
Census, national or regional statistics	Statistical neighbours data	Department for Children and Families.	That in relation to our statistical neighbours pupils from underachieving groups are performing better, or in line with our statistical neighbours.	
Access audits or assessments such as DDA assessments				

Workforce profile	Support Rationales Evaluations Annual Reports	From schools when competing the rationales and reports and from training sessions	Informs us of the number of teachers and teaching assistants from minority ethnic groups accessing training, or who are employed by the service.	
Where service delivered under procurement arrangements – workforce profile for deliverers	N/A			
Monitoring and scrutiny outcomes	Support Rationales Annual Reports Timetables Formula funding Impact assessments	Schools Monitoring of EMAG staff and the Central Peripatetic Team	Informs us of the amount of support particular groups are accessing and of what type. Informs us of the progress made by those pupils being supported through EMAG funding.	

Analysing the information and data and setting equality objectives and targets

Please give your detailed findings in this table

Service or function	Policy or practice	Findings	Which groups are affected and how	Whose needs are not being met and how?
The Access Service	Age	Every effort is made to ensure that the service meets the needs of minority ethnic groups in schools from Foundation Stage through to Year 11.		Currently, there is not enough money, or capacity available to support pupils post 16 who may have need of support.
	Disability	As above and special requirements are dealt with on a one to one basis in partnership with the relevant service.		
	Ethnic origin	As above	Roma children also receive additional support through the Access Service and the performance of these pupils is rigorously monitored.	

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	Gender	As above	All minority ethnic groups.	
	Religion or belief	As above	All minority ethnic groups	Not monitored
	Sexual orientation	As above	All minority ethnic groups	Not monitored

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Objectives - process, impact or outcome based

Please give your proposed objectives/ targets in this table

Objective/Target:	Design an exit questionnaire to be given to new arrivals.
Specific	In consultation with members of the Central Peripatetic Team, design an exit questionnaire to be given to new arrivals at the point where support is withdrawn. The questions are to be designed so as to elicit specific information related to age, gender, disability, race, ethnic origin and sexual orientation.
Measurable	Questionnaire to be implemented April 08
Achievable	To be included in the Business Plan 2008 -2009
Relevant	Will provide additional information regarding new arrivals which will help with smooth integration of new arrivals into the school system
Timed	Versions of the questionnaire to be trialled in the spring term 2008

Objective/Target:	Increase parental involvement of members of different minority ethnic communities in schools attended by their children
Specific	African Caribbean achievement pilot focusing on increasing parental involvement in one targeted school
Measurable	By the end of the summer term 2008
Achievable	Included in the Business Plan 2006/2007 & 2007/2008
Relevant	This is strand three of the Pilot : partnership with parents, carers and the community
Timed	The results of the pilot will be assessed at the end of the summer term 2008

Monitoring and reviewing - incorporating into performance management

Please summarise your objectives and targets in this table with your proposed monitoring and reporting arrangements

Objective	Planned action	Target performance			Responsible lead officer	Reporting cycle, for example, quarterly
		2007/08	**2008/09**	**2009/10**		
Design an exit questionnaire to be given to new arrivals.	**Consultation with Central Peripatetic Team to take place during team meetings on 8 Oct 07, 12 Nov 07. Review of questions at team meeting 10 Dec 07.**	**Designing, trialling and implementing the questionnaire**	**Using information from the questionnaire to inform lesson planning and induction for new arrivals**	**As 08/09**	**Rajesh Lall**	**Termly**
Increase parental involvement of members of different minority ethnic communities in schools attended by their children	**Part of an on-going national project.**	**Diagnostic visit Audit RAP process Evaluation**	**Summer 2008 collating results nationally and disseminating information**		**Rajesh Lall**	**Termly updates to the Regional Advisor at Consultants' meetings.**

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