

Equality Impact Assessment (EIA)

Traveller Education Advisory and Support Team Service
Allocation

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: **Traveller Education Advisory and Support Team service allocation**

Assessment team leader name: Nigel Groom

Date of assessment: August 2007

Department responsible: School Development and Inclusion Service Area: CYPD, Learning Division

Other members of assessment team:

Name	Position	Area of expertise	Comments
Adem Repesa	Roma Support Teacher	Roma Support	

Helen Creedon	Senior Advisory Support Teacher Derby & S Derbys	Support Teacher	
Jan Thompson	Early Years Teacher (0.5)	Early Years	
Liz Moss	Advisory Support Teacher North Derbys	Support Teacher	
Jayne Shooter	Teacher Assistant	Support Staff	
Fiona Read	EWO Travellers	EWO	

Question	Response/ findings
<p>What are the main aims and objectives or purpose of the policy, practice, service or function that you are assessing?</p>	<p>The main aims are:</p> <ul style="list-style-type: none"> • To support schools, settings, Traveller families, other professionals and agencies, to ensure that Traveller children, young people, and their families, are confident users of the education system and receive their statutory entitlement to education and attain their full potential. • Work with other agencies such as Connexions and Sure Start to promote and support Traveller inclusion • Provide information and training to other LA professionals on legislation and inclusion • Represent the Council (and Derbyshire) as appropriate • Maintain and support national networks in support of national standards and exchange of information about pupil progress (record keeping) <p>The main objectives are:</p> <ul style="list-style-type: none"> • Increase the number of Traveller pupils accessing a school place • Achieve quick access of a school place for Traveller pupils • Strengthen still further TEAST data • Contribute towards improving the quality of centrally held LA data • Improve the attendance of children already registered at school • Monitor and contribute towards raising achievement

<p>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</p>	<p>The Derby and Derbyshire Traveller Education Advisory and Support Team (TEAST) is usually the first point of service contact with Traveller and Roma families. TEAST works with Traveller and Roma children and young people, their families, communities, schools, settings, and other LA and interagency partners. Work with other agencies such as Connexions and Sure</p>
<p>Question</p>	<p>Response/ findings</p>
<p>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?</p>	<p>The whole school workforce in Derby City and Derbyshire schools, Connexions, Sure Start</p>
<p>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?</p>	<p>See Aims and Objectives. The team supports education access, continuity, attendance, open and distance learning, achievement, and equalities and cultural diversity across the five outcomes for all Traveller children and young people.</p>
<p>Question</p>	<p>Response/ findings</p>
<p>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.</p> <p>What did they tell you?</p>	<p>There are no national BVI's set for Traveller education. There are Local PIs which are Rigorously monitored Previous LA Ofsted inspection</p> <p>85% achieved 2006/7</p>
<p></p>	<p></p>
<p>Identifying potential equality issues and factors</p>	<p></p>

Question	Response/ findings
<p>What do you already know about the equality impact or need? For example, from research, feedback, consultation or any performance monitoring</p>	<p>Equality Risk assessment form completed</p>
Question	Response/ findings
<p>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?</p>	<p>There is no evidence</p> <p>Those accessing the TEAST service are families with children /young people between the ages of 0 and 19. This reflects the community.</p>
<p>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?</p>	<p>There has been a recent influx of eastern Europeans to the area. This has resulted in increasing demand on the service. Extra funding has been provided by Schools Forum to increase support available.</p>
Question	Response/ findings

<p>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?</p>	<p>No specific or general policy issues are known The LA has a statutory responsibility under the 1944 Education act, and subsequent legislation, to ensure that Traveller children receive education. Various recent reports (Ofsted 1999, 2001) make it clear that Councils should monitor Traveller children's education. Traveller children are not excluded from the requirements of the Race Relations (Amendment) Act 2000, which includes them retrospectively in the 1976 Race Relations Act and makes it clear that in-service education, training and development, and race equality policies, should include Travellers (Ofsted 2003)</p>
<p>What information or data exists? For example, statistics, customer feedback, complaints, research, monitoring – who keeps it and can you get hold of it?</p>	<p>Data is maintained and used to inform strategic planning. Formal and informal feedback from children, young people, families, schools and colleagues recorded</p>
<p>Question</p>	<p>Response/ findings</p>
<p>Does any equality or diversity objectives already exist? If so, what are they and what is current performance like against them?</p>	<p>Our provision should follow and conform to all requirements of the various acts and legislation on race, sex, gender, disability, religion, ethnicity, age and human rights. Currently we do not measure our performance against them.</p>
<p>Is the service having a positive or negative effect on particular people in the community, or particular groups or communities?</p>	<p>The TEAST is well respected by schools and families and has a positive impact on raising awareness of the issues associated for travellers.</p>

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
Stakeholder feedback and complaints	Formally and informally Evaluations collated yearly?	Minutes of meetings, verbal responses,	Value of expertise of staff Areas for development to ensure high quality service for stakeholders.	Information on the six equality strands are not collected
Consultation and community involvement	Through regular contact with schools – HTs, and other stakeholder group members Multi agency group	Questionnaires Minutes of meetings, verbal responses, Steering group	Quality of service, identification of areas for development and links to school improvement	As above

There are no national BVI's set for Traveller education Performance Indicators Performance Eye	Local Performance Indicators	Current database	These do not specifically relate to the six strands	Information re six strands needs to be collected
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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?
TEAST	Age	Every effort is made to ensure that the service meets the needs of all travellers and any special requirements are dealt with on a one to one basis.	Children, young people and traveller families	None known – age is not monitored
	Disability	As above	As above	None known – disability is not monitored

	Ethnic origin	As above	As above Ethnic origin is monitored closely although there is under reporting.	Need to develop systems which counteract under reporting
	Gender	As above	Children, young people and traveller families	None known –It is not monitored
	Religion or belief	As above	Children, young people and traveller families	None known –It is not monitored
	Sexual orientation	As above	Children, young people and traveller families	None known –It is not monitored

Objectives - process, impact or outcome based

Please give your proposed objectives/ targets in this table

Objective/Target:	Redesign of stakeholder questionnaire to include questions on Equality Impact
Specific	Redesign questionnaire to provide better data on age, gender, disability, race, ethnic origin sexual orientation for all staff
Measurable	By April 08
Achievable	Will be designed and trialled as part of the Vision system
Relevant	Will provide additional relevant data.
Timed	Prototypes trialled until march 08, with implementation from April 08

Objective/Target:	Improve community consultation
Specific	Proactively engage stakeholders in planning objectives for the service
Measurable	Increase in the number of stakeholders engaged, increase feed back received
Achievable	Through business plan
Relevant	Consult with multiagency forum
Timed	Increase in stakeholder feedback by March 08

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
		2007/8	2008/9	2009/10		
Redesign of stakeholder questionnaire to include questions on Equality Impact	<i>Questionnaire to be developed to include questions on the impact of age, gender, ethnic origin, disability, race, sexual orientation on the service for stakeholders</i>	<i>Group set up to design, trial and edit questionnaire</i>	<i>Information collated from questionnaire used to inform strategic planning</i>	<i>Information collated from questionnaire used to inform strategic planning</i>	<i>Nigel Groom</i>	<i>Termly</i>
Improve community consultation	<i>Extend membership of Multi agency forum group</i>	<i>Group established and involved in consultations</i>	<i>Group established and actively involved in all consultations</i>	<i>Group established and actively involved in consultations</i>	<i>Nigel Groom</i>	<i>Annual</i>