

Equality Impact Assessment Forms for the Budget process



*Working for
Warwickshire*
...Putting People First

Warwickshire County Council

Equality Impact Assessment for Budget process

Directorate	Children Young People and Families
Service Area	Learning and Achievement
Policy/Service being affected	1.County Music Service 2. School Improvement 3. Healthy Schools 4. Extended Services 5. Transport
Is this an investment or proposed saving?	Saving
Is this proposed saving or investment directly linked to another i.e that an investment in a new or existing service relates to a saving in another area? If so please name the linked proposal.	No
Who is undertaking this assessment?	Mark Gore, Shearon williams
Date of this assessment	1 December 2010
Signature of completing officer (to be signed after the EIA has been completed)	
Name and signature of Head of Service (to be signed after the EIA has been completed)	
Signature of DMT Equalities Champion (to be signed after the EIA is completed and signed by the completing officer)	

A copy of the Equality Impact Assessment Report including relevant data and information to be forwarded to the Directorate Equalities Champion and the Corporate Equalities & Diversity Team

Form A1

INITIAL SCREENING FOR BUDGET DECISIONS – DO THEY HAVE ANY RELEVANCE OR POSE ANY RISK TO ANY OF THE EQUALITIES GROUPS?



High relevance/priority



Medium relevance/priority



Low or no relevance/ priority

Note:

1. Tick coloured boxes appropriately, and depending on degree of relevance to each of the equality strands
2. Summaries of the legislation/guidance should be used to assist this screening process

DEPARTMENT:	Relevance/Risk to Equalities																				
State the service or proposal being assessed:	Gender			Race			Disability			Sexual Orientation			Religion/Belief			Age			Priority status For EIA		
Learning and Achievement	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	✓			✓			✓					✓			✓			✓	✓		

For saving proposals complete form A2a below

For investment proposals complete form A2b below

Form A2a – proposed savings

Equality Impact Assessment

Please Explain

<u>Stage 1 – Scoping and Defining</u>	
(1) What are the aims and objectives of service where savings are to be made?	To promote higher levels of attainment and to narrow the gap between underperforming groups and the majority.
(2) How does the service fit with the council's wider objectives?	<ul style="list-style-type: none">• Raising attainment• Narrowing the Gap(which is a stated priority)

<p>(3) What would the expected outcomes of the service have been?</p> <p>Who would have benefited from the service and in what way?</p>	<p>The expected outcomes of the service is still to promote higher levels of attainment and to narrow the gaps however the proposed savings will reduce our capacity to support and will therefore place greater emphasis on schools.</p> <ol style="list-style-type: none"> 1. County Music Service – this is moving to a traded service and some cost will fall to parents. This will impact on disadvantaged families. 2. School Improvement – making a saving in this area will risk losing the focus on underperforming groups. This includes the ICSS provision. 3. Healthy Schools – Reducing the team that support schools will risk losing the ability to promote policies such as Inclusion, Anti-bullying. This will indirectly impact on all groups. 4. Extended Services – Cutting the central team will impact on our ability to monitor and support local commissioning by schools of extended services affecting all vulnerable groups. 5. Transport – We propose to make the charging policy more consistent <p>All young people accessing these service would have benefited.</p>		
<p>(4) Does this proposed saving have the potential to directly or indirectly discriminate against any particular group?</p> <p>Please identify all groups that are affected</p>	<p style="text-align: center;">RACE</p> <ol style="list-style-type: none"> 1. World music service, Cultural Music provision. 2. BME groups (particularly Black African boys and Dual Heritage Children.) New Arrivals, Asylum Seekers, and Community Languages. White working class boys. 	<p style="text-align: center;">AGE</p> <p>All young people who would have accessed these services</p>	<p style="text-align: center;">GENDER</p> <ol style="list-style-type: none"> 1. Getting boys into singing.

	RELIGION/BELIEF	DISABILITY	SEXUAL ORIENTATION
	<p>5. Young people who attend denominational schools will no longer receive subsidised travel outside of the set criteria if this is not the nearest priority school.</p> <p>Other – please specify</p> <p>1. Widening Opportunities – this will reduce opportunities for the most disadvantaged young people.</p> <p>2. This will further reduce our capacity to support all young people who are under-performing.</p>	<p>1. Reducing music therapy</p> <p>5. Young people with LDD/SEN needs will no longer receive subsidised travel.</p>	
<u>Stage 2 - Information Gathering</u>			
(1) What type and range of evidence or information have you used to help you make a judgement about the cut to this particular service?	<p>Detailed data of the performance of all groups of young people with the exception of sexual orientation. We have evidence that the support we have made to schools have impacted on outcomes. We recognise that if we take support away we reduce the capacity to narrow gaps.</p> <ul style="list-style-type: none"> • IDACI information • Attainment and Performance data • Locality data • Socio-economic indications (including FSM) and looking at Super Out-put areas. 		
(2) Have you been able to use any consultation data to help make this decision, if so what?	No		
<u>Stage 3 – Making a Judgement</u>			

<p>(1) From the evidence above is there any adverse or negative impact identified for any particular group?</p>	<p>Yes. RACE- World music service, Cultural Music provision. BME groups (particularly Black African boys and Dual Heritage Children.) New Arrivals, Asylum Seekers, and Community Languages. White working class boys. GENDER - Getting boys into singing. RELIGION/BELIEF -Young people who attend denominational schools will no longer receive subsidised travel outside of the set criteria if this is not the nearest priority school. DISABILITY- Reducing music therapy. Young people with LDD/SEN needs will no longer receive subsidised travel.</p>
<p>(2) If there is an adverse impact, can this be justified?</p>	<p>Universal services have been protected by the Government so specialist services provided by the Local Authority have to be targeted to meet the necessary saving measures. The proposals ensure that we can protect safeguarding services and meet our statutory duties for our most vulnerable young people,</p>

<p>(3) What actions could be taken or have been taken to reduce or eliminate negative or adverse impact?</p>	<p>We will continue to work with schools to encourage them to remain inclusive and meet the needs of the widest range of pupils. This will mean that some responsibilities will be transferred to schools and some services provided on a traded service basis.</p>																													
<p>(4) Is there any positive impact? Does it promote equality of opportunity between different groups and actively address discrimination?</p>	<p>We are able to protect funding for the Gypsy Roma Traveller group as they have been identified as a particular vulnerable group.</p>																													
<p><u>Stage 4 – Action Planning, Review & Monitoring</u></p>																														
<p>If No Further Action is required then go to – Review & Monitoring</p> <p>(1) Action Planning – Specify any action which could be taken to mitigate or eradicate negative or adverse impact on specific groups, including resource implications.</p>	<p>EIA Action Plan</p> <table border="1" data-bbox="779 751 2040 1206"> <thead> <tr> <th data-bbox="779 751 1032 831">Action</th> <th data-bbox="1032 751 1285 831">Lead Officer</th> <th data-bbox="1285 751 1538 831">Date for completion</th> <th data-bbox="1538 751 1792 831">Resource requirements</th> <th data-bbox="1792 751 2040 831">Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="779 831 1032 1094">We need to conduct lower level EIA's with specific services to identified real impact.</td> <td data-bbox="1032 831 1285 1094"></td> <td data-bbox="1285 831 1538 1094"></td> <td data-bbox="1538 831 1792 1094"></td> <td data-bbox="1792 831 2040 1094"></td> </tr> <tr> <td data-bbox="779 1094 1032 1126"></td> <td data-bbox="1032 1094 1285 1126"></td> <td data-bbox="1285 1094 1538 1126"></td> <td data-bbox="1538 1094 1792 1126"></td> <td data-bbox="1792 1094 2040 1126"></td> </tr> <tr> <td data-bbox="779 1126 1032 1158"></td> <td data-bbox="1032 1126 1285 1158"></td> <td data-bbox="1285 1126 1538 1158"></td> <td data-bbox="1538 1126 1792 1158"></td> <td data-bbox="1792 1126 2040 1158"></td> </tr> <tr> <td data-bbox="779 1158 1032 1206"></td> <td data-bbox="1032 1158 1285 1206"></td> <td data-bbox="1285 1158 1538 1206"></td> <td data-bbox="1538 1158 1792 1206"></td> <td data-bbox="1792 1158 2040 1206"></td> </tr> </tbody> </table>					Action	Lead Officer	Date for completion	Resource requirements	Comments	We need to conduct lower level EIA's with specific services to identified real impact.																			
Action	Lead Officer	Date for completion	Resource requirements	Comments																										
We need to conduct lower level EIA's with specific services to identified real impact.																														
<p>(2) Review and Monitoring</p> <p>State how and when you will monitor the impact of this proposed saving</p>																														

