

## Equality Impact Assessment – Level Two Full Assessment

<b>1</b>	<p><b>Evidence</b></p> <p><i>Please provide details of all evidence in relation to the policy/function relevant to equality issues, include details of any consultation undertaken as part of this stage and think carefully about what information is needed. The headings below are provided as reminders but are not an exhaustive list.</i></p> <p>The Ethnic Minority Achievement Service has not been restructured for more than 8 years. Over that period the nature and size of the population needing support has changed, with fewer new entrants to the Borough</p> <p>Over the last several years, government policy has been that funding and support should be delivered through front line services, schools, and also that services should be personalised.</p> <p>The restructure of the Ethnic Minority Achievement Service will enable the new Ethnic Minority Attainment Team (EMAT) to target need more effectively, and at the same time to focus support through front-line services and working in a more integrated way.</p> <p>The overall resource available to support minority ethnic children is largely unchanged, although the funding routes have developed in line with government policy.</p> <p>The main equality issue dealt with by Ethnic Minority Achievement Service, and in future EMAT, will be race; however, disability and gender issues will be addressed through the personalised delivery of services.</p> <p>Equality monitoring has been carried out over a period of several years, and is collated, analysed, and benchmarked against national averages, statistical neighbours, and geographical neighbours. This evidence shows that black minority ethnic children under attain at the end of Key Stage 2, 3 and 4 but that progress from their initial starting point is closely comparable to that of similar pupils from similar backgrounds nationally.</p> <p>The intention, therefore, is to focus support on ensuring that black minority ethnic pupils and their families get a good start, so that their attainment and needs and the progress they make will keep them in line with the population as a whole.</p> <p>Monitoring will continue and be extended via the School Improvement Partner Programme to ensure that the work of individual schools is supported and challenged in order to achieve the intended improved outcomes.</p> <p>Consultation has taken place on the reduced central budget. The feedback has been negative, but this was not informed by the detailed proposals that are now being made to ensure that the equality impact is positive overall.</p>
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Further consultation is now underway.

Barriers to access:

The EMAS has a good record of working with new pupils and families in accessing services provided by the local authority. This type of support will be retained with the new EMAT service.

The Ethnic Minority Achievement Service has provided school-based support, including support to individuals and to school staff. This work will continue but will be reconfigured with a smaller central team and be linked to greater flexibility for schools to target funding to meet needs at school level.

#### Information about the Borough

The 2001 census for Dudley shows that:

The % of the population born in Dudley was 96.6%, a slight decline from the 1991 census of 97.2%

It also indicated;

The ethnicity of the Dudley Borough population had changed little between 1991 – 2001. In 1991 white ethnic groups made up 95.51% of the total population – in 2001, the figure was 93.68%

Further research suggested;

All of the ethnic groups in Dudley are more likely to have been born in the UK than the averages for England and Wales.

Similarly a high % of the mixed groups, between 83.2% and 97.9% were born in the United Kingdom.

The most recent survey of pupils in Dudley schools (January 2008) continues to reflect this pattern. White British pupils remain the biggest % of the school population followed by Asian or Asian British and then pupils of mixed/dual background.

The EMAS service information records that there are currently 449 pupils in Dudley schools who were “new arrivals”. 117 of these pupils arrived in Dudley schools between September 2006 – July 2007. Currently only 73 between September 2007 and May 2008. The changing nature of migrating patterns into Dudley are reflected in the new arrivals figures for secondary schools from the autumn of 2006 onwards. Data held by the LA admissions team shows pupils from Afganistan, Iraq, Russia featuring alongside those from African and Asian countries.

Background or comparative information:

Up to 2006/07 the Council has been able to make up the shortfall in DCSF and continue the work of EMAS largely unchanged. Financial pressures on the Council have not allowed this position to continue in 2007/08, when the Saturday supplementary schools have closed. These provisions enabled extra national curriculum support to be made available to some children from minority communities. For 2008/09 the proposed budget reduces further the EMAS budget, though it remains very significantly above the grant received from the DCSF. Total spending on specialist support for ethnic minority children will total £1.78m in 2008/09, which includes funding from schools.

The table shows how the funding for EMAS has changed over the last four years and the projected funding for 2008/09.

<b>EMAS Funding</b>							
	<b>DSCF</b>				<b>DSCF</b>		
	<b>Grant</b>	<b>Budget</b>	<b>Budget</b>	<b>Total</b>	<b>Grant</b>	<b>Total</b>	
	<b>Retained</b>	<b>DSG</b>	<b>LA</b>	<b>Funding</b>	<b>Devolved</b>	<b>Funding</b>	
		<b>(Schools)</b>		<b>Retained</b>	<b>to</b>		
					<b>Schools</b>		
	<b>£</b>	<b>£</b>	<b>£</b>	<b>£</b>	<b>£</b>	<b>£</b>	
2008/09	203,175	107,300		631,175	1,151,329		
2007/08	203,175	105,200	611,800	920,175	1,151,329		2,071,504
2006/07	215,371	102,900	666,900	985,171	1,220,437		2,205,608
2005/06	227,567	100,000	651,100	978,667	1,289,546		2,268,213
2004/05	251,958	-	668,500	920,458	1,427,765		2,348,223

**What evidence is missing? What will be done to collect it?**

Effective personalisation and early intervention is driven by the evidence of early years learning outcomes. In order to secure further evidence, work will be undertaken with Children's Centres, Nurseries and Private Settings in order to inform schools and settings about the specific needs of individuals.

The new EMAT structure includes a post specifically designed to gather this evidence and to support other teams and schools in effective delivery to all ethnic minority pupils 0 - 5.

<b>2</b>	<p><b>Data Analysis</b></p> <p><i>Provide details of the analysis completed on the data above, try to identify patterns or trends and compare with other authorities, national research, census data, etc.</i></p> <p>Pupil performance data indicates that Pakistani, African Caribbean, Gypsy/Romany and pupils for whom ethnicity is not declared do less well than their peers in Dudley or against national averages at age 11, 14 and 16. However, progress for many of these pupils in Dudley does match progress made by similar pupils from similar backgrounds and whose prior attainment is broadly the same. Some groups above, in 2007, made better progress than similar pupils nationally (e.g. Pakistani and black African pupils attaining level 5 plus in English (KS3), Pakistani, Indian and Chinese pupils attaining 5 A* - C (KS4), Pakistani and Indian pupils attaining 5 A* - C including English and Maths). Further analysis in Dudley shows that for some of the groups above their attainment and progress is better in some townships compared with others, emphasising the need for individual services.</p> <p>External evaluation of LA support services overall concluded that they were effective in helping pupils in these groups to improve their attainment and rates of progress (JAR 2006, APA 2007).</p> <p>Feedback from schools rate the quality of these services as at least satisfactory and sometimes good (School Survey 2007).</p> <p><u>Schools Data</u></p> <p>The Local Authority carries out an analysis of pupil performance for each ethnic group at all keys stages, including Foundation Stage. The deployment of teaching and learning support is based upon the Foundation Stage and Key Stage 1 results. The focus is to provide early intervention and support the development of other teams and schools to meet pupil needs. In Key Stages 3 and 4 support is targeted to individual pupils to help reduce the gap between their attainment and their peers locally and nationally.</p> <p>Further analysis of pupil's performance for all pupil groups is undertaken in each of the 5 townships. One outcome of this analysis is to identify community language needs. The revised structure for EMAT support will result in the development of service levels of agreement with secondary schools to continue the development of these languages.</p> <p>Individual school and pupil data is also analysed. This enables the local authority to target government grants and local resources to specific need. For example, personalisation of learning grants, SEN grants, EMAS grants and EMAS support. The impact of this work is a growing feature of the school improvement partner programme. School progress will be monitored on a termly and annual basis. In addition, the head of the EMAT service will review progress with members of the EMAT team on a six weekly basis.</p>
<b>3</b>	<p><b>Assess the impact</b></p>

	<p><i>Is the initial assessment of potential adverse impacts correct in light of the evidence and analysis? Please explain your decision fully.</i></p> <p>The Local Authority's assessment is that, aside from the change of budget, other proposed changes to EMAS's working will have a positive impact on outcomes and so promote equality of opportunity. These include better targeting of services to need, increased personalisation and the integration of service delivery with other provision.</p> <p>A decision to reduce the EMAS budget, viewed in isolation, does not of itself have any particular positive effect on the promotion of equality of opportunity and good race relations. However the Local Authority's assessment is that any impact on those matters from the proposed reduction in the EMAS budget is more than offset by improvements in outcomes due to other proposed changes, which as indicated will lead to improved targeting, more effective working, better personalisation, better integration with other services, and focussed monitoring of outcomes.</p>
<p><b>4</b></p>	<p><b>Reasons for Adverse/Differential Impacts</b>  <i>Outline the reasons identified for adverse impacts.</i></p> <p>Feedback from sections of the communities within Dudley indicate concern that the reorganisation of this service will result in a significantly reduced support for children and their families which could result in less access to services and poorer outcomes for pupils. This perception will be addressed through meetings with community representatives and by work carried out alongside families.</p>
<p><b>5</b></p>	<p><b>Consider Alternatives / Mitigating Actions</b>  <i>How will any adverse impacts identified be reduced or removed? Please explain if it is decided that an adverse impact is unavoidable.</i></p> <p>The restructure will be carefully monitored in order to ensure that the benefits are realised and that any problems are addressed promptly. Impact will be assessed through pupil progress termly and annually, and pupil outcomes at the end of Key Stages.</p> <p>Staff will be supported through training to develop their practice in the ways described with a view to improving substantially their effectiveness.</p>
<p><b>6</b></p>	<p><b>Test the Changes</b>  <i>Please detail how the mitigating actions to reduce or remove the adverse impacts were tested or piloted and the results of this.</i></p> <p>The actions proposed are derived from best and most effective practice locally, national developments (the MEAP project) and West Midlands research; in addition, DCSF has piloted a range of work on personalised learning and the monitoring and improvement of outcomes.</p>
<p><b>7</b></p>	<p><b>Decision making</b></p>

	<p><i>Did the pilot or test illustrate that the mitigating actions will be effective? What decision has been made about the policy or function/service and why?</i></p> <p>The new EMAT structure will enable effective delivery as set out above and in particular a personalised approach to meet the needs of individual children and families.</p>
<p><b>8</b></p>	<p><b>Monitoring Arrangements</b> <i>How will the equality impact of the policy or function/service be monitored in the future?</i></p> <p>Monitoring pupil progress and making appropriate interventions with individual young people is recognised by Ofsted and DCSF as good practice.</p> <p>In addition the EMAS Working Group (comprised of officers, headteachers, union representatives) will be changed to the new EMAT Working Group to include staff representation and with the specific purpose of monitoring progress and outcomes, and to make recommendations as needed.</p> <p>Reports on outcomes will also be made to meetings of community representatives.</p>
<p><b>9</b></p>	<p><b>Ensure links to school equality plan</b> <i>Please provide details of the key actions to be included within the relevant directorate equality and diversity action plan and responsible officers.</i></p> <p>The revised structure and development plan for EMAT, and the monitoring arrangements, will be included in the Directorate Equality Action Plan and in the Directorate Strategic Plan.</p>