

# Equality Impact and Needs Assessment Form

## A) Description

**Name of service, function, policy (or other) being assessed**

Strategic Plan for Education

**Directorate or organisation responsible (and service, if it is a policy)**

Children's Wellbeing, Education & Commissioning

**Date of assessment**

12 August 2014

**Names and/or job titles of people carrying out the assessment**

Chris Baird, Assistant Director Education and Commissioning

**Accountable person**

Director for Children's Wellbeing

**What are the aims or main purpose of the service, function or policy? What does it provide and how does it provide it?**

Overarching strategic plan, including vision and principles to improve achievement and attainment for children and young people in Herefordshire 0-19 and 0-25 if they have a learning disability.

**Location or any other relevant information**

Plan addresses all learnings, with a particular focus on those who may be at risk of not achieving their aspirations and potential. In Herefordshire this is particularly relevant for vulnerable groups including those eligible for free school meals, who have special educational needs, who are looked after.

**List any key policies or procedures to be reviewed as part of this assessment.**

The strategic plan itself and the proposed estates strategy.

**Who is intended to benefit from the service, function or policy?**

Children, parents, staff at schools and settings, governors, wider community members

**Who are the stakeholders? What is their interest?**

Children and young people in education, interested in experiencing stimulating and relevant education  
Parents and carers who are interested in their children receiving a high quality education  
Staff in settings and schools  
Governors, academy trusts, who are responsible for the running of schools  
Archdiocese of Cardiff and the Diocese of Hereford who are responsible for the faith schools in Herefordshire  
Staff in the council, CCG and other public bodies  
Communities in Herefordshire, particularly those that have schools and settings

within them.  
 Parish Councils  
 Private, independent and voluntary organisations that support education, children and young people, and learning  
 Regional Commissioner, DfE, OfSTED

## B) Partnerships and Procurement

If you contract out services or work in partnership with other organisations, Herefordshire Council remains responsible for ensuring that the quality of provision/delivery meets the requirements of the Equality Act 2010, ie.

- Eliminates unlawful discrimination, harassment and victimisation
- Advance equality of opportunity between different groups
- Fosters good relations between different groups

What information do you give to the partner/contractor in order to ensure that they meet the requirements of the Act? What information do you monitor from the partner/contractor in order to ensure that they meet the requirements of the Act?

N/A in relation to this strategy

**Are there any concerns at this stage that indicate the possibility of inequalities/negative impacts? For example: complaints, comments, research, and outcomes of a scrutiny review. Please describe:**

None. The vision, guiding principles and actions all explicitly address potential inequalities

## C) Information

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## D) Assessment/Analysis

**Describe your key findings (eg. negative, positive or neutral impacts - actual or potential). Also your assessment of risk.**

Strand/community	Impact
Existence and approval of plan	Positive. Provides a clear direction for education, with specific targets to improve achievement and attainment. Also includes positive steps to address inequalities of outcomes and buildings to make them accessible.
Areas within the plan	Some will require their own EIA, particularly in relation to initiatives such as closing the gap and estates.

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## E) Consultation

Did you carry out any consultation?

YES  NO

Who was consulted?

School leaders including head teachers and governors, council members, Strategic Education Board including representatives of early years settings, Diocese of Hereford, Archdiocese of Cardiff, representatives of primary and secondary schools

Describe other research, studies or information used to assist with the assessment and your key findings.

N/A

Do you use diversity monitoring categories? Yes  No

*(if No you should use this as an action as we are required by law to monitor diversity categories)*

If yes, which categories?

- Race
- Sex
- Sexual Orientation
- Religion & Belief
- Disability
- Age
- Gender Reassignment
- Marriage & Civil Partnership
- Pregnancy & Maternity

What do you do with the diversity monitoring data you gather? Is this information published? And if so, where?

Used to assess pupil performance and also respond to need. Published in aggregate form as part of the council's analysis of pupil performance. Also published in relation to special educational needs services and performance

## F) Conclusions

	Action/objective/target OR Justification	Resources required	Timescale	I/R/S/J
a)	Review specific actions and carry out EIA as required	Within existing	2014-17	I
b)				

**(I)** Taking immediate effect.

**(R)** Recommended to Council/Directors through a Committee or other Report\*.

**(S)** *Added to the Service Plan.*

**(J)** *To be brought to the attention of the Herefordshire Equality & Human Rights Group.*

\*Summarise your findings in the report. Make the full assessment available for further information.

NB: Make sure your final document is suitable for publishing in the public domain.