



# Equality Impact Assessment (EIA) Form

## 1. Service Area/Directorate

Name of Head of Service for activity being assessed: Louise Tanner/Hilary Jones

Directorate: Children and Young People

Name of lead person for this activity: Jane Morse

Individual(s) completing this assessment: Jane Morse

Date assessment completed: 30/6/25

## 2. What is being assessed

Activity being assessed (eg. policy, procedure, budget, service redesign, strategy etc.)

Alternative Provision Framework

What is the aim, purpose, or intended outcome of this activity?

### Purpose

To provide an 'Alternative Provision' (AP) framework to strengthen and improve outcomes for children and young people who face challenges in accessing mainstream education due to exclusion, health issues or special educational needs. AP services provide off-site education and engagement activities, tutoring (face to face and online) and mentoring (face to face and online). Accessing AP through a co-ordinated and structured approach as AP is currently arranged through spot purchasing to meet need.

Who will be affected by the development and implementation of this activity?

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> Service users       | <input type="checkbox"/> Visitors to the county |
| <input type="checkbox"/> Communities                    | <input type="checkbox"/> Carers                 |
| <input checked="" type="checkbox"/> Children            | <input type="checkbox"/> Patients               |
| <input type="checkbox"/> All staff                      | <input type="checkbox"/> All part-time staff    |
| <input type="checkbox"/> Staff at a particular location | <input type="checkbox"/> Other:                 |

Is this:

- ☐ Review of an existing activity/policy
- ☒ New activity/policy
- ☐ Planning to withdraw or reduce a service, activity or presence?

## 3. Background information and findings

What information and evidence have you reviewed to help inform this assessment? (name your sources, eg. demographic information, usage data, Census data, feedback, complaints, audits, research)

Number of children and young people currently accessing this provision, the likely increase in future demand, current arrangements being spot purchases, no central co-ordination, lack of oversight, small number of providers and lost opportunities to grow and develop the market

Summary of engagement or consultation undertaken (eg. who you've engaged with, and how, or why do you believe this is not required)

Two market engagement activities attracted over 65 attendees covering local, regional and national providers, is required to deliver outcome within council's plan to have framework and provider a co-ordinated service.

**Summary of relevant findings** (it is possible that you will have gaps in your evidence. You must decide whether you need to fill in the gaps now, and if it is feasible to do so. It might be that collecting robust information forms part of your action plan below)

#### 4. The Public Sector Equality Duty

Will this activity have a positive, neutral or negative impact on our duty to:

Equality Duty	Positive	Neutral	Negative
Eliminate unlawful discrimination, harassment, victimisation?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advance equality of opportunity between different groups?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Foster good relations between different groups?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Explain your rationale here, and include any ways in which you could strengthen the capacity of this activity to promote equality (remember to add anything relevant into your action planning below)

Groups of children and young people will work with others to achieve positive outcomes, breakdown barriers between different groups, and provide equality of opportunity based on need.

#### 5. The impact of this activity

Consider the potential impact of this activity on each of the equality groups outlined below and explain your rationale. Please note it is possible for the potential impact to be both positive and negative within the same equality group. Remember to consider the impact on staff and service users (current and potential) and partner organisations. It may be useful to include data within these sections if you know the diversity make-up of the people likely to be affected.

Equality Group	Potential <u>positive</u> impact	Potential <u>neutral</u> impact	Potential <u>negative</u> impact	Rationale
<b>Age</b> (include safeguarding, consent and child welfare)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The service is to meet the specific needs of children and young people under compulsory school age who require alternative provision following a request for support.
<b>Disability</b> (consider attitudinal, physical, financial and social barriers, neuro-diversity, learning disability, physical and sensory impairment)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Acceptance to the provision will not be affected by disability. However reasonable adjustments can be requested at the time the referral is made. The provider shall ensure that it is sensitive to each person's needs and facilitate access to information in alternative formats as appropriate. The provider will ensure that written information about their services and how to obtain them is readily available.
<b>Gender Reassignment</b> (include gender identity, and consider privacy of data and harassment)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The provider shall ensure that it is sensitive to each person's needs and facilitate access to information in alternative formats as appropriate. The provider will ensure that written information about their services and how to obtain them is readily available.
<b>Marriage &amp; Civil Partnerships</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	N/A

Equality Group	Potential positive impact	Potential neutral impact	Potential negative impact	Rationale
<b>Pregnancy &amp; Maternity</b> (consider working arrangements, part-time working, infant caring responsibilities)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Acceptance to the service will not be refused if the young person is pregnant and the service could make reasonable adjustments until the young person gave birth, reasonable adjustments would be considered whilst childcare is sought. Transition to any further AP would not be refused on the basis of having a child.
<b>Race</b> (including Travelling Communities and people of other nationalities)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The service is open to young people of all race and nationalities. The provider will be required to ensure young people and staff have access to interpreting and translation services in order to meet the communication needs of those whose first language is not English.
<b>Religion &amp; Belief</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Religions and beliefs will not be a factor in determining acceptance for the service. The provider will set out how to promote opportunities for young people to practice their religion and belief and provide training for staff supporting young people with this protected characteristic.
<b>Sex</b> (consider issues of safety, sexual violence, part-time work, and single-sex provision – especially in light of the legal definition of “sex”)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The sex of young people will not affect whether they are accepted to the service. AP activities are not assigned to a particular gender but determined by the needs of the young person and the matching process carried out by broker team.
<b>Sexual Orientation</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Sexual orientation will not be a factor in determining access to the service. The provider will be required to set out how the provider intends to promote opportunities for young people and provide training for staff supporting young people with this protected characteristic.
<b>Others: carers, care leavers, homeless, social/ economic deprivation</b> (consider shift-patterns, caring responsibilities)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The AP Framework forms part of the council's approach to its statutory duty to provide education outside of mainstream school setting. This is for children and young people who cannot attend mainstream school due to various reasons, such as exclusion, illness or behaviour issues. This provision will support the council's commitment to children looked after as a Corporate Parent. The needs of each individual child or young person and therefore the provision they need whilst accessing AP will differ. The provider will be required to consider the individual needs of the children and young people they provide AP activities for and to any support for them is consistent with meeting their individual needs.
<b>Health Inequalities</b> (any preventable, unfair & unjust differences in health status between groups, populations or individuals that arise from unequal distribution)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	The provider will be required to understand the physical and mental health needs of the child or young person when accessing AP activity. The provider will also be required to ensure staff have the relevant skills and knowledge to be

Equality Group	Potential positive impact	Potential neutral impact	Potential negative impact	Rationale
of social, environmental & economic conditions)				able to help young people understand, and where necessary work to support them to change negative behaviours in key areas of health and wellbeing such as, but not limited to: nutrition and healthy diet, exercise, mental health, sexual relationships, sexual health, contraception and use of psychoactive substances (legal highs), drugs, alcohol and tobacco by following the children's safeguarding policy and practice (provider and council)

Where a negative impact on any of the equality groups is realised after the implementation of the activity, the activity lead will seek to minimise the impact and carry out a full review of this EIA.

## 6. Action planning

What actions will you take as a result of this impact assessment? (you will need to include actions to mitigate any potential negative impacts)

Potential negative impact	What action will be taken	Who will lead	Timeframe
Child or young person not being eligible for AP provision	A different intervention would be sought such as The Harvest project	SEN or Inclusion Team	As required
Young person does not wish to remain on AP	A different provider would be found	SEN or Inclusion Team	As required
Re-integration back to mainstream school fails	Support is in place for child/young person to manage the process successfully	Provider with mainstream school and referral professional	As required
Transition to next stage or new provision is not smooth	Regular reviews and planned handover meeting between professionals, child/young person, family and/or carers	Casework/Family Support Worker or Social Worker and provider(s)	As required

## 7. Monitoring and review

How will you monitor these actions?

Contract monitoring of providers delivering a services. Any changes in the delivery of the service that result in potentially negative impact on any equality group will be immediately raised with the provider by the commissioning manager.

When will you review this EIA?

As part of call-off activity and re-visited during contract period at least 12 monthly from start of contract. If the framework is re-opened at any point the EIA will be formally reviewed.

## 8. Equality Statement

- All public bodies have a statutory duty under the Equality Act 2010 to give due regard to how they can improve society and promote equality in every aspect of their day-to-day business. This means that they must consider, and keep reviewing, how they are promoting equality in decision-making, policies, services, procurement, staff recruitment and management.

- Herefordshire Council will challenge discrimination, promote equality, respect human rights, and design and implement services, policies and measures that meet the diverse needs of our population, ensuring that none are placed at a disadvantage over others.

Signature of person completing EIA

Date signed

-