



Equality Impact Assessment (EqIA)

1. Educational Alternative Provision Project

2. Project to review current framework and arrangements to create and implement a service specification and tender for educational alternative provision for implementation from September 2022.
3. This is for both internal and external colleagues and partners.
4. Brief overview of aims and objectives:

Review of the current alternative provision framework, creation of the tender and specification of an educational alternative provision delivery model to support children and young people who because of an exclusion, illness or other reasons, would not otherwise receive a suitable education. The new delivery model will be implemented from September 2022.

Its very nature is to improve inclusion of vulnerable groups.

5. Background to this proposal:

Dorset Council's current alternative provision framework is a joint arrangement with Bournemouth, Christchurch and Poole (BCP). Dorset administers this on behalf of BCP. This has been running for 5 years and is due to conclude in August 2022.

We have 62 alternative provision providers registered to this framework covering a range of provision, split into 5 lots:

1. engagement and re-engagement
 2. therapeutic
 3. counselling
 4. vocational and employability
 5. teaching
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6. Evidence and engagement used for this assessment:
 - Current alternative provision framework
 - Government market research
 - Alternative provision statutory guidance for local authorities, January 2013

- Market engagement events and drop-in sessions with alternative provision providers
- Engagement with other local authorities
- SEND Strategy 2021-2024
- Needs analysis of alternative provision within Dorset (Brokerage, Synergy, Mosaic systems)
- Financial data

7. What did this tell you?

Through research, a drive to improve outcomes and reduce spend, we have identified that a new delivery model is required to deliver the following values:

- a reduction in the number of children and young people accessing alternative provision arrangements, with particular emphasis on those who are either at a primary key stage and those at the end of their secondary key stages of education
- a clear understanding of ‘what is alternative provision’
- a clear understanding that alternative provision is a short-term intervention for re-engagement and not a destination, our aim is for children and young people to attend a mainstream or special school setting (dependent on need).
- educational alternative provision is registered in line with our statutory responsibility
- provides clear two-way communication and information with providers
- builds relationships with providers through direct conversations with referrers
- encourages local and community partnership working
- provides an efficient referral process which is targeted and tailored to the needs of the child or young person
- provides an efficient response to providers of decisions to agree requests of support and when a providers bid is unsuccessful, feedback is responsive
- provides a robust and high-quality assurance system to ensure the provision is child-centred; matching the needs of the child or young person’s needs, aspirations and outcomes
- provides a standardised process for monitoring, measuring and evidencing progress against outcomes
- provides a clear system for tracking and managing attendance which links with safeguarding and health and safety
- a clearer process for tracking and managing safeguarding and health and safety to connect into the established protocols within Children’s Services
- that the child or young person feels a sense of belonging in all educational settings
- that the child or young person’s voice is heard
- provides clear categories (lots) to meet the needs of all children and young people which includes those who require specific interventions where they are traumatised or disaffected
- includes early intervention and preventative support to reduce permanent exclusion and support inclusion within a mainstream educational setting

To deliver our statutory responsibilities as a Local Authority we require an alternative provision delivery model which emphasises education.

The delivery model will provide registered, high-quality support throughout a child's journey from mainstream school to their onward destination, whether that be post 16, re-engagement into mainstream education or a move to a special school.

8. Who have you engaged and consulted with as part of this assessment?

- Market engagement events and drop-in sessions with current alternative provision providers and providers within the South West
- Engagement with other local authorities
- Colleagues and partners

9. Is further information needed to help inform decision making?

In January 2022 we are engaging with young people who have experienced AP and their parents and carers to help inform our delivery model and specification for this tender.

10. Is an EQIA required? Yes, an EQIA is required

11. Assessing the impact on different groups of people

For each of the protected characteristics groups below, please explain whether your proposal could have a positive, negative, unclear or no impact. Where an impact has been identified, please explain what it is and if unclear or negative please explain what mitigating actions will be taken.

- use the evidence you have gathered to inform your decision making.
- consider impacts on residents, service users and employees separately.
- if your strategy, policy, project or service contains options you may wish to consider providing an assessment for each option.
- see guidance for more information about the different protected characteristics.

Key to impacts

Positive Impact	<ul style="list-style-type: none">• the proposal eliminates discrimination, advances equality of opportunity and/or fosters good relations with protected groups.
Negative Impact	<ul style="list-style-type: none">• protected characteristic group(s) could be disadvantaged or discriminated against
Neutral Impact	<ul style="list-style-type: none">• no change/ no assessed significant impact of protected characteristic groups
Unclear	<ul style="list-style-type: none">• not enough data/evidence has been collected to make an informed decision.

Impacts on who or what?	Choose impact	How
Age	Positive impact	The new alternative provision (AP) model will reduce the number of children and young people accessing AP aged between 4 years to 25 years as we aim for more children to be educated in mainstream schools and further education.
Age	Negative	We recognise that some families may feel that reducing AP would disadvantage their child or young person and we will work together with families to resolve these differences.
Disability	Positive impact	The new AP model will streamline the provision identified for children and young people with disability with the potential of provision closer to home.
Gender reassignment and Gender Identity	Neutral impact	As with the current AP framework the new model will be inclusive to all children and young people regardless of these protected characteristics as access is based purely on whether a child or young person is excluded from mainstream education due to illness or other reasons.
Marriage or civil partnership	Neutral impact	
Pregnancy and maternity	Neutral impact	
Race and Ethnicity	Neutral impact	
Religion and belief	Neutral impact	
Sex (consider men and women)	Neutral impact	
Sexual orientation	Neutral impact	
People with caring responsibilities	Neutral impact	
Rural isolation	Positive impact	The new AP model will reduce the number of children and

Impacts on who or what?	Choose impact	How
		young people accessing AP through local provision, so it will be closer to their homes.
Socio-economic deprivation	Neutral impact	
Armed forces communities	Neutral impact	

Summary of the impacts:

Through positive outcomes the new alternative provision model will support children and young people, including those with the most complex needs to have high quality, local alternative provision and inclusion to support them in their journey to adulthood to enable them to achieve their chosen educational outcomes.

Action Plan

Summarise any actions required as a result of this EqIA.

Issue	Action to be taken	Person(s) responsible	Date to be completed by
Review of EQIA	Review EQIA when completing the specification and take opportunities to mitigate risks and maximise opportunities to ensure the new model is inclusive.	Kim Saint and Tina Ironside	February 2002

Officer completing this EqIA: Kim Saint, Project Officer, Commissioning

Officers involved in completing the EqIA: Kim Saint and Tina Ironside

Date of completion: 14 December 2021

Version Number: 1

EqIA review date: February 2022

Inclusion Champion Sign Off:

Equality Lead Sign Off: Becky Forrester, Policy and Strategy Business Partner

Next Steps:

- the EqIA will be reviewed by Business Intelligence & Performance and if in agreement, your EqIA will be signed off.
- if not, we will get in touch to chat further about the EqIA, to get a better understanding.
- EqIA authors are responsible to ensuring any actions in the action plan are implemented.

Please send to Diversity and Inclusion Officer