

In line with the principles of decision making outlined in the City Council Constitution, the Council will ensure that its decision making is open and transparent, and that due regard is given to the Council's obligations and desire to promote equality of opportunity and equal treatment.

Part 1

This part must be completed and before formal consultation is undertaken and must be available during the consultation stage.

Author of this document: Adrian Coles

Name of Service Area/Proposal: Education Services

Heads of Service: Jeannette Essex, Matthew Stokes and Anne Brennan

Date of completion: 3rd October 2016

Background to the planned changes

- 1. What is the background to the planned changes? Why is this change being considered? If further information is available on the different scenarios that have been considered as part of this work, provide a link to the public document which contains this information.***

Coventry City Council and the City's family of schools, have together forged an education partnership that is based on the two key principles of shared moral purpose and robust accountability. The partnership's primary aim "as champions of children" is to improve the life chances of all children and young people within the City. Partnership success will evidence that all children, young people and adults have access to high quality education and learning; develop resilience; make positive life choices and contribute to a vibrant Coventry City. This commitment extends to all vulnerable groups, including children and young people with Special Educational Needs and Disabilities and will enable them to access their entitlement to an ordinary life with a focus on 'lifting the cloud of limitation'

In this context, it is noted that despite the financial challenges faced by both the LA and schools, Coventry's overall education performance continues to improve.

The redesign of Coventry's Education Services has been developed in full collaboration with Coventry schools. The design parameters agreed, were to ensure that services are fit for purpose, meet the current needs of schools, children and families within a value for money framework and secure the impact of grant cuts in a managed way.

The following teams and services are in the scope of the service redesign: Coventry Extended Learning Centre; Hospital Education Service; Looked After Children Education Service; Minority Group Support Service; Performing Arts Service; School Improvement; Work Related Learning Service; SEN Management Service; Special Education Needs Support Services: (Communication and Interaction Service, Education Psychology Service, Integrated Early Years' Service (Pre-school); Learning and Wellbeing Service and Sensory and Physical Service). The staffing establishment across these services within the scope of this redesign is 246.44 Full Time Equivalents.

For more details please read the Education Services Briefing Note (3rd October 2016) that sets out the proposed changes to services in this Education Redesign. (*Note: an extract from this is included as Appendix A in the Education Redesign Cabinet Report, 24th January 2017*).

2. Who do you need to consider as part of this ECA? *stakeholder analysis

Pupils, their parents and other service users, schools and staff involved in the services.

Pre-Consultation Engagement

This section refers to any activities that took place (such as briefings, meetings, workshops, scoping exercises etc) with stakeholders before the formal consultation period.

3. What engagement activities took place prior to formal consultation and what feedback was received in relation to equality issues?

Please note the consultation is a consultation for staff, with schools also having the opportunity to input into it. The redesign of Coventry's Education Services has been developed in collaboration with Coventry schools and Council Education Service staff over the past year. This has included a wide range of workshops and meetings. The feedback has been in line with the design parameters – that there is a clear intention to mitigate the impact of cuts to service – including any negative equality impacts - through meeting the current needs of schools, children and families within a value for money framework; and secure the impact of grant cuts in a managed way.

Analysis of Impact

In this section please ensure that you consider the three aims of the general duty as they affect **protected groups**. These groups are:

Age
Disability
Gender
Gender reassignment
Marriage/Civil Partnership
Pregnancy/Maternity
Race
Religion/Belief
Sexual Orientation

The **three aims of the general duty** require that a public authority, in the exercise of its functions, must have due regard to the need to:

1. Eliminate discrimination, harassment and victimisation
2. Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it
3. Foster good relations between persons who share a relevant protected characteristic and persons who do not share it

Note – when identifying potential impacts below, please only include impacts that may exist over and above general impacts that may affect the wider community/population. For example, a reduction in grant to Coventry Citizens Advice would affect all service users through a reduced level of first line advice being available to all – but it would affect the following groups more; age, disability, gender and race as they represent a larger proportion of the clients who use the advice service.

- 4. Outline below how this proposal/review could impact on protected groups positively or negatively, and what steps (if any) could be taken to reduce any negative impact that has been identified. NB. only include realistic mitigating actions that could be delivered.**

The Education Services Briefing Note (3rd October 2016) sets out the proposed changes to services in this Education Redesign. (Note that this is included as Appendix A in the Education Redesign Cabinet Report, 24th January 2017). This note also describes for each service: an overview, duties, current model, summary of feedback from schools, proposed model, rationale and impact. Where the Council proposes to reduce services it is anticipated that pupils/service users will be able to receive the support they need in different and alternative ways.

For example, one proposal is to cease Council delivery of dance and drama through the Coventry Performing Arts Service. Dance and drama activity forms less than 5% of the overall activity of the service and a costing exercise has demonstrated that these activities run at a deficit. No schools indicated as part of the consultation that they want to buy back dance and drama provision from the service. There are a number of independent providers within the city that our schools and other organisations are already commissioning on an as and when needed basis and some schools have dedicated in school provision.

It is therefore anticipated that the impact on children and young people across the protected characteristic groups (Age, Disability, Gender, Gender reassignment, Marriage/Civil Partnership, Pregnancy/Maternity, Race Religion/Belief and Sexual Orientation) of negative changes to services will be mitigated by the strength of the city's partnership of schools and it is anticipated that pupils/service users will be able to receive the support they need in different and alternative ways.

- 5. Are there any other vulnerable groups that could be affected? i.e. deprivation, looked after children, carers.**

The same applies for deprivation and Health/Marmot implications. Where the Council proposes to reduce services it is anticipated that schools will enable these services or equivalents to be delivered in alternative ways.

Also include any information about the health/Marmot implications of this proposal. Contact Georgia Faherty (georgia.faherty@coventry.gov.uk or tel. 7683 1950) or Hannah Watts (hannah.watts@coventry.gov.uk or tel. 7683 3973) in Public Health for more information.

- 6. What are the gaps in evidence? Can this be addressed during the consultation**

Please note the consultation is a consultation for staff and that schools also have the opportunity to input into this. The redesign of Coventry's Education Services has been developed in full collaboration

**Coventry City Council
Equality and Consultation Analysis (ECA) Form**

with Coventry schools and Council Education Service staff over the past year. This has included workshops and sessions. The consultation (particularly feedback from schools) will give an indication of the level of school buy-back of Council services and the extent to which they can meet any potential gaps in service provision.

7. What are the likely impacts of this project/review on staff from protected groups?

Please see below the potential staff impact according to gender, age, ethnicity and disability.

	Affected staff	Gender		Age				
		Male	Female	30-39	40-49	50-59	60-69	70-79
Total	148	28	120	24	42	69	12	1

Ethnicity								
	US White	White British	White Other	Chinese	Black African	Asian Pakistani	Other Asian	Unknown
Total	1	112	5	1	3	2	4	16

Disability					
	No disability	Registered	Unregistered	Unknown	Yes
Total	115	28	11	18	2

Part 2

This section should be completed AFTER the consultation stage has been concluded.

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Date of completion: 8th January 2017

Post-Consultation

8. Referring to the information detailed in question 4 of Part 1 of the ECA Form, state if the consultation has confirmed the potential impacts identified that were identified. Also detail below any additional information about potential impacts that has been highlighted during the consultation.

As noted in part 1, the consultation was with staff and some feedback was received from schools. Schools have been involved in the redesign of services.

Appendix B of the Education Redesign Cabinet Report (24th January 2017) sets out, for each service/team in scope, a summary of the consultation feedback. It sets out the management response and the recommendation for implementation. As described in part 1 of this ECA it is anticipated that where the Council proposes to reduce services it is anticipated that pupils/service users will be able to receive the support they need in different and alternative ways.

The staffing establishment across the Education Services in scope is 246.44 Full Time Equivalents (FTE). The model for implementation is 194.67 FTE. This is a reduction of 51.77 FTE compared to the current establishment. The model consulted on proposed a reduction to 171.95 FTE – a reduction of 74.49 FTE compared to the current establishment. The model for implementation retained 22.72 FTE

	Affected staff	Gender		Age				
		Male	Female	30-39	40-49	50-59	60-69	70-79
Total		28	91	18	32	56	13	0

	Ethnicity								Unknown
	US White	White British	White Other	Chinese	Black African	Asian Pakistani	Other Asian	Asian Indian	
Total	0	87	5	1	3	2	4	4	13

	Disability			
	No disability	Registered	Unregistered	Unknown
Total	97	1	6	15

Outcome of equality impact

9. Indicate which of the following best describes the equality impact of this project/review:

- There will be **no** equality impact if the proposed option is implemented
- There will be **positive** equality impact if the proposed option is implemented
- There will be **negative** equality impact if the proposed option is implemented but this can be objectively justified
- There will be both **positive and negative** impacts if the proposed option is implemented

Summary of ECA

Write a paragraph below which summarises the key aspects of this ECA.

The redesign of Coventry's Education Services has been developed in full collaboration with Coventry schools. The design parameters agreed, were to ensure that services are fit for purpose, meet the current needs of schools, children and families within a value for money framework; and secure the impact of grant cuts in a managed way. The consultation was with staff and some feedback was received from schools. The redesign of Coventry's Education Services has been developed in full collaboration with Coventry schools.

It is therefore anticipated that the impact on children and young people across the protected characteristic groups (Age, Disability, Gender, Gender reassignment, Marriage/Civil Partnership, Pregnancy/Maternity, Race Religion/Belief and Sexual Orientation) of negative changes to services will be mitigated by the strength of the city's partnership of schools and it is anticipated that pupils/service users will be able to receive the support they need in different and alternative ways. A summary of consultation feedback is shown at Appendix B of the Cabinet Report.

NB. - This paragraph will be included in the Decision-making Report as well as the end of year ECA report

Where specific objectives have been set for any protected groups around equality impact, also include this information below.

Next steps

Please send this completed ECA to the Insight Team as follows:

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Version Control

Version	Date	Summary of changes (Author)
1.0.0	08.01.17	Adrian Coles
2.0.0	10.01.17	Wendy Ohandjanian