

# Swindon Borough Council and NHS Swindon Diversity Impact Assessment for reducing funding to the Drove Ethnic Minority Support Service

## 1 What's it about?

Refer to equality duties

What's it there for? What's it set up to deliver? What's the proposed change? What do you want to achieve?

The Drove BME Support Service started in 2008 as a bilingual outreach service providing support to schools with newly arrived learners e.g. admissions procedures, filling in forms for parents, supporting routines in classrooms, training for teaching assistants (TAs) etc. The service was given 45K, funded from the SBC core budget for SEN and Inclusion to support the provision. In 2010, additional funds from the retained dedicated schools grant (RDSG) were provided so that Drove BME Support Service could extend its provision. The total amount of funding the service currently receives from the RDSG is 96K and the combined total is £142,400. The service offers bespoke programmes of support to schools, professional development and training programmes for staff and provide a range of resources e.g. through their website, resource library etc.

Figures from the 2011 school census show that the number of EAL learners in Swindon primary and secondary schools has risen to 12.2% of the school population. There are 104 languages known to be spoken in Swindon schools, the language with the biggest increase has been Konkani.

### January 08 – May 11 School Census results

	Jan-08	Jan-09	Jan-10	Jan-11	May-11
Primary	9.7%	11.0%	11.6%	12.4%	13.0%
Secondary	9.4%	10.4%	10.8%	11.4%	11.4%
Total	9.5%	10.6%	11.2%	11.9%	12.2%

### Outcomes for BME learners based on 2010 performance data

	English L4+			Maths L4+		
	2008	2009	2010	2008	2009	2010
Asian	82	77	81	80	82	83
Black	77	84	61	74	78	77
Chinese	100	86	71	100	100	71
Mixed	76	85	91	76	80	84
White	83	78	80	82	81	79
All BME	78	79	77	78	82	80
All LA	81	81	80	80	79	80

As we are facing a major reduction in the Council's financial resources in its budget for 2012/2013 and beyond it is proposed we reduce the amount of funding for the service by 45K.

A review of the service has been carried out and recommendations made to maximise the effectiveness of the service through strong strategic planning reducing the likelihood of not being able to deliver equality duties. The recommendations also include the need to generate income to cover for any short fall.

In addition, the Drove BME Support Service, now renamed the Ethnic Minority Support Service (EMASS) is part of the very strong White Horse federation and will also now form part of a nationally approved "Teaching School" and as a result will have access to resources to support BME pupils not only across the 6 schools in the White Horse federation but across the Borough.

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What potential is there to meet the equality duties?

The service operates to raise the attainment and achievement of BME learners and reduce the gap for underperforming ethnic groups.

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What equality benefits does it create? (for people, organisation etc...)

Despite the reduction in funding the service will continue to operate to raise the attainment and achievement of BME learners and reduce the gap for underperforming ethnic groups.

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What are the barriers to meeting this potential?

If the service was unable to maximise its potential to generate income or the leadership of the Teaching School are unable to maximise use of resources across the White Horse Federation.

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## 2 Who's it for?

Refer to equality groups

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Who is expected to benefit or use the service (internal/external)?

BME pupils in Swindon Schools, their families and school based staff supporting BME pupils  
The aim of EMASS is to work with early years practitioners, teachers, teaching assistants and leadership teams in Swindon to improve opportunities and outcomes for BME and EAL learners and their communities.

The service provides:

- CPD for staff in Swindon schools
- Outreach support for learners newly arrived in the UK
- Bespoke and targeted school support for BME/EAL learners
- Translation service
- A Community Project

### *Translation Service*

The bilingual team offer a translation service to schools which is also response driven.

### *Multi-cultural resources library*

The resources library has a wide range of books on different cultures, children's dual language books, multi-cultural artefacts etc.

### *Drove BME Support Service website*

The website has resources and links to organisations providing guidance and to support BME learners.

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What do you know about them (evidence)?

We know which schools have BME pupils and have recommended that the EMASS strategic plan targets its support to these schools.

Appendix 1 shows the number of BME and EAL pupils in each school.

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Who is missing or may find it difficult to use the service?

All schools can access this service.

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Do you know why?

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**3 Impact**

Refer to dimensions of equality and equality groups  
Show consideration of: age, disability, sex, transgender, marriage/civil partnership,  
maternity/pregnancy, race, religion/belief, sexual orientation  
and if appropriate: financial economic status, homelessness, political view

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Is there any potential or real issue which will stop some groups or people getting involved?  
(adverse impact)

There is the potential for a reduction in the service to BME/EAL pupils and to staff in schools. This will impact on the age group 5- 11.

It is not anticipated that there will be any impact on groups as a result of: disability, sex, transgender, marriage/civil partnership, maternity/pregnancy or sexual orientation.

However, given the strength of the White Horse Federation and potential of the Teaching School the EMASS service should be able to continue to operate by maximising its available resources, therefore the adverse impact to minority groups is reduced.

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Is that reasonable? Can it be justified or mitigated?

The White Horse Federation is led by two executive Head teachers; one of whom is recognised as a National Leader of Education. The federation includes 6 schools, one of which is Drove Primary, a school with substantial experience in meeting the needs of BME pupils. This has been recognised and validated by Ofsted.

The federation works as a partnership and resources can be shared across the group. Part of the federation's role is to be a national Teaching School. Teaching Schools are a new government initiative put in place specifically to deliver school-to-school support. The Teaching School can draw on the resources of the federation and therefore allow for greater capacity of staff skilled in working with BME/EAL pupils to offer school to school support.

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How will this service be successfully delivered to a diverse group of people? (positive impact)

The EMASS service is well advertised and its delivery will be further supported by the CPD centre at Nythe moving to the Drove Campus. The service will offer bespoke programmes of support to schools, professional development and training programmes for staff and provide a range of resources e.g. through their website, resource library etc.

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Is there any innovative thinking, working or technology that could improve delivery?

The service is reviewing its website to bring about improvements.

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What consultation has taken place? How has the consultation influenced the service?

The impact has been considered as part of the LA evaluation. The Headteacher managing the service has been advised of the need to reduce funding for the reasons identified at the start of the DIA i.e. as we are facing a major reduction in the Council's financial resources in its budget for

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2012/2013 and beyond, it is proposed we reduce the amount of funding for the service by 45K.

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**4 So what?**

[Link to business planning process](#)

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What changes have you identified?

There is a need for the service to generate income to cover the shortfall and/or a need to maximise existing resources.

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What will you do now and what will be included in future planning?

The manager of the service has been asked to produce a 3 year strategic plan.

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When will this be reviewed?

Reviewed February and July 2012 by Principal Adviser on behalf of CSD.

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How will success be measured?

Success criteria identified on the strategic plan.

<b>For the record</b>	
Name of person leading this DIA Gill Ilic	Date completed 20/10/11
Names of people involved in consideration of impact Paddy Bradley Nick Capstick	
Name of director signing DIA Paddy Bradley	Date signed

# Strategic Planning Framework - Diversity Impact Assessments

## 1 What's it about?

refer to equality duties

- What is it there for? What is it set up to deliver? What is the proposed change? What do you want to achieve?
- What potential is there to meet the equality duties?
- What equality benefits does it create?
- What are the barriers to meeting this potential?

## 2 Who's it for?

refer to equality groups

- Who is expected to benefit or use the service (internal/external)?
- What do you know about them (evidence)?
- Who is missing or may find it difficult to use the service?
- Do you know why?

## 3 Impact

refer to dimensions and equality groups

- Is there any potential or real issue which will stop some groups or people getting involved? (adverse impact)
- Is that reasonable? Can it be justified or mitigated?
- How will this service be successfully delivered to a diverse group of people? (positive impact)
- Is there any innovative thinking, working or technology that could improve delivery?
- What consultation has taken place? How has the consultation influenced the service?

## 4 So what?

- What changes have you identified?
- What will you do now and what will be included in future planning?
- When will this be reviewed?
- How will success be measured?
- Who is signing this off/taking responsibility?

## Considerations

### Our equality duties

1. Eliminate discrimination, harassment and victimisation
2. Advance equality of opportunity
3. Foster good relations

In the areas of age, disability, sex, transgender, marriage/civil partnership, maternity/pregnancy, race, religion/belief, sexual orientation.

Extended by SBC policy to include: financial or economic status, homelessness, political view.

### Dimensions of equality

How will the service affect the life chances of different groups?  
Consider how the service will impact

1. **Life expectancy**
2. **Physical security:** e.g. freedom from violence and physical and sexual abuse.
3. **Health and well-being:** e.g. access to high quality healthcare.
4. **Education:** e.g. being able to be creative, to acquire skills and qualifications, and having access to training and life-long learning.
5. **Standard of living:** e.g. being able to live with independence and security; and covering nutrition, clothing, housing, warmth, utilities, social services and transport.
6. **Productive and valued activities:** e.g. access to employment, a positive experience in the workplace, work/life balance, being able to care for others.
7. **Individual, family and social life:** e.g. self-development, having independence and equality in relationships and marriage.
8. **Participation, influence and voice:** e.g. participation in decision-making and democratic life.
9. **Identity, expression and self-respect:** e.g. freedom of belief and religion.
10. **Legal security:** e.g. equality and non-discrimination before the law and equal treatment within the criminal justice system.