

# Swindon Borough Council and NHS Swindon Diversity Impact Assessment for Support for Curricular Related Residential Visits

## 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?

Under the 1996 Education Act, there is provision for low income families to claim funding for board and lodging payments for national curriculum-related school residential visits. Currently, a budget of £60k per annum has been set aside in the Local Authority's core budget for this. All claims for students who are eligible for free board and lodgings have been submitted to and administered through the Local Authority.

However, funding is delegated to individual schools through the formula based on deprivation and, in addition, from September 2011 the Pupil Premium has been introduced, based on the number of pupils from families claiming free school meals. Therefore, from the 2012/13 financial year, it is proposed that schools fund costs for board and lodgings directly from their delegated budgets and administer the process for the pupils/families who make claims for board and lodging payments. As this is an operational change, there should not be any impact on children's ability to get funding for free board and lodgings, or for schools to be able to fund this directly from their delegated budgets to which funding for this is already received.

In relation to the remission of board and lodging payments, the DfE guidance on its website states the following:

'The costs involved in the remission of board and lodgings are to be borne by the school from their contingency funds. The Government provides funding for schools to each Local Authority according to a formula which recognises the different needs of each area. The same basic funding is provided for all comparable pupils across the country. This is then topped up according to local needs.

One of these top-ups reflects the numbers of pupils in a certain area living in deprived circumstances, as these pupils need extra help if they are to have an equal opportunity in life. The amount that individual schools receive from the local authority reflects their relative need compared with other local schools, through the locally agreed funding formula. All local authorities' funding formulae are required to include an element to reflect the needs of deprived pupils. It is for headteachers and school governing bodies to decide how to spend their available resources.'

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What potential is there to meet the equality duties?

The support for curricular related residential school trips is available for low income families, including children who are entitled to free school meals. Providing this support to students that are eligible ensures that they are able to have access to and experience all residential school trips, so that they are not disadvantaged by financial circumstances. It therefore enhances equal opportunity to education.

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

As this proposal does not change the eligibility grounds of access or support to this area, all equality duties and obligations will continue to be met as before. However, each individual school would be responsible for overseeing this and administering this service.

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What are the barriers to meeting this potential?

The barriers to meeting this potential include:

- Parents not aware that they are entitled to support
- School resources to promote service.
- An individual school may not promote or administer this support

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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)?

Parents, children and schools will benefit from the provision of this service. The support for curricular related residential school trips is available for low income families, including children who are entitled to free school meals. This includes any child that may be entitled under the criteria, and so could be children in mainstream schooling, or in special schools with a Statement of Special Educational Need, or physical disability. The support given is free board and lodgings if the children are eligible, and would be given for any child that is eligible. If the circumstances arose that a child who was eligible had a disability which meant that they would need specific requirements in relation to board and lodgings, then the cost of this would be met by the service.

The number of children in Swindon eligible for Free School Meals is 3525 across primary, secondary and special schools in Swindon from the January 2011 Plasc data. This will include children with Black, Minority and Ethnic (BME) and English as an Additional Language (EAL) backgrounds, of which for the latter there is 11.9% in Swindon.

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What do you know about them (evidence)?

A number of factors could have an impact on equality issues, including the increasing number of pupils who do not speak English at home. The percentage of students with EAL for all schools is set out below:

	% of children with EAL				
	Jan 2007	Jan 2008	Jan 2009	Jan 2010	Jan 2011
All Schools	8.1%	9.5%	10.6%	11.2%	11.9%
Primary Schools	8.1%	9.7%	11.0%	11.6%	12.4%
Secondary Schools	8.2%	9.4%	10.4%	10.8%	11.4%

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

Pupils from an EAL background will have particular needs that schools are required to meet, and this will include engaging with the parents to ensure they are aware of the support available to them. All schools work with their parents to engage them in school activities and to remove these barriers.

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Do you know why?

Please see above.

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## 3 Impact

Refer to dimensions of equality and equality groups

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

As schools would be administering this themselves they would be able to promote this within their school and be able to quickly identify children eligible and speed up the process of applying for support. As the service is available to all children from low income families or eligible for free school meals, it is available to a diverse range of children.

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

As schools would be delivering this service themselves, there is the flexibility for each school to define the process needed for them and their parents.

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Is there anything about the way you deliver your service which may stop people getting involved? (negative impact)

We do not believe application of this decision creates an adverse impact on the basis of age, gender, disability, sex, religion, sexual orientation, marital/civil partnership status or maternity/pregnancy.

It will be increasingly important that schools ensure that parents / children who are eligible are aware and given this support to ensure that children could attend the school trips.

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Is that reasonable or justified? How can it be resolved?

Schools would be aware of the children who are eligible and should ensure that these children are offered support for school trips.

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

Consultation has taken place with Schools Forum, which comprises of Head Teachers, Governors and Community representatives. This will also need to be agreed by Cabinet as part of the core savings programme for 2012-13.

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#### **4 So what?**

[Link to business planning process](#)

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What changes have you identified?

From the 2012/13 financial year, it is proposed that schools fund costs for board and lodgings directly from their delegated budgets and administer the process for the pupils/families who make claims for board and lodging payments.

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

Schools will be consulted via Schools Forum, and if agreed this new process will be in place for 2012/13.

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When will this be reviewed?

In the next 12 months through the Schools Forum.

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How will success be measured?

School promote the availability of this funding and low income families continue to claim.

<b>For the record</b>
Name of person leading this DIA – Emily Fry
Names of people involved in consideration of impact
Date Completed
Name of director signing DIA – Ian Bickerton
Date DIA 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 potential is there to meet the equality duties?
- What benefits does it create? (for people, organisation etc..)
- 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

- 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?
- Is there anything about the way you deliver your service which may stop people getting involved? (negative impact)
- Is that reasonable or justified? How can it be resolved?
- 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.