

**Open Report on behalf of Debbie Barnes
Executive Director of Children's Services**

Report to:	Children and Young People Scrutiny Committee
Date:	1 December 2017
Subject:	Alternative Education Provision for Key Stage 4 Pupils Permanently Excluded from Schools

Summary:

This item invites the Children and Young People Scrutiny Committee to consider a report entitled *Alternative Education Provision for Key Stage 4 Pupils Permanently Excluded from Schools* which is due to be considered by the Executive Councillor for Adult Care, Health and Children's Services for decision between 5 December and 12 December 2017. The views of the Scrutiny Committee will be reported to the Executive Councillor, as part of her consideration of this item.

Actions Required:

- (1) To consider the attached report (Appendix 1) and to determine whether the Committee supports the recommendations to the Executive Councillor set out in the report.
- (2) To agree any additional comments to be passed to the Executive Councillor in relation to the report.

1. Background

The Executive Councillor for Adult Care, Health and Children's Services is due to consider a report entitled *Alternative Education Provision for Key Stage 4 Pupils Permanently Excluded from Schools* for decision between 5 December and 12 December 2017. The full report to the Executive Councillor is attached at Appendix 1 to this report.

2. Conclusion

Following consideration of the attached report, the Committee is requested to consider whether it supports the recommendations in the report and whether it wishes to make any additional comments to the Executive Councillor. The Committee's views will be reported to the Executive Councillor.

3. Consultation

The Children and Young People Scrutiny Committee is being consulted prior to a proposed decision by the Executive Councillor for Adult Care, Health and Children's Services on *Alternative Education Provision for Key Stage 4 Pupils Permanently Excluded from Schools*.

4. Appendices

These are listed below and attached at the back of the report

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Appendix 1	Report to Councillor Mrs P A Bradwell, Executive Councillor for Adult Care, Health and Children's Services (5 December – 12 December 2017) on Alternative Education Provision for Key Stage 4 Pupils Permanently Excluded from Schools

5. Background Papers

No background papers within Section 100D of the Local Government Act 1972 were used in the preparation of this report.

This report was written by Mary Meredith, who can be contacted on 01522 554549 or mary.meredith@lincolnshire.gov.uk

**Open Report on behalf of Debbie Barnes
Executive Director of Children's Services**

Report to:	Councillor Mrs P A Bradwell, Executive Councillor Adult Care, Health and Children's Services
Date:	05 – 12 December 2017
Subject:	Alternative Education Provision for Key Stage 4 pupils permanently excluded from schools
Decision Reference:	I014831
Key decision?	Yes

Summary:

This report aims to update the Executive Councillor for Adult Care, Health and Children's on the current Alternative Education Provision (AEP) situation, highlighting future commissioning intentions, and to seek approval to procure a number of places by means of an open competitive tender that will support this vulnerable cohort of young people.

There is a clear need for greater capacity within Lincolnshire's AEP sector. There are several reasons for this. One is that, historically, Lincolnshire's Pupil Referral Unit (PRU) now known as Springwell Lincoln City Academy and part of the Wellspring Academy Trust, has gone over PAN (Pupil Admission Number) by, on average, 75 pupils and there has been a year-end reconciliation with the provider to cover the additional numbers. Investing in additionality at the beginning of the year will improve the quality of strategic planning. In supporting this approach, which discussed and agreed at Schools' Forum, is that disaffected KS4 pupils benefit from vocational and work-related learning.

Most schools rely on access to local AEP for this, lacking the resource in-house. It is crucial that investment sustains the sector and, with a minimum of 75 places required, there is an opportunity to do just this - diversifying Lincolnshire's AEP offer in the best interests of disaffected KS4 learners.

Recommendation(s):

That the Executive Councillor approves:

- 1) The model for the Alternative Education Provision for Key Stage 4 pupils who have either been permanently excluded from schools or referred through the Lincolnshire Ladder of Intervention.

2) The following commissioning options:

- a) AEP service(s) are procured through an open competitive tender process with a view to it being operational from 04/09/18.
- b) That the Director of Children's Services in consultation with the Executive Councillor for Adults, Health and Children's Services be delegated the authority to approve the final form and content of the service model, and approving the entering into of all necessary legal documentation.
- c) That the Director of Children's Services be delegated the authority to increase the ongoing capacity of this provision if required to a maximum of 125 places.

Alternatives Considered:

1 Influence/Partnership working to commission the increased capacity within the current provision commissioned through Springwell, however, this would not have achieved the goal of diversifying and increasing sufficiency of provision within the sector. In addition, Springwell has inherited a setting in special measures and significant expansion has the potential to destabilise and thereby undermine school improvement.

2 Do Nothing and not create additional places. However, without a dramatic fall in exclusions, this is a significant risk. The Council cannot be in a position where it is unable to fulfil its legal duty to provide full time education on the 6th day following a permanent exclusion. In the past, the Pupil Referral Unit has accommodated pupils over PAN [*Published Admissions Number*], but academies are not obliged to do so and this makes the Council extremely vulnerable to not fulfilling its legal duties.

3 Insourcing the services within the Council, however there are established providers delivering varied vocational services in Lincolnshire and these services are not the Council's key areas of expertise and doing so would not immediately result in improved value for money.

These commissioning options are provided in greater detail further on in this report. However It is believed that re-commissioning by means of an open competitive tender is the best approach to securing value for money services from experienced providers that pupils and schools will want to engage with.

Reasons for Recommendation:

The recommended approach to create additional places model for AEP has been developed taking into account feedback from Schools, the Schools Forum and Children's Services Directorate Management Team, and this approach is deemed to provide the best offer to pupils and their families within available

resources. Not agreeing, or changing this approach risks altering/removing services where there is a clear rationale for needing them. Further work would be needed to understand the impact of changes which would increase the time required to implement new services and for savings to be realised.

Alternative commissioning options have been given thorough consideration and the recommendations provided to the Executive Councillor are believed to offer the best approach to securing value for money services that will improve outcomes for these young people. It is believed that to agree alternative commissioning options would result in this not being achieved as successfully.

By approving the recommended approach to commission this provision, this provides the greatest opportunity for the Council to secure suitable, quality service provider(s) to support young people across Lincolnshire.

1. Background

1.1 AEP is commonly defined as education outside school, arranged by local authorities or schools themselves. It can be something in which a young person participates as part of their regular timetable, away from the school site or the pupil referral unit (Springwell Lincoln City Academy) and not led by school staff. Schools are encouraged to use such provision to try to prevent exclusions, or to re-engage pupils in their education. Many secondary schools in Lincolnshire use AEP in this way, dual registering pupils for behavioural intervention or to follow vocational pathways.

1.2 An imperative for the Council is to ensure that a supply of high quality, local and affordable AEP is always available for Lincolnshire schools so that pupils at risk can benefit from vocational opportunities and through them a positive post-16 pathway. Vocational learning is proven to have a key role in securing positive outcomes for vulnerable learners with research confirming that its benefits extend beyond the courses themselves; underachieving pupils also make accelerated progress in maths and English when re-engaged through work-related learning. (e.g. Dearden et al. 2003).

1.3 However, maintaining and strengthening the vocational sector does necessitate a degree of investment with a challenging financial context (school budgets) one of several factors currently undermining it. To this end, a tender process is planned for January 2018 with successful vocational providers (DfE registered only) benefitting from the stimulant of an LCC contract and schools for the first time in recent years having access to 'free' vocational learning places – part time or full time – when they can demonstrate that they have followed the Lincolnshire 'Ladder'. Those schools that choose not to follow the Ladder to secure LCC commissioned places will be able to operate in the same way that they have in the past, purchasing places as required through service level agreements with their preferred providers.

1.4 This vocational learning offer is, then, designed to provide secondary Headteachers with a further positive alternative to exclusion. Like any responsive strategy, 'Inclusive Lincolnshire' continues to evolve as its efficacy is tested in the field. Whilst the number of permanent exclusions in Lincolnshire fell for the second consecutive year in 2016-17, the gains have been predominantly in the primary phase and we must acknowledge and respond to the fact that more work needs to be done to develop the secondary strategy.

Commissioning Options

1.5 Influence/Partnership working

1.5.1 This means working with other agencies to try secure the services through them acting either as a commissioner/co-commissioner or provider/co-provider.

1.5.2 The increased capacity within the current provision commissioned through Springwell was considered. However, this would not have achieved the goal of diversifying the sector. In addition, Springwell has inherited a setting in special measures and significant expansion has the potential to destabilise and thereby undermine school improvement.

1.5.3 There is no requirement for any organisation, other than the Council, to commission or provide these services. The responsibility for commissioning clearly lies with the Council. Commercial aspects of the service cannot be delivered without funding and it is not feasible to consider that these services could be delivered through influence/partnership alone. This is not in such circumstances a viable consideration.

1.6 Do nothing

1.6.1 Do nothing and not create additional places. However, without a dramatic fall in exclusions, this is a significant risk. The local authority cannot be in a position whereby it is unable to fulfil its legal duty to provide full time education on the 6th day following a permanent exclusion. In the past, the Pupil Referral Unit has accommodated pupils over PAN, but academies are not obliged to do so and this makes the Council extremely vulnerable to not fulfilling its legal duties.

1.7 Insourcing

1.7.1 Insourcing the services within the Council, however there are established providers delivering varied vocational services in Lincolnshire and these services are not the Council's key areas of expertise and doing so would not immediately result in improved value for money.

1.8 Procurement

1.8.1 This means going out to the market, by means of an open competitive tender process, with the intention of obtaining external suppliers to delivery the services to meet the requirements of our Key Stage 4 pupils.

1.8.2 Through engagement with schools, schools are able to buy direct AEP and some have done this directly, however the small volume of places purchased across such a vast area as Lincolnshire means that it is not a sustainable solution for suppliers in the marketplace. The Schools Forum collectively support this approach to take.

1.8.3 Lincolnshire's market of suppliers for AEP who are DfE registered is minimal. Previous suppliers of this service who aren't registered will need to become registered in order to successfully bid or become part of a consortium whose lead is DfE registered.

1.8.4 Locations of AEP will need to be carefully considered to ensure geographical coverage is maximised and that also transport times for pupils and transport costs are kept to a minimum.

1.8.5 Based on current market rates and with the requirement for 75 places (starting 4th September 2018), it is anticipated that tender value may be in the region of £1m per annum over the academic year. Clearly the scale of this contract is likely to increase the level of interest from the existing market and also attract new entrants.

1.8.6 The scale of the contract should not preclude small medium enterprises from being able to bid and consortium bids should be encouraged.

1.8.7 Advantages include:

- Continuing to deliver education to a vulnerable young people.
- Deliver vocational education alongside academic education to increase engagement and attendance.
- To achieve GSCE attainment based on clear individual education plans.
- Clear understanding of how funding is being used as a result of providers being required to submit a detailed budget breakdown during the tender process and also required to provide regular detailed financial reporting.
- Provide a county wide coverage which recognises the issue of travel time across Lincolnshire.
- To ensure the best value available within the market.
- To ensure services are able to respond to pupils' needs and demands.
- To open up a greater pool of potential bidders from a more competitive market.
- To develop the marketplace as a whole to improve the sufficiency and sustainability of provision.
- Direct control of budget, performance and flexibility over service delivery.

1.8.8 Dis-advantages/risks include:

- Lack of market interest to become registered with the DfE.
- Providers not registered in time for start of 18/19 academic year.
- Unable to obtain full capacity at the start of the academic year.

2. Legal Issues:

2.1 Equality Act 2010

2.1.1 Under section 149 of the Equality Act 2010, the Council must, in the exercise of its functions, have due regard to the need to:

- Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Act;
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;
- Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

2.1.2 The relevant protected characteristics are age; disability; gender reassignment; pregnancy and maternity; race; religion or belief; sex; and sexual orientation.

2.1.3 Having due regard to the need to advance equality of opportunity involves having due regard, in particular, to the need to:

- Remove or minimise disadvantages suffered by persons who share a relevant protected characteristic that are connected to that characteristic;
- Take steps to meet the needs of persons who share a relevant protected characteristic that are different from the needs of persons who do not share it;
- Encourage persons who share a relevant protected characteristic to participate in public life or in any other activity in which participation by such persons is disproportionately low.

2.1.4 The steps involved in meeting the needs of disabled persons that are different from the needs of persons who are not disabled include, in particular, steps to take account of disabled persons' disabilities.

2.1.5 Having due regard to the need to foster good relations between persons who share a relevant protected characteristic and persons who do not share it involves having due regard, in particular, to the need to tackle prejudice, and promote understanding.

2.1.6 Compliance with the duties in section 149 may involve treating some persons more favourably than others.

2.1.7 The duty cannot be delegated and must be discharged by the decision-maker. To discharge the statutory duty the decision-maker must analyse all the relevant material with the specific statutory obligations in mind. If a risk of adverse impact is identified consideration must be given to measures to avoid that impact as part of the decision making process.

2.1.8 The Equality Act duty has been taken into account in preparing this Report.

AEP will ensure that those pupils permanently excluded or on a pre exclusion placement through the Lincolnshire Ladder of Intervention continue to receive education and obtain qualifications that are achievable and are supported to enter and/or maintain education and training opportunities enhancing employment prospects, life chances and reducing inequalities.

2.2 Joint Strategic Needs Analysis (JSNA and the Joint Health and Wellbeing Strategy (JHWS)

2.2.1 The Council must have regard to the Joint Strategic Needs Assessment (JSNA) and the Joint Health & Well Being Strategy (JHWS) in coming to a decision.

2.2.2 The Lincolnshire JSNA identifies a number of needs that directly relate to young people. The service provision commissioned will support young people in the following ways under the themes of the JSNA.

2.2.3 AEP is delivered to ensure young people are able to maintain their educational commitments and achieve GCSE's. There is a well-established link between; under-achievement, low attainment at school, reduced economic output and familial disadvantage. Achieving GCSEs and apprenticeships improve earnings, employability and lifetime productivity. Even achieving at very low levels, just one or two GCSE passes compared to none is associated with large economic gains. Individual education plans are predicated on the needs of the young person with the individual active in creating those plans and the outcomes they wish to achieve.

Some young people in receipt of the service may have behaviours that challenge and/or mental health or emotional well being problems. The support offered will empower young people to address such issues or to seek support from other professional services.

2.3 Crime and Disorder

2.3.1 Under section 17 of the Crime and Disorder Act 1998, the Council must exercise its various functions with due regard to the likely effect of the exercise of those functions on, and the need to do all that it reasonably can to prevent crime and disorder in its area (including anti-social and other behaviour adversely affecting the local environment), the misuse of drugs, alcohol and other substances in its area and re-offending in its area

2.3.2 The service may from time to time be in contact with young people who may be experiencing or partaking in crime and disorder and consideration has been given in the model to support those most at risk and to indirectly prevent /divert them away from crime and disorder.

3. Conclusion

3.1 The need to increase capacity for AEP placements is key to the Council meeting its obligations in ensuring young people, permanently excluded or on a pre excluded placement from school, continue to receive education and that it is widely recognised that disaffected Key Stage 4 pupils benefit from vocational and work-related learning.

3.2 The required AEP capacity is currently unable to be found, except through external commissioning of these placements. Children's Services are therefore seeking an approach to commission a minimum of 75 placements (but up to a maximum of 125), with effect from the start of the 2018/19 academic year to ensure that education for our Key Stage 4 pupils can be maintained.

4. Legal Comments:

The Recommendation is appropriate to enable the Council to discharge its duty to provide alternative education provision for excluded children at KS4.

The other legal issues which the Executive Councillor must have regard to are dealt with in the report.

The decision is consistent with the Policy Framework and within the remit of the Executive Councillor if it is within the Budget.

5. Resource Comments:

The recommendation in the report to procure through an open competitive tender process to be operational from September 2018 will ensure sufficient capacity is available to fulfil the Local authority's legal duty to provide full time education on the 6th day following a permanent exclusion, and offer vocational learning places to schools that have followed the Lincolnshire 'ladder' to support re-engagement.

The commissioning by means of an open tender with DfE registered providers is identified as the best approach to securing value for money with experienced providers and diversity in the market place. The funding to meet this cost is to be met through the high needs budget of the Dedicated Schools Grant, which is intended to support inclusive education.

6. Consultation

a) Has Local Member Been Consulted?

n/a

b) Has Executive Councillor Been Consulted?

Yes

c) Scrutiny Comments

The Children and Young People Scrutiny Committee will consider this report at

its meeting on 1 December 2017. Comments from the Committee will be reported to the Executive Councillor.

d) Have Risks and Impact Analysis been carried out?

Yes

e) Risks and Impact Analysis

The EIA is included in the appendices

7. Appendices

These are listed below and attached at the back of the report	
Appendix A	Equality Impact Analysis

8. Background Papers

Document title	Where the document can be viewed
Lincolnshire Ladder of Intervention	http://microsites.lincolnshire.gov.uk/children/schools/inclusive-lincolnshire/128704.article

This report was written by Mary Meredith, who can be contacted on 01522 554549 or mary.meredith@lincolnshire.gov.uk

Equality Impact Analysis to enable informed decisions

The purpose of this document is to:-

- I. help decision makers fulfil their duties under the Equality Act 2010 and
- II. for you to evidence the positive and adverse impacts of the proposed change on people with protected characteristics and ways to mitigate or eliminate any adverse impacts.

Using this form

This form must be updated and reviewed as your evidence on a proposal for a project/service change/policy/commissioning of a service or decommissioning of a service evolves taking into account any consultation feedback, significant changes to the proposals and data to support impacts of proposed changes. The key findings of the most up to date version of the Equality Impact Analysis must be explained in the report to the decision maker and the Equality Impact Analysis must be attached to the decision making report.

****Please make sure you read the information below so that you understand what is required under the Equality Act 2010****

Equality Act 2010

The Equality Act 2010 applies to both our workforce and our customers. Under the Equality Act 2010, decision makers are under a personal duty, to have due (that is proportionate) regard to the need to protect and promote the interests of persons with protected characteristics.

Protected characteristics

The protected characteristics under the Act are: age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex; sexual orientation.

Section 149 of the Equality Act 2010

Section 149 requires a public authority to have due regard to the need to:

- Eliminate discrimination, harassment, victimisation, and any other conduct that is prohibited by/or under the Act
- Advance equality of opportunity between persons who share relevant protected characteristics and persons who do not share those characteristics
- Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

The purpose of Section 149 is to get decision makers to consider the impact their decisions may or will have on those with protected characteristics and by evidencing the impacts on people with protected characteristics decision makers should be able to demonstrate 'due regard'.

Decision makers duty under the Act

Having had careful regard to the Equality Impact Analysis, and also the consultation responses, decision makers are under a personal duty to have due regard to the need to protect and promote the interests of persons with protected characteristics (see above) and to:-

- (i) consider and analyse how the decision is likely to affect those with protected characteristics, in practical terms,
- (ii) remove any unlawful discrimination, harassment, victimisation and other prohibited conduct,
- (iii) consider whether practical steps should be taken to mitigate or avoid any adverse consequences that the decision is likely to have, for persons with protected characteristics and, indeed, to consider whether the decision should not be taken at all, in the interests of persons with protected characteristics,
- (iv) consider whether steps should be taken to advance equality, foster good relations and generally promote the interests of persons with protected characteristics, either by varying the recommended decision or by taking some other decision.

Conducting an Impact Analysis

The Equality Impact Analysis is a process to identify the impact or likely impact a project, proposed service change, commissioning, decommissioning or policy will have on people with protected characteristics listed above. It should be considered at the beginning of the decision making process.

The Lead Officer responsibility

This is the person writing the report for the decision maker. It is the responsibility of the Lead Officer to make sure that the Equality Impact Analysis is robust and proportionate to the decision being taken.

Summary of findings

You must provide a clear and concise summary of the key findings of this Equality Impact Analysis in the decision making report and attach this Equality Impact Analysis to the report.

Impact – definition

An impact is an intentional or unintentional lasting consequence or significant change to people's lives brought about by an action or series of actions.

How much detail to include?

The Equality Impact Analysis should be proportionate to the impact of proposed change. In deciding this asking simple questions “Who might be affected by this decision?” “Which protected characteristics might be affected?” and “How might they be affected?” will help you consider the extent to which you already have evidence, information and data, and where there are gaps that you will need to explore. Ensure the source and date of any existing data is referenced.

You must consider both obvious and any less obvious impacts. Engaging with people with the protected characteristics will help you to identify less obvious impacts as these groups share their perspectives with you.

A given proposal may have a positive impact on one or more protected characteristics and have an adverse impact on others. You must capture these differences in this form to help decision makers to arrive at a view as to where the balance of advantage or disadvantage lies. If an adverse impact is unavoidable then it must be clearly justified and recorded as such, with an explanation as to why no steps can be taken to avoid the impact. Consequences must be included.

Proposals for more than one option If more than one option is being proposed you must ensure that the Equality Impact Analysis covers all options. Depending on the circumstances, it may be more appropriate to complete an Equality Impact Analysis for each option.

The information you provide in this form must be sufficient to allow the decision maker to fulfil their role as above. You must include the latest version of the Equality Impact Analysis with the report to the decision maker. Please be aware that the information in this form must be able to stand up to legal challenge.

Background Information

Title of the policy / project / service being considered	Alternative Education Provision for Key Stage 4 pupils permanently excluded from schools	Person / people completing analysis	Jonas Gibson
Service Area	Children's Strategic Commissioning Service	Lead Officer	Jonas Gibson
Who is the decision maker?	Cllr Bradwell	How was the Equality Impact Analysis undertaken?	Internal review, and feedback from schools and professionals. Further engagement is planned which will include young people and parents/carers. This EIA will be updated once this engagement has taken place.
Date of meeting when decision will be made	05/12/2017	Version control	V0.1
Is this proposed change to an existing policy/service/project or is it new?	New	LCC directly delivered, commissioned, re-commissioned or de-commissioned?	Commissioned
Describe the proposed change	Children's Services Inclusion Service is currently reviewing the capacity for Alternative Education Provision (AEP) places for Key Stage 4 pupils who have been permanently excluded from schools or who are on a pre exclusion placement through the Lincolnshire Ladder of Intervention. This service would ensure that pupils at risk can benefit from vocational opportunities and through them a positive post-16 pathway. The proposal is to commission a minimum of 75 places of AEP in Lincolnshire by open competitive tender which will start from the new academic year 4 th September 2018.		

Evidencing the impacts

In this section you will explain the difference that proposed changes are likely to make on people with protected characteristics. To help you do this first consider the impacts the proposed changes may have on people without protected characteristics before then considering the impacts the proposed changes may have on people with protected characteristics.

You must evidence here who will benefit and how they will benefit. If there are no benefits that you can identify please state 'No perceived benefit' under the relevant protected characteristic. You can add sub categories under the protected characteristics to make clear the impacts. For example under Age you may have considered the impact on 0-5 year olds or people aged 65 and over, under Race you may have considered Eastern European migrants, under Sex you may have considered specific impacts on men.

Data to support impacts of proposed changes

When considering the equality impact of a decision it is important to know who the people are that will be affected by any change.

Population data and the Joint Strategic Needs Assessment

The Lincolnshire Research Observatory (LRO) holds a range of population data by the protected characteristics. This can help put a decision into context. Visit the LRO website and its population theme page by following this link: <http://www.research-lincs.org.uk> If you cannot find what you are looking for, or need more information, please contact the LRO team. You will also find information about the Joint Strategic Needs Assessment on the LRO website.

Workforce profiles

You can obtain information by many of the protected characteristics for the Council's workforce and comparisons with the labour market on the [Council's website](#). As of 1st April 2015, managers can obtain workforce profile data by the protected characteristics for their specific areas using Agresso.

Positive impacts

The proposed change may have the following positive impacts on persons with protected characteristics – If no positive impact, please state '*no positive impact*'.

Age	<p>By tendering this service it will ensure that there is a sufficient and sustainable market place to deliver this service to 15-16 year olds who have been permanently excluded from school or who are on a pre-exclusion placement following the Lincolnshire Ladder of Intervention.</p> <p>It will ensure that young people have their right to receive full time education.</p> <p>Disaffected KS4 pupils will benefit from vocational and work-related learning and that due to their interest in these areas their attainment improves.</p>
Disability	No positive impact
Gender reassignment	No positive impact
Marriage and civil partnership	No positive impact
Pregnancy and maternity	No positive impact

Race	No positive impact
Religion or belief	No positive impact
Sex	No positive impact
Sexual orientation	No positive impact

If you have identified positive impacts for other groups not specifically covered by the protected characteristics in the Equality Act 2010 you can include them here if it will help the decision maker to make an informed decision.

None

Adverse/negative impacts

You must evidence how people with protected characteristics will be adversely impacted and any proposed mitigation to reduce or eliminate adverse impacts. An adverse impact causes disadvantage or exclusion. If such an impact is identified please state how, as far as possible, it is justified; eliminated; minimised or counter balanced by other measures.

If there are no adverse impacts that you can identify please state 'No perceived adverse impact' under the relevant protected characteristic.

Negative impacts of the proposed change and practical steps to mitigate or avoid any adverse consequences on people with protected characteristics are detailed below. If you have not identified any mitigating action to reduce an adverse impact please state 'No mitigating action identified'.

Age	There will be a change in the location and education establishment, but education will continue. There may be different arrangements for transport, and transport may take longer, but this will be arranged and journey times kept to a minimum.
Disability	No perceived adverse impact
Gender reassignment	'No perceived adverse impact'
Marriage and civil partnership	'No perceived adverse impact'
Pregnancy and maternity	'No perceived adverse impact'

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Race	'No perceived adverse impact'
Religion or belief	'No perceived adverse impact'
Sex	'No perceived adverse impact'
Sexual orientation	'No perceived adverse impact'

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If you have identified negative impacts for other groups not specifically covered by the protected characteristics under the Equality Act 2010 you can include them here if it will help the decision maker to make an informed decision.

'No perceived adverse impact'

Stakeholders

Stake holders are people or groups who may be directly affected (primary stakeholders) and indirectly affected (secondary stakeholders)

You must evidence here who you involved in gathering your evidence about benefits, adverse impacts and practical steps to mitigate or avoid any adverse consequences. You must be confident that any engagement was meaningful. The Community engagement team can help you to do this and you can contact them at consultation@lincolnshire.gov.uk

State clearly what (if any) consultation or engagement activity took place by stating who you involved when compiling this EIA under the protected characteristics. Include organisations you invited and organisations who attended, the date(s) they were involved and method of involvement i.e. Equality Impact Analysis workshop/email/telephone conversation/meeting/consultation. State clearly the objectives of the EIA consultation and findings from the EIA consultation under each of the protected characteristics. If you have not covered any of the protected characteristics please state the reasons why they were not consulted/engaged.

Objective(s) of the EIA consultation/engagement activity

- To identify and understand the impact, both positive and negative, that the services would have on young people, and their families, based on the protected characteristics.
- To engage with providers to determine how they will be impacted, either positively or negatively.
- To engage with young people and their parents/carers who may use the services to determine how they will be impacted, either positively or negatively.
- To make sure we have considered all of the impacts the services could have on young people and their parents/carers, based on the protected characteristics and where there are any negative impact identified to a particular group of young people, that steps are identified to avoid or reduce the impact to an acceptable level.
- To enable the EIA to be further developed as further engagement is undertaken; this will include young people, their parents/carers as well as other professionals.

Who was involved in the EIA consultation/engagement activity? Detail any findings identified by the protected characteristic

<p>Age</p>	<p>A report was presented to Lincolnshire Schools Forum in October 2017 regarding the current Alternative Education Provision (AEP) and also future arrangements for this. The report identifies the number of exclusions and the need to ensure that a supply of high quality, local and affordable AP is always available for Lincolnshire schools so that pupils at risk (of exclusion) can benefit from vocational opportunities and through them a positive post-16 pathway.</p> <p>Vocational learning is proven to have a key role in securing positive outcomes for vulnerable learners with research confirming that its benefits extend beyond the courses themselves; underachieving pupils also make accelerated progress in Maths and English when re-engaged through work-related learning. (e.g. Dearden et al. 2003).</p> <p>Further consultation has been conducted with a representation from the relevant Children's Services teams, using professional knowledge and expertise, background research. It is planned that further engagement will take place which will include young people and parents/carers to help inform the services.</p>
<p>Disability</p>	<p>As above</p>
<p>Gender reassignment</p>	<p>As above</p>
<p>Marriage and civil partnership</p>	<p>As above</p>

Pregnancy and maternity	As above
Race	As above
Religion or belief	As above
Sex	As above
Sexual orientation	As above
<p>Are you confident that everyone who should have been involved in producing this version of the Equality Impact Analysis has been involved in a meaningful way?</p> <p>The purpose is to make sure you have got the perspective of all the protected characteristics.</p>	Yes at this time
<p>Once the changes have been implemented how will you undertake evaluation of the benefits and how effective the actions to reduce adverse impacts have been?</p>	Further engagement will take place, including young people and their parents/carers and a wider range of professionals.

Further Details

Are you handling personal data?

No
If yes, please give details.

Actions required

Include any actions identified in this analysis for on-going monitoring of impacts.

Action

Further engagement to take place, including children and young people and their parents/carers and a wide range of professionals.

Lead officer

Jonas Gibson

Timescale

31st January 2018

Signed off by

Date

Click here to enter a date.