

Equality Impact Assessment Template

Please complete this template using the [Equality Impact Assessment Guidance document](#)

Version 3: January 2013

Title of proposal <i>(include forward plan reference if available)</i>	Sandwell Residential Education Centres: Charges for the period 1 August 2019- 31 July 2020
Directorate and Service Area	Education, Skills and Employment; Residential Education Centres
Name and title of Lead Officer completing this EIA	Richard Oakes Manager, Sandwell Residential Education Service
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Names and titles of other officers involved in completing this EIA	
Partners involved with the EIA where jointly completed	
Date EIA completed	16.06.18.
Date EIA signed off or agreed by Director or Executive Director	
Name of Director or Executive Director signing off EIA	
Date EIA considered by Cabinet Member	

See [Equality Impact Assessment Guidance](#) for key prompts that must be addressed for all questions

- The purpose of the proposal or decision required
(Please provide as much information as possible)**

- 1.1 The proposal aims to adjust the charging structure at the Residential Centres to even out seasonal demand, keeps low season charges down to help with accessibility, introduces a mid-season charge, and slightly raises high season charges.
- 1.2 The proposal potentially increases term-time income by 4.6%, but with a lower percentage increases to customers.
- 1.3 Residential Education Centres have operated to a zero-revenue budget since April 2017. The centres have to factor inflation, pay rises and the living wage into their costs.
- 1.4 The purpose of the Centres is to support Sandwell 2030 Vision, by delivering an accessible and high-quality service for as many Sandwell children and young people as possible.
- 1.5 Charges per pupil to Sandwell schools and academy schools were held with no increase for two years even as the centres moved to a zero budget. A 2% increase for 2018/19 was approved by Cabinet but, because of pressures on school budgets, was not implemented. Additional income to keep Sandwell charges low is generated by more work with non-Sandwell groups, weekends, day visits, holiday-time working, and commercial events, in part made possible by Council investment in the properties.
- 1.6 The Centres' business model is a high-volume one, with the centres open all year round. There are currently some lower-demand times. The proposed charges aim to even out the demand throughout the school year.
- 1.7 The proposed low-season charges remain unchanged, and below charges previously approved, but for a shorter period of the year, December and January. This will allow lower-cost access, and reflects low season across the residential centre sector.
- 1.8 The proposed charges introduce a mid-season price band, in the autumn and spring terms but excluding December and January. These represent a slight increase on currently approved charges broadly in line with inflation.
- 1.9 The proposed high-season charges are from April to July when demand is highest.

1.10 The proposed charges have been modelled, and indicate an income increase during term-time of 4.6%.

1.11 School holiday and weekend charges, to generate additional income and support school courses, will continue to be set at a rate determined by the Service Manager and Centre Heads.

2. Evidence used/considered

Evidence considered is based on:

- On-going monitoring of uptake of courses and places by groups – especially schools – from within and outside Sandwell
- Monitoring of attendance by gender, disability, and LAC.
- Benchmarking against other external providers of similar services.
- Feedback from Head teachers, and other school/group leaders.

3. Consultation

Consultation has taken place through formal and informal discussion with Head Teachers individually, at Learning Community meetings, and Secondary and Primary Partnership meetings.

4. Assess likely impact

Please give an outline of the overall impact if possible.

The new three-tier charges will give schools more price options.

Holding low-season charges at current prices will continue to give schools a best-value option, when demand is lowest.

Introducing a mid-season charge slightly above current low-season charges is expected to have little impact on bookings and numbers attending.

A small increase in charges in the summer high season is unlikely to put off schools that want to come then.

All charges remain competitive.

Sandwell school pupils pay about £60 per course less than non-Sandwell pupils; Sandwell academy school pupils pay £30 less than non-Sandwell. pressure.

There is no separate change to any of the protected characteristics listed below.

Please complete the table below at 4a to identify the likely impact on specific protected characteristics

4a. Use the table to show:

- Where you think that the strategy, project or policy could have a negative impact on any of the equality strands (protected characteristics), that is it could disadvantage them or if there is no impact, please note the evidence and/or reasons for this.
- Where you think that the strategy, project or policy could have a positive impact on any of the groups or contribute to promoting equality, equal opportunities or improving relationships within equality characteristics.

Protected Characteristic	Positive Impact ✓	Negative Impact ✓	No Impact ✓	Reason and evidence (Provide details of specific groups affected even for no impact and where negative impact has been identified what mitigating actions can we take?)
Age			✓	Centres are attended by all age groups from reception upwards. There is no variation in strategy regarding age.
Disability			✓	Centres have improved their facilities and provision for disabled people, and monitor attendance. It is anticipated that there will not be a downturn in proportional attendance.
Gender reassignment			✓	No variation in strategy.
Marriage and civil partnership			✓	No variation in strategy.
Pregnancy and maternity			✓	No variation in strategy.

Race			✓	No variation in strategy.
Religion or belief			✓	No variation in strategy.
Sex			✓	No variation in strategy.
Sexual orientation			✓	No variation in strategy.
Other			✓	No variation in strategy.

Does this EIA require a full impact assessment? Yes No

If there are no adverse impacts or any issues of concern or you can adequately explain or justify them, then you do not need to go any further. You have completed the screening stage. You must, however, complete sections 7 and 9 and publish the EIA as it stands.

If you have answered yes to the above, please complete the questions below referring to the guidance document.

5. What actions can be taken to mitigate any adverse impacts?

The Centres have developed more versatile cost-options, including pods, more adaptable accommodation, different lengths of courses, and seasonal charging. Overall capacity at the Centres has increased, with more external income and commercial income from lettings and events helping to reduce the impact on Sandwell schools and children.

Schools are encouraged to use Pupil Premium, PE funding and other sources to enable pupils to attend, and where appropriate we can put fund-raisers in touch with schools.

6. As a result of the EIA what decision or actions are being proposed in relation to the original proposals?

None.

7. Monitoring arrangements

Attendance is monitored and reported by the Residential Education Service Manager.

8. Action planning

You may wish to use the action plan template below

Question no. (ref)	Action required	Lead officer/ person responsible	Target date	Progress

9. Publish the EIA

Where can I get additional information, advice and guidance?

In the first instance, please consult the accompanying guide “Equality Impact Assessment Guidance”

Practical advice, guidance and support

Help and advice on undertaking an EIA, using the electronic EIA toolkit or receiving training related to equalities legislation and EIAs is available to **all managers** across the council from officers within Improvement and Efficiency. The officers within in Improvement and Efficiency will also provide overview quality assurance checks on completed EIA documents.

Please contact:

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