

PROFORMA FOR A FULL EQUALITY IMPACT ASSESSMENT

APPENDIX THREE

Directorate:	Children's Services	Function:	Education at Home Policy
Assessment by:	Sue Brooke	Related Policies:	<ul style="list-style-type: none"> ➤ DfES Education at Home Policy ➤ Safeguarding Children ➤ Every child matters
Date:	April 2006	Related Procedures:	<ul style="list-style-type: none"> ➤ Section 7 of the 1996 Education Act. ➤ Section 9 of the 1996 Education Act. ➤ Working together to Safeguard Children (Home Office /department of Health/DfES/Welsh Office 1999)
Equality Impact Assessment Working Group	Names <ul style="list-style-type: none"> ➤ Chris Golborn ➤ Jacqui Allen ➤ Sue Brooke ➤ Sue Page 	Role on Group <ul style="list-style-type: none"> ➤ Social Inclusion Manager ➤ Deputy Social Inclusion Manager ➤ Parent Partnership Officer ➤ Home Education Liaison Officer 	

Step and page in Toolkit	Description of Step	Checklist	Checklist
1 Pg 7	<p>To ensure that the parent of every child of compulsory school age shall cause him to receive efficient full time education suitable; to age, ability and aptitude and to any special educational needs he may have by regular attendance at school or otherwise.</p>	<p>What do you want to achieve?</p> <p>Ensure that schools have a clear understanding of the procedures in regard to parents choosing to educate their children other than at school.</p> <p>Ensure that parents have a clear understanding of their rights and responsibilities.</p> <p>Ensure that all groups including vulnerable groups have access to the policy.</p> <p>To foster good relationships with families who educate at home.</p> <p>To offer information and support when appropriate.</p>	<p>How will you do that?</p> <p>Up to date EaH Policy and Guidance that is accessible to all groups by:</p> <ul style="list-style-type: none"> ➤ Including it on the Worcestershire Grid for learning. ➤ Email copies to relevant departments. ➤ Copy on PPS Web Site. <p>Raise awareness of policy to all agencies involved with children including BME Groups.</p> <p>Monitoring the education of children who are educated home.</p> <p>Maintaining links with Education Otherwise and Regional LA EaH</p>

			groups.
<p>2 Pg 7 - 10</p>	<p>Consider the evidence Existing database includes:</p> <ul style="list-style-type: none"> ➤ Register of families who EaH ➤ Date of when EaH commenced ➤ Dates of home visits ➤ Dates of future visits ➤ Reports of visits. ➤ Dates when EaH has finished ➤ Children who have returned to School ➤ Children EaH who have special educational needs. ➤ Families who have been referred to the educational Welfare Service because education has been deemed unsuitable. 	<p>Existing Sources</p> <ul style="list-style-type: none"> ➤ Parent partnership Database. ➤ Written information from parents. ➤ Reports collated by Home Education Officer ➤ Reports/information sent to parents. ➤ Established Links with EWS and other agencies. ➤ Liaison with Education Otherwise. ➤ Feedback from service users including children. 	<p>What does the evidence show you?</p> <ul style="list-style-type: none"> ➤ Number of families who are EaH ➤ Education Provision they are making. ➤ Frequency of Home Visits/contact with the families. ➤ Number of Families who are not making adequate provision. ➤ Number of children who return to school. ➤ Number of families who do not wish to have home visits. ➤ Some schools do not carry out the correct procedure.

	<p>What new data or research, if any, do you need?</p> <ul style="list-style-type: none"> ➤ Number of Families who are educating at home who are not registered with PPS. ➤ Whether information regarding education at Home is reaching vulnerable groups 	<p>New Sources:</p>	
<p>3 Pg10-12</p>	<p>Assessing the likely Impact</p> <ul style="list-style-type: none"> ➤ Clear and concise information for parents whom EaH or who are considering EaH. ➤ Understanding of 	<p>Could some groups be affected differently? If so state which ones</p> <ul style="list-style-type: none"> ➤ Vulnerable Groups, ➤ BME Groups. 	<p>List the barriers to and opportunities to promoting equality and diversity?</p> <ul style="list-style-type: none"> ➤ Accessing the Policy and guidance could prove to be a barrier.

	<ul style="list-style-type: none"> ➤ Information and support that is available. ➤ Parents will have a clearer understanding of their role and responsibilities. ➤ Clear understanding of the LA role. 		<ul style="list-style-type: none"> ➤ Parents who are resistant to LA involvement and see this as an intrusion. ➤ Opportunity to foster good relationship between families and the LA. ➤ Opportunity for a greater understanding of different styles of learning. ➤ Opportunity that with a greater understanding of the LA in regard to Education at Home, better relationships could develop between the LA and Parents. ➤ Opportunity to raise the awareness of the policy with all vulnerable groups.
		<p>Negative impact.</p> <ul style="list-style-type: none"> ➤ Not having to see the child ➤ Not having to make home visits or have any face-to-face 	<p>Positive impacts</p> <ul style="list-style-type: none"> ➤ The Policy promotes equality of access and opportunity?

		<p>contact with the families.</p>	<ul style="list-style-type: none"> ➤ The Policy offers clear guidance on the roles and responsibilities of families who educate. ➤ The Policy offers clear information on the level of involvement from the LA. ➤ The policy gives opportunity for feedback from parents and children. ➤ The Policy takes into consideration different learning styles.
		<p>Could these be justified? If so, how?</p> <ul style="list-style-type: none"> ➤ Some parents for various reasons may not wish to have personal contact with a representative from the LA, but may prefer to send reports or 	<p>What, if anything, could be done to improve positive impact or promote equality?</p> <ul style="list-style-type: none"> ➤ The Policy promotes equality and promotes a positive impact.

		<p>philosophies in by post.</p>	<ul style="list-style-type: none">➤ Greater awareness raising of the policy amongst the vulnerable and BME groups
		<p>What are the reasons for adverse impact? Is it illegal? Is it unavoidable?</p> <p>These are unavoidable as the DfES policy states that the statutory duties of parents who educate at home do not include:</p> <ul style="list-style-type: none">➤ LA making home visits➤ LA having to see the child.➤ LA having any face to face contact with families.	<ul style="list-style-type: none">➤ The policy will help reassure parents who may have doubts regarding LA intervention.

<p>4 Pg 12-14</p>	<p>Consider the alternatives</p>	<p>What would make it possible to reduce or eliminate adverse impact?</p> <ul style="list-style-type: none"> ➤ If some parents did have a more positive view of the LA, and did not see their involvement as an intrusion. ➤ LA did have a statutory duty to see the child ➤ LA did have to have face-to-face contact with families. 	<p>What action do you intend to take?</p> <ul style="list-style-type: none"> ➤ Ensure that all parents who educate at home have access to the policy. ➤ Encourage good relationships between the LA and parents who educate at home. ➤ Ensure that all different learning styles are taken into consideration. ➤ Aim to ensure that all vulnerable groups including BME groups have equal access to the policy
<p>5 Pg 15-16</p>	<p>Consult Formally</p> <p>Identify existing consultation data</p>		

	that you need	<p>Existing consultation sources:</p> <ul style="list-style-type: none"> ➤ DfES Education at Home Policy ➤ Regional LA Education at Home Liaison Officers 	<p>What does this show you?</p> <ul style="list-style-type: none"> ➤ Policies are very similar.
	What new consultation, if any do you needs to undertake?	<p>Original consultation</p> <p>Who</p> <ul style="list-style-type: none"> ➤ SIAD ➤ SEN ➤ Education Otherwise <p>How</p> <ul style="list-style-type: none"> ➤ Access to copies of draft policy 	
<p>6 Pg 17-18</p>	<p>Decision and recommendation</p>	<p>What is your decision/recommendation?</p> <ul style="list-style-type: none"> ➤ To ensure that vulnerable groups including BME groups have access and understanding of the policy. 	<p>Who will sign this off? Godfrey Prior. Deputy head of Services to Schools</p>

		<p>Will you be taking immediate action? Yes</p> <ul style="list-style-type: none">➤ Action is already being taken by consultation with relevant agencies <p>Have you developed equality objectives and targets? Yes</p> <p>What are they?</p> <ul style="list-style-type: none">➤ To raise awareness of the policy to ensure that all vulnerable groups have a clear understanding.➤ To ensure that children who are educated at home receive an education suitable to their age, aptitude and ability.➤ 95% of families choosing to educate at home receive regular monitoring and reviews within 3 months of notification of intent to home educate and given follow up visits relevant to their category.	
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		<p>Have you attached a timescale to your targets?</p> <ul style="list-style-type: none"> ➤ These targets are ongoing. <p>Have the equality objectives and targets been included in your service plan?</p> <ul style="list-style-type: none"> ➤ Yes <p>Have these objectives and targets been incorporate into your monitoring and performance management system?</p> <ul style="list-style-type: none"> ➤ Yes <p>How often will they be monitored and by whom?</p> <ul style="list-style-type: none"> ➤ Termly ➤ Home Education Liaison /Parent partnership Officer. 	
<p>7 Pg 18-19</p>	<p>Make the monitoring arrangements</p>	<p>What monitoring arrangements are in place?</p>	<p>Who will monitor?</p>

		<ul style="list-style-type: none">➤ Monitor how well the policy is being accessed.➤ Monitor feedback from parents/children➤ Monitor number of children who are being educated at home and the reason why.➤ Monitor the education provision for children who are being educated at home.➤ Monitor number of children not receiving a suitable education.➤ Number of children returning to school.➤ Monitor and revise EAH leaflets and information.➤ Monitor for any changes to DfES Policy. <p>How will you publish results of monitoring?</p> <ul style="list-style-type: none">➤ Termly and Annual Reports	<ul style="list-style-type: none">➤ Home Education Liaison officer, and the parent Partnership officer,
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<p>8 Pg 20-21</p>	<p>Publish assessment results</p>	<p>How will you publish?</p> <ul style="list-style-type: none"> ➤ PPS Website ➤ Worcestershire grid for Learning. ➤ Electronic Copies. ➤ Hard copies will be available. <p>Has a summary report been prepared? Yes</p>	<p>Has a copy been given to your Directorate Equalities Lead? Yes</p>
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Signed (Completing Officer...Sue Brooke

Dated...July 06

Signed (Lead Officer)

Dated.....