

Equality Impact Assessment [version 2.10]



Title: Dedicated Schools Grant Budget 24/25	
<input checked="" type="checkbox"/> Budget Proposal	<input type="checkbox"/> New <input checked="" type="checkbox"/> Already exists / review <input type="checkbox"/> Changing
Directorate: Children and Education	Lead Officer name: Reena Bhogal-Welsh
Service Area: Education	Lead Officer role: Director of Education, Skills & Learning

Step 1: What do we want to do?

The purpose of an Equality Impact Assessment is to assist decision makers in understanding the impact of proposals as part of their duties under the Equality Act 2010. Detailed guidance to support completion can be found here [Equality Impact Assessments \(EqIA\) \(sharepoint.com\)](#).

This assessment should be started at the beginning of the process by someone with a good knowledge of the proposal and service area, and sufficient influence over the proposal. It is good practice to take a team approach to completing the equality impact assessment. Please contact the [Equality and Inclusion Team](#) early for advice and feedback.

1.1 What are the aims and objectives/purpose of this proposal?

Briefly explain the purpose of the proposal and why it is needed. Describe who it is aimed at and the intended aims / outcomes. Where known also summarise the key actions you plan to undertake. Please use plain English, avoiding jargon and acronyms. Equality Impact Assessments are viewed by a wide range of people including decision-makers and the wider public.

Budget context

Each year, Bristol City Council receives a Dedicated Schools Grant (DSG) allocation which is a ring-fenced grant. The grant is paid to the LA to support schools budgets. It is the main source of income for schools. Bristol is, like all Local authorities with Education responsibilities – required to determine the split of the grant between central expenditure and the individual schools budget (ISB) in conjunction with schools forum, and within the terms of the grant. Once agreed Bristol City Council is responsible for allocating the ISB to individual schools in accordance with the local schools' funding formula.

The majority of the grant is used to fund individual school budgets for maintained schools, academies and free schools. The grant also funds early years nursery free entitlement places as well as provision for pupils with high needs including those with Special Educational Needs and or Disabilities (SEND), Education Health and Care Plans (EHCPs) in special schools and specialist provision in and out of Bristol. The Council is required to set a budget for the use of the DSG based on statutory guidance, national funding formulae and needs.

At present the DSG is carrying an overall deficit for which a statutory instrument is in place until 2026, and the LA is required to produce plans to bring the DSG back into overall balance.

Purpose

To note that in year 2024/2025 position for the overall Dedicated Schools Grant (DSG) is a fair and consistent distribution of funding that is closely aligned to need and is essential to supporting opportunity for all children, irrespective of their background, ability and need. The DSG is distributed centrally from central government. This proposal covers an additional uplift to the Early Years bloc. The Delivering Better Value in SEND (DBV) workstream focused on 'Top-Up' funding, which forms part of the

DSG deficit management plan, is subject to its own EqIA. This will be published and presented to Cabinet for a key decision on 6 February 2024.

The DSG is the main source of revenue funding for state-funded 5 to 16 schools in England. DSG is paid to local authorities, minus deductions ('recoupment') for academies and subject to certain other adjustments. The Grant comprises of four blocks:

- The Schools Block
- Schools Central Services Block
- The High Needs Block
- The Early Years Block

The DSG is a ring-fenced grant of which the majority is used to fund individual school budgets in maintained schools, academies and free schools. It also funds early years nursery free entitlement places for two, three and four year-olds as well as provision for pupils with high needs including those with Special Educational Needs and or Disabilities (SEND), Education Health and Care Plans (EHCPs) in special schools and specialist provision in and out of Bristol.

Our Goals:

- Enable all children and young people to achieve their potential through having access to the right resources and provision needed to meet their needs and the right support for their education settings.
- Improve outcomes for Bristol's Disabled children and young people with SEND as well as those identified with high needs including educational aspirations, engagement and progress in learning, in line with those who do not have SEND or high needs.
- Make sure all children and young people attend the right education setting that can meet their needs, where they receive a full time/ appropriate education offer that ensures they are safeguarded and their welfare is promoted.
- Reduce persistent absence and increase attendance for Disabled children and young people in receipt of SEND support and those with EHCPs.
- Reduce / eliminate the need for permanent exclusions and reduce multiple suspensions for children and young people in receipt of SEND Support and those with EHCPs.
- Ensure each young person progresses post-16 to suitable education, training or employment and is fully prepared for adulthood.

Early Years Block

Early Years Block is based on census data collected throughout the year. The indicative allocation is based on January census only, so the actual amount will be updated by the Education Skills Funding Agency (ESFA) once the Spring 2024 census figures are known.

The 2024/25 allocation includes £14.996m of new funding being:

- New 2 year-old and under entitlement to 15 hours of free childcare for eligible parents
- Extension of pupil premium and Disability Access Fund (DAF) to eligible 2 year olds and under

Overall, the change in early years funding is £17.748m increase when compared to 2023/24.

The release of the block allocations also included the first indication of the hourly rates for 2024/25.

- For 3 & 4 year-old the rate will increase by 17p to £5.97 from £5.80 in 2023/24.
- The 2 year-old rate will increase by £2.36 to £8.25, from £5.89 in 23/24
- The under 2 year-old rate will be £11.24 which is new for 2024/25.

These are the rates used to calculate funding to the LA, the rates paid to providers are outlined in section 5 of this report. Overall the indicative Early Years block has increased by £17.7m, to £55.180m in 24/25 from £37.432m in 23/24.

The Maintained Nursery School (MNS) supplementary funding will increase to £4.64 per hour; this is equivalent to an indicative increase of £0.613m in funding based on part-time participation number of 1,177 for 15 hours per week, 38 weeks per year.

As a result of any cabinet decisions, there may be a policy change for the Non statutory top up funding process. The policy may identify a new way of working for the non statutory top up funding process that all partners of SEND will need to be aware of. Workstream 2 of Delivering Better Value required the procurement of an independent delivery partner, as part of the tendering process. Their equality and diversity moral purpose was measured to ensure that the chosen partner was aligned to the inclusion agenda. The EQIA will be updated and reviewed and any further specific proposals will be subject to their own specific EQIAs

NB: There have been significant changes in the guidance regarding how local authorities must distribute funding, which culminated in the publication of changes here which outline the expansion of free childcare to Under 2s and 2 year-olds from working families, beginning in April 2024 (and fully rolling out by Sept 2025). [Date set for new childcare offer applications - GOV.UK \(www.gov.uk\)](#). There remains a requirement to consult with providers prior to setting rates, which ran for 6 weeks and concluded on 29th Dec 2023.

1.2 Who will the proposal have the potential to affect?

<input type="checkbox"/> Bristol City Council workforce	<input checked="" type="checkbox"/> Service users	<input checked="" type="checkbox"/> The wider community
<input checked="" type="checkbox"/> Commissioned services	<input checked="" type="checkbox"/> City partners / Stakeholder organisations	
Additional comments:		

1.3 Will the proposal have an equality impact?

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	[please select]
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Could the proposal affect access levels of representation or participation in a service, or does it have the potential to change e.g. quality of life: health, education, or standard of living etc.?

If 'No' explain why you are sure there will be no equality impact, then skip steps 2-4 and request review by Equality and Inclusion Team

If 'Yes' complete the rest of this assessment, or if you plan to complete the assessment at a later stage please state this clearly here and request review by the Equality and Inclusion Team.

2.1 What data or evidence is there which tells us who is, or could be affected?

Please use this section to demonstrate an understanding of who could be affected by the proposal. Include general population data where appropriate, and information about people who will be affected with particular reference to protected and other relevant characteristics: [How we measure equality and diversity \(bristol.gov.uk\)](#)

Use one row for each evidence source and say which characteristic(s) it relates to. You can include a mix of qualitative and quantitative data e.g. from national or local research, available data or previous consultations and engagement activities.

Outline whether there is any over or under representation of equality groups within relevant services - don't forget to benchmark to the local population where appropriate. Links to available data and reports are here [Data, statistics and intelligence \(sharepoint.com\)](#). See also: [Bristol Open Data \(Quality of Life, Census etc.\)](#); [Joint Strategic Needs Assessment \(JSNA\)](#); [Ward Statistical Profiles](#).

For workforce / management of change proposals you will need to look at the diversity of the affected teams using available evidence such as [HR Analytics: Power BI Reports \(sharepoint.com\)](#) which shows the diversity profile of council teams and service areas. Identify any over or under-representation compared with Bristol economically

active citizens for different characteristics. Additional sources of useful workforce evidence include the [Employee Staff Survey Report](#) and [Stress Risk Assessment Form](#)

Data / Evidence Source [Include a reference where known]	Summary of what this tells us
Census 2021	The Census details the demographic profile of Bristol.
<p>School census: Data is from the Jan 2023 school census and provides information on the number of pupils in Bristol schools with SEND.</p>	<p>The School Block</p> <p>The 24/25 School Block allocation is based upon:</p> <ul style="list-style-type: none"> • Primary (Reception-Year 6) 34,670 pupils • Secondary age pupils (Y7-Y11): 21,788 pupils <p>The 23/24 School Block allocation is based upon:</p> <ul style="list-style-type: none"> • Primary (Reception-Year 6) 35,005 pupils • Secondary age pupils (Y7-Y11): 21,607 pupils <p>Overall the balance has shifted with 335 fewer primary age pupils, and 181 more secondary age pupils.</p> <p>Note: This does not include pupils who live in Bristol but attend a school out of area or young people not of school age.</p> <p>Pupils with SEND in schools</p> <p>We know from Bristol’s school census data that for school age children – boys are more likely to receive support for non-physical SEND needs than girls, whilst Black African children are more likely to be in receipt of non-statutory top-up funding at mainstream schools; and more likely to be at a special school. Mixed White and Black African/Caribbean children are also overrepresented, whilst White British children are underrepresented compared to the Bristol population average. We also know that Disabled children with SEND are more likely to live in a deprived area and be eligible for free school meals. Over 13,500 pupils in Bristol been diagnosed with special educational needs (SEN). This is an increase of 9% in the last year and 43% since 2016.</p> <ul style="list-style-type: none"> • 2,877 pupils have an Education, Health and Care plan (EHC plan) • 10,944 pupils have SEND but no EHC plan – SEND support (SEND support means support that is additional to, or

different from, the support generally made for other children of the same age in a school.)

In Bristol, 4.1% of pupils have an EHC plan. The percentage of pupils with an EHC plan has been increasing since 2018 but is still below the national average (4.3%).

The proportion of pupils in Bristol schools with SEND support continues to increase with 15.6% of pupils recorded with SEND support in 2023, higher than the national average of 13%.

SEND provision by school type

Rates of EHC plans and SEND support are higher in secondary schools than primary schools.

- In primary schools, 2.1% of pupils have an EHC plan and 14.9% have SEND support
- In secondary schools, 2.7% of pupils have an EHC plan and 16.7% have SEND support

Pupil characteristics (does not include independent schools)

SEND Diagnosis is more prevalent in boys than girls, both locally and nationally.

- 71% of pupils with an EHC plan are boys
- 62% of pupils with SEND Support are boys

In Bristol, EHC plans are most prevalent at age 12 and SEND support rates are highest for 9 and 10 year olds. The proportion of pupils with SEND support increase with age up until age 10. The proportion of pupils with an EHCP also increases with age from 3.5% at age 4 to 11.5% at age 12.

White British children make up a smaller proportion of the population in receipt of top-up funding than they do of the general British population of the same age (2021 Census data) by around 16%. Black African children are 27% more likely to be in receipt of non-statutory top-up at mainstream schools, and 60% more likely to be at a special school than the average child in Bristol. Mixed White and Black African/Caribbean children are also overrepresented. A full analysis of impact by ethnicity has not been possible due to data limitations.

Ethnic group	EHCP		SEN Support	
	Bristol	England	Bristol	England
White British	4.5%	4.5%	16.7%	14.3%
Irish	4.2%	4.4%	12.1%	13.6%
Traveller Of Irish Heritage	2.0%	6.1%	25.5%	25.5%
Any Other White Background	2.7%	2.9%	10.8%	9.5%
Gypsy Roma	3.3%	4.8%	27.5%	22.2%
White And Black Caribbean	6.8%	5.4%	20.8%	17.0%
White And Black African	4.6%	4.5%	15.9%	12.6%
White And Asian	2.6%	3.4%	11.0%	10.1%
Any Other Mixed Background	4.6%	4.3%	15.5%	11.5%
Indian	2.0%	2.4%	7.3%	6.3%
Pakistani	3.8%	3.9%	14.1%	11.2%
Bangladeshi	5.2%	4.5%	12.4%	10.2%
Any Other Asian Background	3.5%	3.7%	8.4%	8.0%
Black Caribbean	7.0%	5.8%	26.0%	16.5%
Black African	4.7%	4.5%	14.1%	10.4%
Any Other Black Background	5.7%	5.6%	15.0%	12.7%
Chinese	2.6%	2.1%	5.3%	4.9%
Any Other Ethnic Group	4.1%	3.4%	11.4%	10.1%
Unclassified	4.8%	4.7%	13.8%	11.6%

cc	Mainstream (EHCP)	Mainstream (Non-Stat)	Special Schools
White British	0.85x	0.75x	0.82x
Black African	1.06x	1.24x	1.65x
Any Other White Background	0.83x	0.99x	0.89x
White and Black Caribbean	1.36x	1.43x	1.63x
Any Other Mixed Background	1.69x	1.60x	1.32x
Pakistani	0.67x	0.76x	0.97x
Black Caribbean	1.87x	2.81x	1.82x
Any Other Black Background	1.39x	1.03x	1.62x
White and Black African	1.22x	1.28x	1.19x
Any Other Asian Background	0.91x	1.51x	2.00x
Any Other Ethnic Group	0.92x	0.81x	0.64x
White and Asian	0.46x	0.34x	0.50x
Bangladeshi	1.21x	0.64x	1.69x
Indian	0.58x	0.41x	0.40x
Chinese	0.55x	0.44x	0.97x
White Irish	0.77x	0.40x	1.08x
Traveller of Irish Heritage	1.02x	2.15x	nanx

Primary type of need (does not include independent schools)

Speech, language and communication needs is the most common primary need type for SEND pupils in Bristol. For pupils with SEND support the most common primary need type is also speech, language and communication needs, but for pupils with an EHC plan it is Autistic Spectrum Disorder.

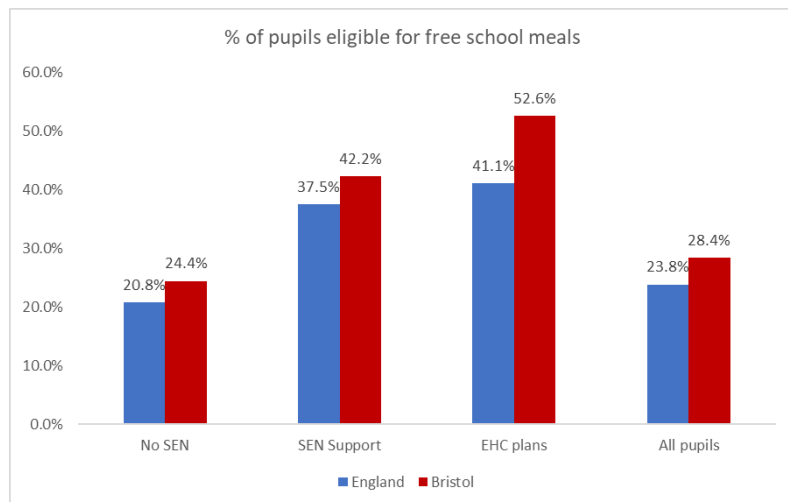
Primary Need	EHCP	SEN Support	Total
Speech, Language and Communications needs	413	2943	3356
Social, Emotional and Mental Health	640	2467	3107
Autistic Spectrum Disorder	922	653	1575
Specific Learning Difficulty	113	1439	1552
Moderate Learning Difficulty	178	1020	1198
Other Difficulty/Disability	61	472	533
SEN support but no specialist assessment of need	0	364	364
Physical Disability	107	207	314
Hearing Impairment	82	131	213
Severe Learning Difficulty	129	34	163
Visual Impairment	33	67	100
Profound & Multiple Learning Difficulty	90	4	94
Multi- Sensory Impairment	5	23	28

The most common primary need in primary schools is speech, language and communication needs (2,236 pupils), with a much higher number of pupils with this need type compared to secondary schools (822 pupils).

In secondary schools the most common primary need type is social, emotional and mental health (1,320 pupils).

Free school meal (FSM) eligibility (does not include independent schools)

Pupils with SEND are more likely to be eligible for free school meals.



SEN2: data is from the SEND statutory return, SEN2, and includes information on Disabled children and young people with SEND from 0-25 years who live in a Bristol postcode.

<https://www.explore-education-statistics.service.gov.uk/find-statistics/education-health-and-care-plans>

Summary of what the below data tells us: The children and young people for whom Bristol maintains an EHC Plan are distributed across the age ranges, with the vast majority (91%) aged between 5 and 19 years.

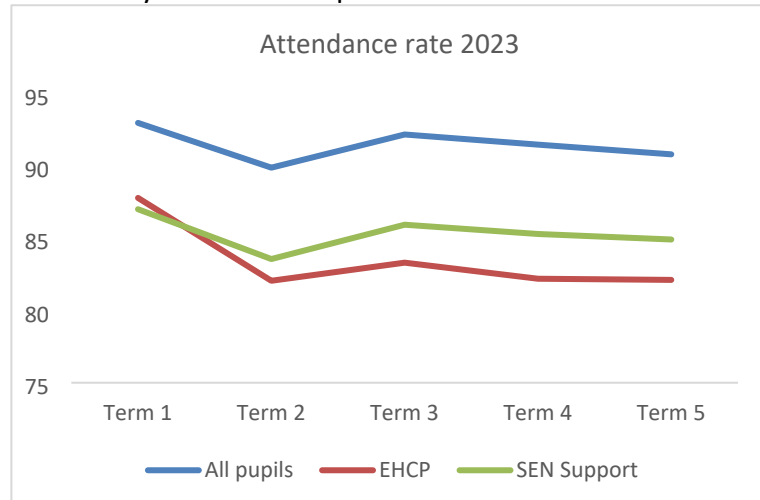
Of those 3,709 children and young people for whom Bristol maintains an EHC Plan in January 2023:

- 141 (3.8%) are aged under 5 years
- 1139 (30.7%) are aged 5 to 10 years
- 1413 (38.1%) are aged 11 to 15 years
- 839 (22.6%) are aged 16 to 19 years
- 177 (4.8%) are aged 20 to 25 years

Attendance & Deprivation
(Source: Xvault)

Summary of what the below data tells us:

The attendance rate for pupils with an EHCP or SEND support is consistently below the overall attendance rate for Bristol schools. We also know that Disabled children with SEND are more likely to live in a deprived area.



Deprivation

41.6% of pupils with SEND support live in a deprived area and 58.5% of pupils with an EHCP. This compares to 34.9% of all pupils in Bristol.

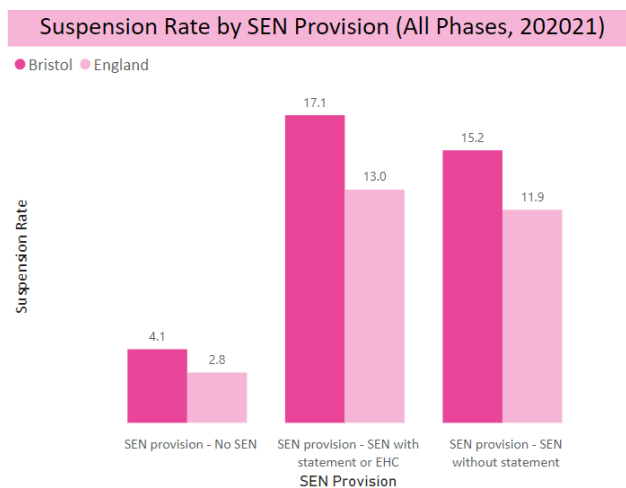
NB: in this analysis a deprived area is an LSOA in the bottom 20% in the IDACI deprivation index. Totals do not include pupils who live outside of Bristol but attend a Bristol school. Excludes pupils who attend an independent school.

Suspension rates (source: Department for Education)

<https://explore-education-statistics.service.gov.uk/find-statistics/permanent-and-fixed-period-exclusions-in-england>

Summary of what the below data tells us:

Suspension rates were higher within SEN provision (both with and without EHC) in 2020/21; compared to “no SEN provision” category.



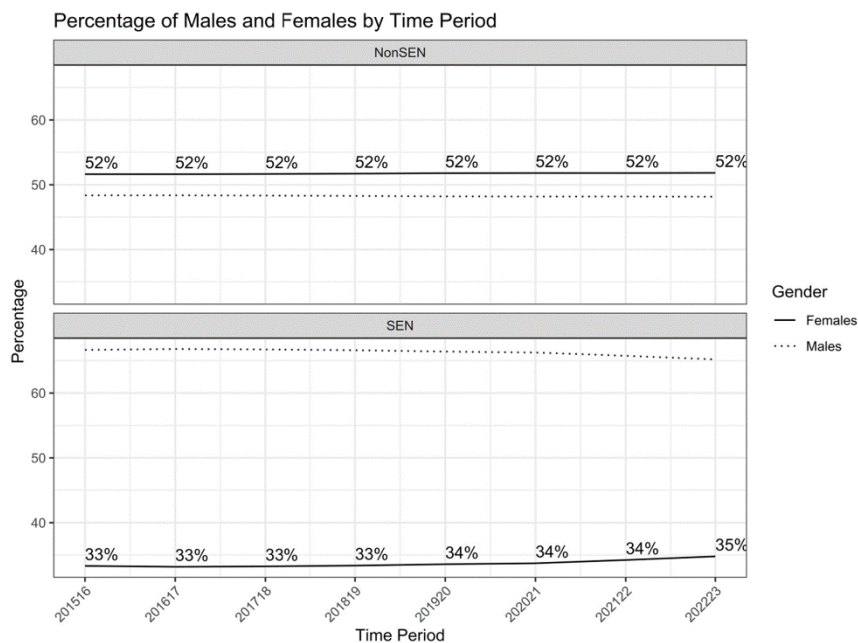
Gender differences in special educational needs identification, Daniel, J. & Wang, H.

Source:

<https://doi.org/10.1002/rev3.3437>

Summary of what the below data tells us:

Of the roughly 1.5 million children in English schools identified for SEN services in 2022-23, only 0.5 million were girls. The same pattern is seen across the country, with girls making up between 34% to 36% of all students accessing SEN support in most regions. In some cases, this may be because certain disabilities are more common in boys. But it is likely to be also down to gender bias in assessment and from those referring children for assessment, as well as girls being better at hiding the challenges they face from some conditions.



Local Area education performance (Early Years, School Age mainstream and specialist provision)

[Key stage 2 attainment: 2023 - GOV.UK \(www.gov.uk\)](#)

[Statistics: GCSEs \(key stage 4\) - GOV.UK \(www.gov.uk\)](#)

[Early years foundation stage profile results: 2022 to 2023 - GOV.UK \(www.gov.uk\)](#)

Summary of what this tells us:

National statistics published by the DfE on attainment outcomes for local authorities for early years foundation stage and at the end of Key stage 2 and Key stage 4. Includes a breakdown by characteristics including SEN provision.

The population of Bristol

Updated annually. The report brings together statistics on the current estimated population of Bristol, recent trends in population, future projections and looks at the key characteristics of the people living in Bristol.

Bristol Key Facts 2022

Population Profiles for Equalities Groups bring together detailed analysis looking at equalities groups and how they differ in

	relation to age, health, employment, education and housing, and maps the distribution of equalities groups across the city.
<u>Ward profile data (bristol.gov.uk)</u>	The Ward Profiles provide a range of data-sets, including population, life expectancy, health and education disparities etc. for each of Bristol's electoral wards.
<u>Joint Strategic Needs Assessment (JSNA)</u>	The Joint Strategic Needs Assessment reports on the health and wellbeing needs of the people of Bristol. It brings together detailed information on local health and wellbeing needs and looks ahead at emerging challenges and projected future needs. The JSNA is used to provide a comprehensive picture of the health and wellbeing needs of Bristol (now and in the future); to inform decisions about how we design, commission and deliver services, and also about how the urban environment is planned and managed; to improve and protect health and wellbeing outcomes across the city while reducing health inequalities; and to provide partner organisations with information on the changing health and wellbeing needs of Bristol, at a local level, to support better service delivery.
Children in Care Data	<p>There are currently 727 children in care, 57% are male and 43% female (compared to 51% and 49% of the overall child population). 9% have a disability (compared to 6.1% of the total Bristol child population) and the majority (73%) are aged 10-17.</p> <p>Ethnicity:</p> <ul style="list-style-type: none"> • 60% White (compared to 72% across the total Bristol child population) • 16% Mixed Race • 12% Other Ethnicity • 9% Black British • 3% Asian/Asian British <p>It is not possible to add other comparative data for the Bristol average child population due to the size and format of data sets.</p>
Census 2021	35.2% of Bristol population were economically inactive, of this, 14.5% are retired. New 2 year-old and under entitlement to 15 hours of free childcare for eligible parents can support parents to get into work. Therefore the new entitlement will support the structures needed to support parents' back into the world of work.
Census 2021	<ul style="list-style-type: none"> • Of the 67.5% of the population who were economically active, 10.4% work less than 16 hours a week. Eligibility for Tax Free Childcare is a minimum of 16 hours income at minimum wage, meaning that those who are employed and not on Universal Credit, nor eligible for Tax Free Childcare, will get no government support with the costs of wrap around childcare. New 2 year-old and under entitlement to

	<p>15 hours of free childcare for eligible parents can support parents to get into work</p>
<p>Bristol Key Facts 2021</p>	<ul style="list-style-type: none"> • There is a 2.3% rise in employment levels in Bristol (Sept 21 compared to Dec 21) which shows that more citizens are gaining employment and will have a need for childcare. New 2 year-old and under entitlement to 15 hours of free childcare for eligible parents can support parents to get into work
<p>Women’s Budget Group - 2023</p> <p>https://wbg.org.uk/analysis/uk-policy-briefings/spring-budget-2023-gender-and-early-education-and-childcare/</p>	<ul style="list-style-type: none"> • An estimated 1.7M women are prevented from taking on more hours of paid work due to childcare issues. New 2 year-old and under entitlement to 15 hours of free childcare for eligible parents can support parents to get into work
<p>Universal Credit / Gov’s Back to Work schemes</p> <p>https://www.gov.uk/government/publications/jobseekers-allowance-back-to-work-schemes/universal-credit</p>	<p>The DWP is encouraging parents to return to work by removing barriers and providing financial support. In July 23 the DWP implemented a monthly advance for childcare costs for parents on UC to enable them to start nursery (where payment is often required up front).</p>
<p>Women 7 times more likely than men to be out of work due to caring commitments TUC</p>	<ul style="list-style-type: none"> • One in 10 women in their 30s – more than 450,000 women – is out of the labour market because of caring responsibilities – compared to just one in 100 men in their 30s. Women in their 30s are 10 times more likely than men to be unable to work due to family commitments at home. • More than 1.46 million women are unable to work alongside their family commitments, compared to around 230,000 men. • Women are much more likely than men to be working in low-paid jobs – and are far less likely to be in high-paid work. • Women make up two-thirds (65%) of the 10 lowest-paid occupations in the UK, like jobs in cleaning, catering and care. • But less than two in five (39%) women are working in the 10 highest-paid occupations, in industries like finance, law and IT. • The gender pay gap for all employees currently stands at 14.9%, and it widens with age. <p>New 2 year-old and under entitlement to 15 hours of free childcare for eligible parents can support women to return to work.</p>
<p>Additional comments:</p>	

2.2 Do you currently monitor relevant activity by the following protected characteristics?

<input checked="" type="checkbox"/> Age	<input checked="" type="checkbox"/> Disability	<input type="checkbox"/> Gender Reassignment
<input type="checkbox"/> Marriage and Civil Partnership	<input type="checkbox"/> Pregnancy/Maternity	<input checked="" type="checkbox"/> Race
<input type="checkbox"/> Religion or Belief	<input checked="" type="checkbox"/> Sex	<input type="checkbox"/> Sexual Orientation

2.3 Are there any gaps in the evidence base?

Where there are gaps in the evidence, or you don't have enough information about some equality groups, include an equality action to find out in section 4.2 below. This doesn't mean that you can't complete the assessment without the information, but you need to follow up the action and if necessary, review the assessment later. If you are unable to fill in the gaps, then state this clearly with a justification.

For workforce related proposals all relevant characteristics may not be included in HR diversity reporting (e.g. pregnancy/maternity). For smaller teams diversity data may be redacted. A high proportion of not known/not disclosed may require an action to address under-reporting.

Although our corporate approach is to collect diversity monitoring for all relevant characteristics, there are gaps in the available local diversity data for some characteristics, especially where this has not historically always been included in census and statutory reporting e.g. for sexual orientation. Given the way in which data is provided it is not possible to provide demographic breakdowns of this specific cohort without significant delay. The data and insight team do not have the capacity to develop this report within available timeframe, but pupil data will be monitored throughout the process to address any impacts on protected characteristics.

2.4 How have you involved communities and groups that could be affected?

You will nearly always need to involve and consult with internal and external stakeholders during your assessment. The extent of the engagement will depend on the nature of the proposal or change. This should usually include individuals and groups representing different relevant protected characteristics. Please include details of any completed engagement and consultation and how representative this had been of Bristol's diverse communities.

Include the main findings of any engagement and consultation in Section 2.1 above.

If you are managing a workforce change process or restructure please refer to [Managing change or restructure \(sharepoint.com\)](#) for advice on consulting with employees etc. Relevant stakeholders for engagement about workforce changes may include e.g. staff-led groups and trades unions as well as affected staff.

We launched a public consultation on our budget proposals between 9th November and 21 December. This consultation set out all the savings proposals we had identified to produce a balanced budget in the context of reduced available funding and increasing financial pressures.

We have completed consultation with all Early Years settings in relation to the funding in this area. Where it is in the local authority remit, we will explore opportunities to target funding to those groups which the evidence demonstrates face barriers to their educational achievement. However, the move to a national funding formula is reducing the scope we have locally to influence the funding formula. We believe that all pupils will benefit from a fairer distribution of funding. Where decisions may have a disproportionate impact on some children and young people because of protected characteristics, appropriate engagement and consultation will ensure the views of service users, and groups that represent them are taken into account and help build a consensus around the case for change and that our statutory duties are complied with.

We consulted all schools via the Bristol Schools Forum on the proposals to transfer funding between the schools block and the High Needs Block, on the principles of the funding formula for mainstream schools and the arrangements for some central budgets for maintained mainstream schools.

All responses to the DSG Budget Consultation have been analysed and summarised in relevant Schools Forum reports that are published [Schools Forum \(bristol.gov.uk\)](#)

All responses to the Budget Consultation will be analysed and included in the Council's Budget report that will be published on the Bristol City Council website in early 2023. We will take Budget consultation responses into account when developing this and other final proposals to put to the Cabinet and a meeting of the Full Council for approval. The final decision will be taken by Full Council at its budget setting meeting in February / March 2023.

Following the setting of the overall budget envelope there will be extensive engagement, consultation and co-design with affected communities on particular proposals which will inform future decision making prior to implementation. Our approach to public engagement and consultation will proactively target under-represented respondents to increase the participation of people from equality groups and their local representative organisations. This will help to ensure that our services and actions are informed by the views and needs of all our citizens, including the voice of young people.

2.5 How will engagement with stakeholders continue?

Explain how you will continue to engage with stakeholders throughout the course of planning and delivery. Please describe where more engagement and consultation is required and set out how you intend to undertake it. Include any targeted work to seek the views of under-represented groups. If you do not intend to undertake it, please set out your justification. You can ask the Equality and Inclusion Team for help in targeting particular groups.

Schools Forum will continue to engage in the budget developments through the main meetings and finance sub-group.

Steering Groups have been established to support the development and implementation of the DSG Management Plan. The Groups are focused on the Early Years Block and the High Needs Block. We have completed an engagement process regarding the proposed mitigations, as part of the developing DSG Management Plan and the implementation of the Delivering Better Value programme.

Step 3: Who might the proposal impact?

Analysis of impacts must be rigorous. Please demonstrate your analysis of any impacts of the proposal in this section, referring to evidence you have gathered above, and the characteristics protected by the Equality Act 2010. Also include details of existing issues for particular groups that you are aware of and are seeking to address or mitigate through this proposal. See detailed guidance documents for advice on identifying potential impacts etc. [Equality Impact Assessments \(EqIA\) \(sharepoint.com\)](#)

3.1 Does the proposal have any potentially adverse impacts on people based on their protected or other relevant characteristics?

Consider sub-categories (different kinds of disability, ethnic background etc.) and how people with combined characteristics (e.g. young women) might have particular needs or experience particular kinds of disadvantage.

Where mitigations indicate a follow-on action, include this in the 'Action Plan' Section 4.2 below.

GENERAL COMMENTS (highlight any potential issues that might impact all or many groups)

Even when we plan to consult in more detail on specific service delivery proposals at a later time, we must ensure that any budget setting decisions that are likely to affect future services are informed by sufficient consultation and proper analysis. This is so that decision makers can have due regard to any likely

disproportionate or negative impact on the basis of their protected and other relevant characteristics at the time the budget is approved – not afterwards.

Decision makers will have the ability to make changes to the individual spending plans following further consultation as appropriate and detailed evaluation of the impact of specific proposals. Within the proposed budget envelope there will be financial mitigation put aside for any non-delivery or amendments to proposals which may occur due to future consideration of equalities issues or other factors.

As well as identifying whether budget changes will have a disproportionate impact on particular groups (e.g., because they are over-represented in a particular cohort), we need to pay particular attention to the risk of indirect discrimination: when an apparently neutral decision puts members of a given group at a particular disadvantage compared with other people because of their different needs and circumstances.

We are also aware of existing structural inequalities and particular considerations, issues, and disparities for people in Bristol based on their characteristics, which we will take into account.

Through the Local Authority's statutory role and duties, consideration is given to any adverse impact on children and young people, based on their protected characteristics. These duties include:

- Determination of the budgets for distribution to schools and early years settings, and allocation of the High Needs Block – all in the context of the National Funding Formula for each block.
- Commissioning of school places, personal education packages, alternative learning provision and post 16 education for children and young people we are responsible for.
- Responsibility for ensuring there are sufficient education places and the right types of education settings in our area.
- Arranging education for permanently excluded pupils, children and young people with EHCPs and Children in Care and others who, because of illness or other reasons, are unable to attend mainstream settings.
- Ensuring the Local Authority, schools and other partners are focused on safeguarding and promoting the welfare of children and young people with SEND up to age 25.
- Promoting and driving high standards in education across all types of educational provision.
- Establishing financial provision for children and young people with EHCPs
- Ensuring compliance with statutory duties associated with SEND legislation, safeguarding and Looked After Children/ Care Leavers.

There continues to be a risk that some groups or individuals from specific backgrounds are over-represented in Bristol's Disabled Children and Young People with SEND population. We know from Bristol's school census data that for school age children – boys are more likely to receive support for non-physical SEND needs than girls, whilst Black African children are more likely to be in receipt of non-statutory top-up funding at mainstream schools; and more likely to be at a special school. Mixed White and Black African/Caribbean children are also overrepresented, whilst White British children are underrepresented compared to the Bristol average. We also know that Disabled children with SEND are more likely to live in a deprived area and be eligible for free school meals.

The current high needs budget is finite, and if overspends continue, it risks destabilising the whole school system in Bristol. The council, schools, and their local partners therefore need to make vital changes to the way it uses its High Needs Block funds to meet pupils' needs earlier and more effectively and enable greater inclusion in mainstream schools.

Bristol continues to have a legal duty to provide funding for Children and Young People (CYP) with a statutory EHC plan. Local Authorities are required by law (Section 42 of the Children's and Families Act 2014) to secure special educational provision and health care provision in accordance with an EHC plan.

Where an EHC plan is maintained for the child or young person, the local authority must make sure that the special educational provision set out in it is delivered.

We will continue to monitor outcomes via demographic breakdowns and protected characteristics to see if the way we deliver SEND provision changes significantly. As well as identifying whether funding changes will have a disproportionate impact on particular groups, we need to pay particular attention to the risk of indirect discrimination: when an apparently neutral decision puts members of a given group at a particular disadvantage compared with other people because of their different needs and circumstances.

PROTECTED CHARACTERISTICS

Age: Young People	Does your analysis indicate a disproportionate impact? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
Potential impacts:	Whilst rates for 2 year-olds and 3 & 4 years olds will be somewhat increased, this will not compensate for the inflationary pressures providers are experiencing and any historic deficits that they are carrying because of Covid-19, the increase of living costs and increases in teachers' pay awards. It is likely that more providers will find operating sustainably to be challenging and recruitment and retention of staff weakening. This will potentially lead to a reduction in sufficiency of places and reduce the quality of education.
Mitigations:	Work is ongoing to ensure that Maintained Nursery Schools operate on a financially sustainable model. The increase in funding will support these measures and secure high-quality education in the most deprived areas of the city. In addition, we will continue to work with leaders across the city to design a financially sustainable model that will future-proof provisions as integral infrastructures of the city. A recruitment and retention task group is looking at a range of options to promote working in the early years sector. BCC is also using research and evidence from the university sector as well as any emerging practice nationally identified.
Age: Older People	Does your analysis indicate a disproportionate impact? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
Potential impacts:	NA
Mitigations:	NA
Disability	Does your analysis indicate a disproportionate impact? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
Potential impacts:	The High Needs budget is being set on the basis of existing policies and existing rates to settings, with forecast levels of demand. The budget proposals, as they stand, represent no change on existing practice or funding rates, but the programme will seek to understand and address areas where outcomes for Disabled children and young people are not good.
Mitigations:	See general comments above
Sex	Does your analysis indicate a disproportionate impact? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
Potential impacts:	Boys are more likely to be receiving support for SEND needs than girls for all non-physical needs. Women are likely to be impacted by the additional funding in Early Years. This is supported by the below evidence: <ul style="list-style-type: none"> • One in 10 women in their 30s – more than 450,000 women – is out of the labour market because of caring responsibilities – compared to just one in 100 men in their 30s. Women in their 30s are 10 times more likely than men to be unable to work due to family commitments at home. • more than 1.46 million women are unable to work alongside their family commitments, compared to around 230,000 men.

	<ul style="list-style-type: none"> • women are much more likely than men to be working in low-paid jobs – and are far less likely to be in high-paid work. • Women make up two-thirds (65%) of the 10 lowest-paid occupations in the UK, like jobs in cleaning, catering and care. • But less than two in five (39%) women are working in the 10 highest-paid occupations, in industries like finance, law and IT. • The gender pay gap for all employees currently stands at 14.9%, and it widens with age. • An estimated 1.7M women are prevented from taking on more hours of paid work due to childcare issues.
Mitigations:	<p>Any decisions around meeting needs of CYP with SEND will need to ensure we consider their wellbeing and clearly evidence how any provision of additional support promotes their wellbeing and doesn't impact on their Human Rights. Any decisions need to be on an individual case by case basis. Detailed evidence will be gathered as part of the updated process, with increased resourcing to manage and ensure this. We will also be improving the monitoring and oversight of how the targeted support fund is used and its impact – this will include monitoring of protected characteristics which will enable us to reflect and adjust practice accordingly to tackle these disparities; aided by the targeted approach possible with the new fund</p> <p>New 2 year-old and under entitlement to 15 hours of free childcare for eligible parents can support parents to get into work</p>
Sexual orientation	Does your analysis indicate a disproportionate impact? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
Potential impacts:	
Mitigations:	NA
Pregnancy / Maternity	Does your analysis indicate a disproportionate impact? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
Potential impacts:	NA
Mitigations:	NA
Gender reassignment	Does your analysis indicate a disproportionate impact? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
Potential impacts:	NA
Mitigations:	NA
Race	Does your analysis indicate a disproportionate impact? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
Potential impacts:	<p>The population of Bristol has become increasingly diverse, and some local communities have changed significantly. There are now at least 45 religions, at least 180 countries of birth and at least 91 main languages spoken. The proportion of the overall Black, Asian and minoritised ethnic population has increased from 16% (2011) to 18.9% (2021) •</p> <p>Whilst we do not think that the overall budget setting should have a disproportionate impact on Race we are aware of existing disparities for Black, Asian and minority ethnic pupils. The 2017 Runnymede Report “Bristol - a city divided?” found ethnic minorities in Bristol experience greater disadvantage than in England and Wales as a whole in education and this is particularly so for Black African people. Black African young people are persistently disadvantaged in education compared to their White peers and addressing educational inequalities requires attention to the unrepresentativeness of the curriculum, lack of diversity in teaching staff and school leadership and poor engagement with parents.</p>

	<p>Although Bristol has low rates of permanent exclusion it has one of the highest rates for fixed term exclusions of any local authority in England, and a disproportionately high percentage of school pupils from Black, Asian and minority ethnic backgrounds have had one or more fixed term exclusion, compared to other English core cities and nationally. Nationally Gypsy and Roma, and Traveller of Irish Heritage pupils have the highest school exclusion rates (both permanent and temporary) however Mixed White and Black Caribbean, and Black Caribbean pupils also have high exclusion rates, and both are nearly three times as likely to be permanently excluded as White British pupils.</p> <p>There is an urgent need to recruit more Black Asian and ethnic minority teachers and teaching staff in Bristol. A 2018 BBC report⁴ found that of the 1,300 teachers in Bristol, only 26 were Black, equating to less than two per cent.</p> <p>Local stakeholder engagement suggests schools may indirectly discriminate against Black, Asian and minority ethnic pupils due to lack of cultural competence. Rules about appearance may penalise pupils who dress differently or have different hairstyles. Conduct rules may not take into account the diversity of culture around language and ways of demonstrating inter-generational respect.</p> <p>Other research indicates Black and Mixed ethnicity pupils in England (especially boys) are frequently associated by school staff with criminality, violence and hypersexuality e.g. groups of friends and siblings labelled as a 'gang'⁵. Youth workers and education professionals in Bristol have told us that Black pupils may struggle to understand their own cultural identity. Just as there is a disproportionately high 'stop and search' rate of ethnic minority young people by police, Black, Asian and minority ethnic school children may face additional discrimination because of their visibility.</p>
Mitigations:	Any decisions around meeting needs of CYP with SEND will need to ensure we consider their wellbeing and clearly evidence how any provision of additional support promotes their wellbeing and doesn't impact on their Human Rights. Any decisions need to be on individual case by case basis. Detailed evidence will be gathered as part of the updated process, with increased resourcing to manage and ensure this. We will also be improving the monitoring and oversight of how the targeted support fund is used and its impact – this will include monitoring of protected characteristics which will enable us to reflect and adjust practice accordingly to tackle these disparities; aided by the targeted approach possible with the new fund.
Religion or Belief	Does your analysis indicate a disproportionate impact? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
Potential impacts:	
Mitigations:	Na
Marriage & civil partnership	Does your analysis indicate a disproportionate impact? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
Potential impacts:	
Mitigations:	NA
OTHER RELEVANT CHARACTERISTICS	
Socio-Economic (deprivation)	Does your analysis indicate a disproportionate impact? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
Potential impacts:	Disabled children with SEND are more likely to live in a deprived area and be eligible for free school meals. Significant majorities of children classed as SEMH are on free school meals across genders, in both mainstream and special schools, and regardless of ECHP

	status. In mainstream schools there are more children on free school meals classed as ASD, although this effect disappears in special schools.
Mitigations:	<p>In setting this Budget we are acutely aware of existing disparities for pupils living in areas of deprivation and low income households. Whilst there is limited scope to address systemic issues in this budget setting we have considered socio-economic inequality as far as possible and will continue to do so as part of ongoing service design and commissioning. There is a deprivation measure (based on IDACI) applied to the supplements provided to Early Years settings.</p> <p>Any decisions around meeting needs of CYP with SEND will need to ensure we consider their wellbeing and clearly evidence how any provision of additional support promotes their wellbeing and doesn't impact on their Human Rights. Any decisions need to be on individual case by case basis. Detailed evidence will be gathered as part of the updated process, with increased resourcing to manage and ensure this. We will also be improving the monitoring and oversight of how the targeted support fund is used and its impact – this will include monitoring of socio-economic status which will enable us to reflect and adjust practice accordingly to tackle these disparities; aided by the targeted approach possible with the new fund.</p>
Carers	Does your analysis indicate a disproportionate impact? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
Potential impacts:	<p>As above any negative impact on Early Years settings may restrict the range of provision available which would have a disproportionate impact on carers.</p> <ul style="list-style-type: none"> • An estimated 1.7M women are prevented from taking on more hours of paid work due to childcare issues. • 59% of unpaid carers are women (Census 2021). Women are more likely to become carers and to provide more hours of unpaid care than men. More women than men provide high intensity care at ages when they would expect to be in paid work (Petrillo and Bennett, 2022)
Mitigations:	<ul style="list-style-type: none"> • New 2 year-old and under entitlement to 15 hours of free childcare for eligible parents can support parents to get into work
Other groups [Please add additional rows below to detail the impact for other relevant groups as appropriate e.g. Asylums and Refugees; Looked after Children / Care Leavers; Homelessness]	
Children in Care	
Potential impacts:	<p>Children in care experience worse academic outcomes compared to the general population. Bristol is currently the corporate parent of nearly 800 children and young people. Circa 45% of these individuals have an identified Special Educational Need (far higher than the general population), with around half of these receiving support via a statutory Education, Health and Care Plan (EHCP); the other half receiving non-statutory top-up funding.</p> <p>Through our engagement we heard that any changes to top-up needs to be considerate of those who may be involved in the children's social care system. Tightening of the top-up application needs to be considerate of those in receipt of the higher end of the top-up which includes those involved in youth justice support, whilst funding decision makers also need to be mindful of where there is family neglect and parents/carers not identifying needs earlier resulting in higher cost late applications for funding.</p> <p>SEMH is considered common for Children in Care (CIC) due to the trauma they have experienced. There are two contrary outcomes here. On one hand reducing non-statutory funding may result in CIC being less able to access support and funding. On the other hand, some conversations have suggested that EHCPs are leveraged for this cohort as a way to move these young people onto other settings, excluding them from</p>

	mainstream education. By providing more targeted funding for these needs and this cohort; it may increase schools' ability to provide inclusive support.
Mitigations:	As above

3.2 Does the proposal create any benefits for people based on their protected or other relevant characteristics?

Outline any potential benefits of the proposal and how they can be maximised. Identify how the proposal will support our [Public Sector Equality Duty](#) to:

- ✓ Eliminate unlawful discrimination for a protected group
- ✓ Advance equality of opportunity between people who share a protected characteristic and those who don't
- ✓ Foster good relations between people who share a protected characteristic and those who don't

The scale of the potential gap in our core funding means that there is very limited opportunity to bring genuine additional benefit to equalities groups in the circumstances. However, we have considered as far as possible the need to: eliminate discrimination, harassment, victimisation and any other conduct prohibited under the Equality Act 2010; advance equality of opportunity between people from different groups; and foster good relations between people from different groups.

Our Dedicated Schools Grant management plan proposals are aligned to our Corporate Strategy and although we have limited resources our future focus will be on achieving those priorities, we have identified including tackling poverty and intergenerational inequality.

As a result of the increased funding for entitlement for 2 year olds and 3 and 4 year olds, there will be small benefits gained for early years children like eliminating discrimination. Some children may now have access to provision that may not have been accessible prior to the entitlement allowance to early year settings.

Women would be at an advantage due to the increase in Early Years entitlement as this would enable mothers to seek, gain or return back into employment for some hours, this would positively impact the economy and significantly improve well-being and for some, their mental health.

Step 4: Impact

4.1 How has the equality impact assessment informed or changed the proposal?

What are the main conclusions of this assessment? Use this section to provide an overview of your findings. This summary can be included in decision pathway reports etc.

If you have identified any significant negative impacts which cannot be mitigated, provide a justification showing how the proposal is proportionate, necessary, and appropriate despite this.

Summary of significant negative impacts and how they can be mitigated or justified:
None
Summary of positive impacts / opportunities to promote the Public Sector Equality Duty:
The early years nursery free entitlement places for two, three and four year-olds of 15 hours of free childcare for eligible parents can support parents to get into work. Women can benefit from this as they are disproportionately impacted by caring responsibilities and thus can be prevented from working.

4.2 Action Plan

Use this section to set out any actions you have identified to improve data, mitigate issues, or maximise opportunities etc. If an action is to meet the needs of a particular protected group please specify this.

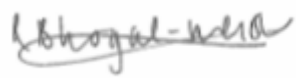
Improvement / action required	Responsible Officer	Timescale
All relevant EqIAs will be published on the Council's website https://www.bristol.gov.uk/council-spending-performance/council-budgets and continue to be updated as appropriate.		Ongoing
Ongoing monitoring of the service with inclusion of voice of young people	Head of Service	Ongoing
Ongoing review of EQIA as the Dedicated Schools Grant (DSG) mitigations are implemented	Head of Service	Ongoing
Completion of any EQIAs specific to any policy changes	Commissioning	Ongoing
Inclusion of equalities question in the tender process to ensure the provider will be inclusive and work from an equality's perspective.	Procurement	July 2023
Recruitment to Head of Service: inclusion to ensure rigour of implementation of the DSG mitigations	Director of Education	February 2024

4.3 How will the impact of your proposal and actions be measured?

How will you know if you have been successful? Once the activity has been implemented this equality impact assessment should be periodically reviewed to make sure your changes have been effective your approach is still appropriate.

Children and Young People with special educational needs and disability will have better outcomes and experiences, both educationally and in their life chances. Their voices and feedback will be captured via work within the service area of Inclusion and / or through surveys and the work that we complete with the Bristol Parent Carer Forum, Health Partners, Schools and wider partnerships. The recruitment of a Head of Service for inclusion will ensure that all contributory services for Inclusion are working cohesively, effectively and towards the same goals and ambitions outlined in the DSG deficit mitigations plan. The procurement of any commissioned delivery partners must be aligned to the Equalities Act 2010 to ensure an informed, diverse and equitable experience for everyone exposed to the work. As a result of the actions and implementing the EQIA, BCC should have a sustainable and financially healthy plan to reduce the deficit of the DSG.

The Equality and Inclusion Team need at least five working days to comment and feedback on your EqIA. EqIAs should only be marked as reviewed when they provide sufficient information for decision-makers on the equalities impact of the proposal. Please seek feedback and review from the [Equality and Inclusion Team](#) before requesting sign off from your Director¹.

Equality and Inclusion Team Review: Reviewed by the Equality and Inclusion Team	Director Sign-Off: 
Date: 16/01/2024	16/01/2024

¹ Review by the Equality and Inclusion Team confirms there is sufficient analysis for decision makers to consider the likely equality impacts at this stage. This is not an endorsement or approval of the proposal.