

Equality Impact Assessment [version 2.12]



Title: Alternative Learning Provision Framework Update (Post-16 support)	
<input type="checkbox"/> Policy <input type="checkbox"/> Strategy <input type="checkbox"/> Function <input checked="" type="checkbox"/> Service <input type="checkbox"/> Other [please state]	<input type="checkbox"/> New <input type="checkbox"/> Already exists / review <input checked="" type="checkbox"/> Changing
Directorate: Education & Skills	Lead Officer name: Alex Bate
Service Area: Alternative Learning Provision	Lead Officer role: Commissioning Manager

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.

Alternative Learning Provision (ALP) covers full-time education for pupils excluded or unable to attend mainstream school, and part-time education support for pupils at risk of being unable to remain in mainstream education, for pupils at Key Stages 1-4. Currently this is provided through a Framework contract, with multiple approved providers.

Plan is to vary the existing contract to also cover post-16 education support. This is so that Special Education Needs and Disabilities (SEND) commissioners will have a compliant procurement route through which to purchase this support, as there are currently very few compliant procurement routes for purchasing post-16 SEND support.

This does not propose any change to the service itself, it is a change to the contractual arrangements, amending the purchasing route for commissioners of post-16 SEND support. It does not change what they will purchase, and what service is delivered, but only the method through which it is carried out. This does not come with an increase in budget. Existing service budgets, that are purchasing post-16 SEND support, will in future be utilised through this varied contract rather than through off-contract purchases.

This change will be implemented from this current academic year until the end of the ALP Framework contract (August 2027), and will be monitored by the children’s commissioning team, Inclusion Hub and SEND teams.

1.2 Who will the proposal have the potential to affect?

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

1.3 Will the proposal have an equality impact?

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.

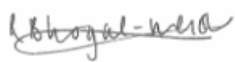
If 'Yes' complete the rest of this assessment, or if you plan to complete the assessment at a later stage please state this clearly here and request review by the Equality and Inclusion Team.

<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	[please select]
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This does not propose any change to the service itself, it is a change to the contractual arrangements, amending the purchasing route for SEND commissioners. It does not change what they will purchase, and what service is delivered, but only the method through which it is carried out.

Step 5: Review

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: <i>Reviewed by Equality and Inclusion Team</i>	Director Sign-Off: Reena Bhogal-Welsh 
Date: 06.02.2024	Date: 6/2/2024

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.