

REPORT TO: EDUCATION COMMITTEE - 27 OCTOBER 2014

REPORT ON: PROVISION OF FUNDING SUPPORT TO PRINCE'S TRUST'S FAIRBRIDGE PROGRAMME IN DUNDEE

REPORT BY: DIRECTOR OF EDUCATION

REPORT NO: 399-2014

1.0 PURPOSE OF REPORT

- 1.1 This report seeks approval to award funding to support the work carried out by the Prince's Trust's Fairbridge Programme, in Dundee in supporting young people who are excluded or at risk of exclusion from school.

2.0 RECOMMENDATIONS

- 2.1 It is recommended that the Education Committee:
- i notes the contents of this report; and
 - ii approves the award of funding to Prince's Trust in Dundee.

3.0 FINANCIAL IMPLICATIONS

- 3.1 It is proposed that the sum of £13,000 be awarded to Prince's Trust's Fairbridge Programme in Dundee in the financial year 2014/15. Approval was sought and granted for financial year 2013/14 (Committee Report 327-2013 of 19 August 2013 refers). Approval will be sought from the Education Committee for any proposal to award funding in future financial years. Funding will come from accessibility funding as detailed in the Accessibility Strategy: 2013-2016 (Education Committee Report No 150-2013 of 25 March 2013 refers).

4.0 MAIN TEXT

- 4.1 The Prince's Trust is a charitable organisation which has taken over the local organisation formally referred to as Fairbridge. Fairbridge has provided a service to young people from Dundee schools over a period of 12 years and will continue to do so under the banner of The Prince's Trust Fairbridge Programme. Fairbridge enables young people from inner cities to develop as responsible citizens by offering them a long-term personal development programme that builds confidence, motivation and personal, social and life skills.

The high level of support provided by the Fairbridge programme helps young people address their social, emotional and behavioural needs as well as giving them the opportunity to address other barriers to learning that they might have. The level of individualisation provided by Fairbridge in delivering services to young people with meaningful activities and clear goals is central to the programme's success.

- 4.2 The Education Department included Fairbridge in its review of SEBN (Social Emotional & Behavioural Needs) provision, which reported in January 2014. The findings and recommendations from the review follow.
- 4.3 From April 2012-March 2013 the Fairbridge programme provided support to 79 young people aged 13-15 who, to varying degrees, are disengaged with education and have multiple support needs including those of a social, emotional and behavioural nature. Of the 79 young people, 82% successfully completed the intensive Access course and 87% of this group chose to participate in additional development sessions with Fairbridge. These young people have attended programmes developing skills in the following key areas:

- learning skills
- independent living
- employability skills
- community and recreation.

Within this group of young people:

- 50 achieved one or more positive outcome:
- 30 young people re-engaged with school
- 25 young people gained a qualification or award
- 11 young people progressed to a second step development programme.

The remaining young people continued to actively engage with the Fairbridge programme.

- 4.4 The Education Department is keen to provide support to Fairbridge to enable them to continue to work with young people in the Dundee area. Experience has shown the young people tend to have diverse needs including disabilities ranging from ADHD, diabetes, asthma, behavioural capacity, visual impairment, mental health and bereavement and loss.
- 4.5 This funding will allow Fairbridge to continue to support young people who attend a recognised programme which will assist them to develop a better understanding of their debilitating issues. It will also enable them and their families to view education in a positive light and achieve positive outcomes for their futures.
- 4.6 A Service Level Agreement, as recommended by the SEBN Review, is in development with Fairbridge.

5.0 POLICY IMPLICATIONS

- 5.1 This Report has been screened for any policy implications in respect of Sustainability, Strategic Environmental Assessment, Anti-Poverty, Equality Impact Assessment and Risk Management. An Equality Impact Assessment has been carried out and is attached to this report.

6.0 CONSULTATION

- 6.1 The Chief Executive, Director of Corporate Services and Head of Democratic and Legal Services have been consulted in the preparation of this report.

7.0 BACKGROUND PAPERS

- 7.1 None.

Michael Wood
Director of Education

7 October 2014

DUNDEE CITY COUNCIL

Equality and Diversity Rapid Impact Assessment Tool

Part 1

Date of assessment 07/10/14	Title of document being assessed Fairbridge (Prince's Trust) Funding
This is a new policy, procedure, strategy or practice being assessed (If yes please tick box) ☐	This is an existing policy, procedure, strategy or practice being assessed? (If yes please tick box) ☒
Please give a brief description of the policy, procedure, strategy or practice being assessed.	This report seeks approval to award grants to support the work carried out by Fairbridge (Princes Trust) in Dundee in supporting young people who are excluded, or there is a fear of exclusion from school.
What is the intended outcome of this policy, procedure, strategy or practice?	Fairbridge enables young people from inner cities to meet the opportunities and responsibilities of society today by offering them a long-term personal development programme that builds confidence, motivation and personal, social and life skills.
Please list any existing documents which have been used to inform this Equality and Diversity Impact Assessment.	Accessibility Strategy 2013-16 Additional Support for Learning Act 2004/09 Equality Act 2010 Equality Outcomes (DCC) Curriculum for Excellence - Building a Curriculum 1-5 suite of documents
Has any consultation or involvement with protected communities informed this assessment? If yes please give details.	No consultation with protected groups has been undertaken. Involvement and evaluation of the project, for those who participate, is an integral part of the programme which in turn informs practice.
Please give details of council officer involvement in this assessment. (E.g. names of officers consulted, dates of meetings etc)	Jennifer King, Education Manager (ASN, Educational Psychology & Inclusion) Paul Clancy, Head of Secondary and Support for Learning
Is there a need to collect further evidence or to involve or consult protected communities? (Example: if the impact on a community is not known what will you do to gather the information needed and when will you do this?)	The high level of voluntary engagement from the diverse group of young people offered the opportunity to participate in this programme illustrates an absence of negative impact.

Part 2

Which groups of the population will be positively or negatively affected by this policy, procedure or strategy?

	Positively	Negatively	No Impact	Not Known
Ethnic Minority Communities including Gypsies and Travellers	☐	☐	☒	☐
Gender	☒	☐	☐	☐
Transgender	☐	☐	☒	☐
Religion or Belief	☐	☐	☒	☐
People with a disability	☒	☐	☐	☐
Age	☐	☐	☒	☐
Lesbian, Gay and Bisexual	☐	☐	☒	☐
Socio-economic	☒	☐	☐	☐
Pregnancy & Maternity	☐	☐	☒	☐
Other (please state)	☐	☐	☐	☐

Part 3

Equality and Diversity Rapid Impact Assessment

a) Have any positive impacts been identified? (We must ensure at this stage that we are not achieving equality for one strand of equality at the expense of another)	If yes please give further details Supporting young people and families to re-engage with schools, improving outcomes and life chances. Improved personal and social skills, supporting young people to become socially involved and promoting inclusion. Improved attendance at school
b) Have any negative impacts been identified? (Based on direct knowledge, published research, community involvement, customer feedback etc. If unsure seek advice from your departments Equality Champion.)	If yes please give further details Gender balance - groups are predominantly boys.
c) What action is proposed to overcome any negative impacts?	Please give further details Fairbridge have designed and delivered a specific programme for girls to address the gender imbalance in their traditional cohort.
d) Is there a justification for continuing with this policy even if it cannot be amended or changed to end or reduce inequality without compromising its intended outcome? (If the policy that shows actual or potential unlawful discrimination you must seek legal advice)	If yes please give further details N/A
e) Has a Full Equality Impact Assessment been recommended? (If the policy is a major one or is likely to have a major impact on protected communities a Full Equality Impact Assessment may be required) Seek advice from your departmental Equality Champion.	If yes please give further details No

Part 4**Department: Education****Type of Document**

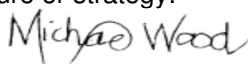
Human Resource Policy	☐
General Policy	☐
Strategy/Service	☒
Change Papers/Local Procedure	☐
Guidelines and Protocols	☐
Other	☐

Contact Information

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Signature of author of the policy, procedure or strategy:

Head of Department and Service area:

**Date of next policy review:** October 2015