

REPORT TO: EDUCATION COMMITTEE - 25 NOVEMBER 2013

REPORT ON: INCLUSION PLUS UPDATE

REPORT BY: DIRECTOR OF EDUCATION

REPORT NO: 486-2013

1.0 PURPOSE OF REPORT

- 1.1 This report seeks to update members of the Education Committee on the current status of the two year externally funded research project and to request approval to extend the project until June 2016 using funding from within the education revenue budget.

2.1 RECOMMENDATIONS

- 2.1 The Education Committee is asked to:
- i approve the use of revenue funding to extend the Inclusion Plus project until June 2016; and
 - ii remit the Head of Democratic and Legal Services to enter into a Memorandum of Understanding with the providers on the continuation of the project post June 2016.

3.0 FINANCIAL IMPLICATIONS

- 3.1 The original committee report (reference is made to Article III of minute of meeting of the Education Committee held on 22 April 2013, Report No 177-2013) on the Inclusion Plus project stated that there would be no financial implications arising for Dundee City Council and that the project would be fully funded for the full two year period. The original funding package of £910,400 has been sourced and arranged by the Robertson Trust and the Big Lottery with effect from October 2013. However this will result in the project ending in October 2015 during the course of a school year. The provision of additional funding from the Education Department budget would result in the project being extended until June 2016. This would require £112,000 to cover the additional cost in 2015-16 and £50,000 in 2016-17.

4.0 MAIN TEXT

In April 2013, a report was approved by the Education Committee to introduce a two year externally funded research project with the direct aim of supporting young people experiencing difficulties in connecting positively with mainstream secondary education. The project would include staff from Apex Scotland, Skillforce and Includem and would involve four secondary schools in Dundee. The project formally launched in October 2013.

Within the report, it was stated that there would be no financial implications arising for Dundee City Council. The project would be fully funded for the duration of the two year period by the Robertson Trust and the Big Lottery. The outcome and impact of the project would be evaluated formally and a further report would be brought back to the Education Committee at the end of the two year period on the success, impact and sustainability of the project.

On reflection, the introduction of the project outwith the start of the school year has potential implications for the final phase of the project given that the funding will come to an end in October 2015 during the course of the 2015-16 school year. To extend the timing of the project the proposal is that the balance of costs from November 2015 until June 2016 could be covered by the Education Department. The advantages for extending the project are:

- It would extend the life of the project to three academic sessions and make the external analysis and evaluation more robust.

- As a department we are committed to 'mainstreaming' the model if it is a proven success. The Public Social Partnership model means that Dundee City Council will agree to continue the funding of this work past the initial two year pilot phase if the outcomes and targets are met. Extending the life of the project will give more time to prepare for formal introduction in August 2016 should the project outcomes be met. It would also provide an opportunity for the creation of a formal Memorandum of Understanding between the providers on the continuation of the project post June 2016.
- An external evaluation of the project has been commissioned. This will support the delivery agencies to evidence the outcomes from their work and will also aim to evidence the financial savings in Dundee. Agreed outcomes and targets for this project will be established by third and public sector partners at the outset.
- Staff members from the three organisations involved in the project will have increased time to work alongside the four schools to equip pupils with the motivation and skills required to engage in a formal learning environment, reduce repeat and new exclusions, raise aspiration, tackle ingrained behaviour and attitudes and support increased attainment and attendance. This will add value to mainstream provision and ensuring a more sustainable progression route for each young person engaged with the programme.

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

11 November 2013

EQUALITY IMPACT ASSESSMENT TOOL

Part 1: Description/Consultation

Is this a Rapid Equality Impact Assessment (RIAT)?		Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Is this a Full Equality Impact Assessment (EQIA)?		Yes <input type="checkbox"/>	No <input type="checkbox"/>
Date of Assessment: 05/11/13		Committee Report Number: 486-2013	
Title of document being assessed: Inclusion Plus Update			
1. This is a new policy, procedure, strategy or practice being assessed (If yes please check box) <input type="checkbox"/>		This is an existing policy, procedure, strategy or practice being assessed? (If yes please check box) <input checked="" type="checkbox"/>	
2. Please give a brief description of the policy, procedure, strategy or practice being assessed.		This report sets out a partnership approach to exclusion reduction in 4 schools in the city.	
3. What is the intended outcome of this policy, procedure, strategy or practice?		This report seeks approval to introduce a two year externally funded research project with the direct aim of supporting young people experiencing difficulties in connecting positively with mainstream secondary education. The project would involve staff from Apex Scotland, Skillforce and Includem and would involve four secondary schools in Dundee. The project arrangements were finalised at school level in August 2013 with a formal launch date of October 2013.	
4. Please list any existing documents which have been used to inform this Equality and Diversity Impact Assessment.		<ul style="list-style-type: none"> • Service Plan 2012-2017 • HMle Reports • Single Outcome Agreement • Council Service Plan • Data sets e.g. SIMD, exam results, attendance, exclusion, LAC • Curriculum for Excellence associated documents, e.g. Building the Curriculum 5, Assessment and Reporting etc. • Scottish Government Guidance on Managing Exclusions • Scottish Government document- 'Count us In' 	
5. Has any consultation, involvement or research with protected characteristic communities informed this assessment? If yes please give details.		<ul style="list-style-type: none"> • Secondary Head Teachers • HMle 	
6. Please give details of council officer involvement in this assessment. (e.g. names of officers consulted, dates of meetings etc)		Michael Wood, Director of Education Paul Clancy, Head of Education	
7. Is there a need to collect further evidence or to involve or consult protected characteristics communities on the impact of the proposed policy? (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?)		No.	

Part 2: Protected Characteristics

Which protected characteristics communities will be positively or negatively affected by this policy, procedure or strategy?

NB Please place an X in the box which best describes the "overall" impact. It is possible for an assessment to identify that a positive policy can have some negative impacts and visa versa. When this is the case please identify both positive and negative impacts in Part 3 of this form.

If the impact on a protected characteristic communities are not known please state how you will gather evidence of any potential negative impacts in box Part 1 section 7 above.

	Positively	Negatively	No Impact	Not Known
Ethnic Minority Communities including Gypsies and Travellers	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Gender	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Gender Reassignment	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Religion or Belief	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
People with a disability	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Age	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Lesbian, Gay and Bisexual	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Socio-economic	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pregnancy & Maternity	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Other (please state)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Part 3: Impacts/Monitoring


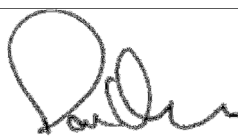
<p>1. Have any positive impacts been identified?</p> <p>(We must ensure at this stage that we are not achieving equality for one strand of equality at the expense of another)</p>	<p>This programme will operate within the 4 secondary schools with the greatest deprivation in the city</p>
<p>2. Have any negative impacts been identified?</p> <p>(Based on direct knowledge, published research, community involvement, customer feedback etc. If unsure seek advice from your departmental Equality Champion.)</p>	<p>None</p>
<p>3. What action is proposed to overcome any negative impacts?</p> <p>(e.g. involving community groups in the development or delivery of the policy or practice, providing information in community languages etc. See Good Practice on DCC equalities web page)</p>	<p>N/A</p>
<p>4. 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?</p> <p>(If the policy that shows actual or potential unlawful discrimination you must stop and seek legal advice)</p>	<p>N/A</p>
<p>5. Has a 'Full' Equality Impact Assessment been recommended?</p> <p>(If the policy is a major one or is likely to have a major impact on protected characteristics communities a Full Equality Impact Assessment may be required. Seek advice from your departmental Equality lead.)</p>	<p>N/A</p>
<p>6. How will the policy be monitored?</p> <p>(How will you know it is doing what it is intended to do? e.g. data collection, customer survey etc.)</p>	<p>An operational group has been established at Council level with membership from all partners and schools to take forward the project. The project has also built in an external evaluation which will be carried out by a third party and reported at the end of the project. As part of the funding conditions regular reports are required by Robert Trust and the Big Lottery. These will be managed by the operational group.</p>

Part 4: Contact Information

Name of Department or Partnership	Education Department
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Type of Document	
Human Resource Policy	<input type="checkbox"/>
General Policy	<input type="checkbox"/>
Strategy/Service	<input checked="" type="checkbox"/>
Change Papers/Local Procedure	<input type="checkbox"/>
Guidelines and Protocols	<input type="checkbox"/>
Other	<input type="checkbox"/>

Manager Responsible	Author Responsible
Name: Paul Clancy	Name: Michael Wood
Designation: Head of Education (Secondary and Additional Support Needs)	Designation: Director of Education
Base: Dundee House	Base: Dundee House
Telephone: 01382 433088	Telephone: 01382 433071
Email: paul.clancy@dundeecity.gov.uk	Email: michael.wood@dundeecity.gov.uk

Signature of author of the policy:		Date: 05/11/13
Signature of Director/Head of Service:		Date: 05/11/13
Name of Director/Head of Service:	Michael Wood	
Date of Next Policy Review:	Ongoing	