

EQUALITY IMPACT ASSESSMENT – Surrey Online School

1. Topic of assessment

EIA title:	Surrey Online School
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EIA author:	Chris Goodall – Head of Surrey Online School
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2. Approval

	Name	Date approved
Approved by¹	Janice Anastasi	

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3. Quality control

Version number	1.0	EIA completed	
Date saved	20.6.17	EIA published	

4. EIA team

Name	Job title (if applicable)	Organisation	Role
Chris Goodall	Head of Surrey Online School	Surrey County Council	Strategic Commissioning oversight
Janice Anastasi	Area Lead for Pupil Support	Surrey County Council	Strategic oversight

¹ Refer to earlier guidance for details on getting approval for your EIA.

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5. Explaining the matter being assessed

What policy, function or service is being introduced or reviewed?

Surrey Online School (SOS) is a new initiative that provides live online lessons to a range of pupils across the county. It started in September 2015 and has grown much more rapidly than first anticipated. Surrey Online School has been developed in partnership with a company called Tute who are working with SOS to build a bespoke provision that SCC can offer to internal services and schools.

It has currently delivered lessons to over 300 pupils across 87% of Surrey secondary schools and demand is increasing rapidly.

SOS provide these lessons to a wide range of pupils including those who are out of school due to medical needs, those within Surrey's existing alternative provision services including Access to Education (A2E), Special Educational Needs (SEN), Looked after Children (LAC), school refusers and increasingly those at risk of permanent exclusion.

This new provision is providing an alternative to much more expensive face to face tutoring and is enabling the local authority to cope with increasing demands on all alternative education services without incurring additional cost.

Surrey Online School purchase places on behalf of schools and internal services as required. In relation to schools this expenditure is fully recouped from the school via termly invoicing. Internal Surrey services buy the places via Surrey Online School at cost to assist with alternative learning provision including preventing exclusions. Currently 40% of students who are on Surrey Online School would otherwise be permanently excluded. This would normally cost the local authority an average cost of £17,500 per student. This represents a large saving based on other provision methods used by these internal services. (£367,500 based on 21 students in 2015-16 who were students on SOS in order to prevent permanent exclusion saving an average £17,500 per student).

Surrey Online School 'spot purchases' seats on courses in advance and then recoups the money directly from the schools or services. In order to continue current levels of provision and cope with increasing demand we are seeking a longer term solution to procurement of courses and seats for students.

This new provision represents a significant overall saving against the previous costs and also opportunities for additional savings in other areas such as hospital school placement fees. This has not been exploited as yet but is a potential source of further savings.

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<p>What proposals are you assessing?</p>	<p>The key proposals being assessed within this EIA are the County Council’s intentions to continue to provide and develop online learning opportunities for schools and services as an additional tool to cater for students within alternative provision.</p>
<p>Who is affected by the proposals outlined above?</p>	<p>In the main, the people who may be affected by the commissioning and procurement intentions are:</p> <ul style="list-style-type: none"> • Surrey schools and PRU’s • Young people being considered for or already in alternative provision. • Existing Surrey services providing alternative provision. • Students within disadvantaged groups. • Parents and carers of the above young people.

6. Sources of information

<p>Engagement carried out</p>
<p>The proposed service has been tested since April 2015 whereby a small group of young people were involved in a trial of online education. Since that trial the service has gradually expanded and has so far provided over 10000 lessons to around 500 pupils both from primary and secondary schools across Surrey as well as Surrey services offering alternative provision.</p> <p>Feedback has been sought at all times from parents, young people and schools.</p> <p>A Surrey Online School Governance Board has been formed and has been consulted throughout the development of Surrey Online School. The Board includes membership from various levels of management within the CSF directorate and includes representatives from safeguarding and finance.</p> <p>The draft specification was shared with potential suppliers in an early engagement event in February 2017.</p> <p>Representatives have been drawn from IMT, Education welfare, Surrey Virtual School for LAC and includes an area lead for pupil support, to participate in the evaluation and moderation process.</p>
<p>Data used</p>
<ul style="list-style-type: none"> • Surrey Online School Annual Report • Pupil progress and attendance tracking data. • Case studies from young people. • Feedback from schools, parent/carers, services and young people.

7. Impact of the new/amended policy, service or function

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7a. Impact of the proposals on residents and service users with protected characteristics

Protected characteristic ²	Potential positive impacts	Potential negative impacts	Evidence
Age	<p>It is expected that the continued provision of Surrey Online School will provide a variety of positive impacts:</p> <ul style="list-style-type: none"> • Improve outcomes for children and young people • Make sure all pupils are in an education setting that best suits them, be that in a mainstream school, specialist school or alternative learning provision, this includes timely progression from alternative learning. • Reduce / eliminate the need for permanent exclusions and reduce fixed term exclusions • Enable all students to achieve their potential • Make sure all students are offered full time education • Make sure all students are safe and feel safe • Ensure every young person progresses post-16 to suitable further 	None	<p>Evidence of Impact has been collected from a range of sources including:</p> <ul style="list-style-type: none"> • Feedback from parents, school, services and young people. • Surrey Online School Annual Report. • Individual student case studies. • Tracking of data regarding progress, attendance and outcomes (both current and future). • Financial analysis via budget monitoring. • Behaviour and safeguarding logs. • Exclusions data. <p>In addition, Commissioning and Procurements will focus on collaborative and partnership working relationship. This can be achieved by regular meetings and reviews. We will be looking for:</p> <ul style="list-style-type: none"> • Agreement on a contract that will deliver core KPIs within budget and in compliance with National Standards and quality measures • Agreement on outcome based results that will enable us to measure the performance
Disability			
Gender reassignment			
Pregnancy and maternity			
Race			
Religion and belief			
Sex			
Sexual orientation			
Marriage and civil partnerships			

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	<p>education, training or employment</p> <ul style="list-style-type: none"> • Reduce unnecessary travel for children and young people <p>Alternative learning is about intervening early and partners taking collective responsibility for disengaged learners – to enable them to learn in the setting that best suits them and supporting them in ways that achieve the following outcomes:</p> <ul style="list-style-type: none"> • Reduce (or eliminate) permanent exclusion at key stages 3 & 4 • Reduce permanent exclusions at key stages 1 & 2 • Increase attendance • Improve achievement of academic and vocational qualifications • Reduce gap in achievement for children in care • Reduction in pupils missing education • Reduction in NEET (young people not in education, employment or training) 		<ul style="list-style-type: none"> • Implementation of a robust Supplier & Contract Management Framework which has an established baseline for service delivery, relationship management, exit planning and contract administration • A specification that is fit for purpose which was jointly drafted by commissioner, service user groups' current and potential providers and Procurement. This is a crucial step in promoting partnership working
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	<ul style="list-style-type: none">• Reduction in substance misuse• Reduction in offending and anti-social behaviour• Reduction in teenage pregnancy• Reduction in child sexual exploitation		
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7b. Impact of the proposals on staff with protected characteristics

Protected characteristic	Potential positive impacts	Potential negative impacts	Evidence
Age	Practitioners will be required to develop close working arrangement with providers to ensure assessed need is being met and reviews of that need are performed in a timely fashion.	N/A	<p>The contract and specification enables providers to demonstrate how they will operate their businesses in line with best practice recommendations.</p> <p>In addition, Commissioning and Procurements will focus on collaborative and partnership working relationship. This can be achieved by regular meetings and reviews. We will be looking for:</p> <ul style="list-style-type: none"> • Agreement on a contract that will deliver core KPIs within budget and in compliance with National Standards and quality measures. • Agreement on outcome based results that will enable us to measure the performance. • Implementation of a robust Supplier & Contract Management Framework which has an established baseline for service delivery, relationship management, exit planning and contract administration <p>A specification that is fit for purpose which was jointly drafted by commissioner, service user groups' current and potential providers and Procurement. This is a crucial step in promoting partnership working.</p>
Disability		N/A	
Gender reassignment		N/A	
Pregnancy and maternity		N/A	
Race		N/A	
Religion and belief		N/A	
Sex		N/A	
Sexual orientation		N/A	
Marriage and civil partnerships		N/A	

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8. Amendments to the proposals

Change	Reason for change

9. Action plan

Potential impact (positive or negative)	Action needed to maximise positive impact or mitigate negative impact	By when	Owner

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10. Potential negative impacts that cannot be mitigated

Potential negative impact	Protected characteristic(s) that could be affected

11. Summary of key impacts and actions

Information and engagement underpinning equalities analysis	See above
Key impacts (positive and/or negative) on people with protected characteristics	See above
Changes you have made to the proposal as a result of the EIA	N/A
Key mitigating actions planned to address any outstanding negative impacts	N/A
Potential negative impacts that cannot be mitigated	N/A

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