

Impact Assessment Level 1: Initial screening assessment

Subject of assessment:	Extension of IT provision in schools for virtual learning			
Coverage:	Adult Social Care & Health Integration			
This is a decision relating to:	<input type="checkbox"/> Strategy	<input type="checkbox"/> Policy	<input type="checkbox"/> Service	<input type="checkbox"/> Function
	<input type="checkbox"/> Process/procedure	<input type="checkbox"/> Programme	<input type="checkbox"/> Project	<input type="checkbox"/> Review
	<input type="checkbox"/> Organisational change	<input checked="" type="checkbox"/> Other (please state) – financial support for schools for the most vulnerable pupils		
It is a:	New approach:	<input type="checkbox"/>	Revision of an existing approach:	<input checked="" type="checkbox"/>
It is driven by:	Legislation:	<input type="checkbox"/>	Local or corporate requirements:	<input checked="" type="checkbox"/>
Description	<p><u>Key aims, objectives and activities</u> To mitigate the impact of extended school closures as a result of the COVID 19 pandemic. The funding will support recovery from 'lost learning' for young people and the ability to participate in online learning</p> <p><u>Statutory drivers</u> There is no statutory duty for Middlesbrough Council to provide this support specifically, however the decision is relevant to the PSED within the Equality Act 2010.</p> <p><u>Differences from any previous approach</u> The proposal will increase the level of funding available to schools to support their most vulnerable children.</p> <p><u>Key stakeholders and intended beneficiaries (internal and external as appropriate)</u> Children attending Middlesbrough schools who are in need of support to access education and address 'lost learning'.</p> <p><u>Intended outcomes</u> That the most vulnerable children are supported to be able to continue their education during pandemic.</p>			
Live date:	2 February 2021			
Lifespan:	N/a.			
Date of next review:	n/a			
Screening questions	Response			Evidence
	No	Yes	Uncertain	
Human Rights Could the decision impact negatively on individual Human Rights as enshrined in UK legislation? *	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>The proposal would look to support access to education for those less able to access online support because of deprivation and other factors, this is in line with the Right to Education which is protected under the Human Rights Act.</p> <p>Evidence considered includes analysis of current demand, analysis of the level of need in Middlesbrough using pupil premium data and feedback from schools.</p>

<p>Equality</p> <p>Could the decision result in adverse differential impacts on groups or individuals with characteristics protected in UK equality law? Could the decision impact differently on other commonly disadvantaged groups? *</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>The Public Sector Equality Duty (PSED) requires that when exercising its functions the Councils must have due regard to the need to:-</p> <ul style="list-style-type: none"> eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act; advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it; and foster good relations between persons who share a relevant protected characteristic and persons who do not share it. <p>In having due regard to the need to advance equality of opportunity, the Council must consider, as part of a single equality duty:</p> <ul style="list-style-type: none"> removing or minimising disadvantages suffered by persons who share a relevant protected characteristic that are connected to that characteristic; taking steps to meet the needs of persons who share a relevant protected characteristic that are different from the needs of people who do not share it; and encouraging people who share a protected characteristic to participate in public life or in any other activity in which participation is low. <p>The proposal is relevant to the age protected characteristic because of the nature of the proposal. It will have a positive impact on this group and will directly address removing some of the disadvantages that those receiving a pupil premium are currently experiencing during this prolonged lockdown.</p> <p>Evidence considered includes analysis of current demand, analysis of the level of need in Middlesbrough using pupil premium data and feedback from schools.</p>
<p>Community cohesion</p> <p>Could the decision impact negatively on relationships between different groups, communities of interest or neighbourhoods within the town? *</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>There are no concerns that the proposal to adversely impact community cohesion. Schools will award technology to pupils on the basis of need.</p> <p>Evidence considered includes analysis of current demand, analysis of the level of need in Middlesbrough using pupil premium data and feedback from schools.</p>
<p>Next steps:</p> <p>➡ If the answer to all of the above screening questions is No then the process is completed.</p> <p>➡ If the answer of any of the questions is Yes or Uncertain, then a Level 2 Full Impact Assessment must be completed.</p>				
<p>Assessment completed by:</p>	<p>n/a</p>		<p>Head of Service:</p>	<p>Rob Brown, Director of Education, Prevention and Partnerships</p>
<p>Date:</p>			<p>Date:</p>	<p>1/2/2021</p>