

# OUTDOOR LEARNING SERVICE FULL EQUALITY ASSESSMENT

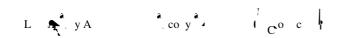
### **Step 1– Scoping the Equality Assessment**

Building on the material included at the Initial Screening stage, you should begin the Equality Assessment by determining its scope. The Equality Assessment should consider the impact or likely impact of the policy, strategy, function or service in relation to all areas of our remit. The Equality Assessment should be proportionate to the significance and coverage of the policy, strategy, function or service.

What data, research and other evidence or information is available which will be relevant to this Equality Assessment? Please tick all that apply						
Service Targets	Х	Performance Targets	X	Service Take-up	Х	
User Satisfaction	X	Press Coverage		Census Data	X	
Workforce Monitoring	X	Community Intelligence	x	Previous Equality Impact Assessment		
Complaints & Comments Other (please specify)		Information from Trade Unions		Staff Survey		
Please provide details on how you have used the available evidence/information you have selected as part of your Assessment?						

The budget and financial information for the Outdoor Learning Service (OLS) has been captured in Stage 1 of the Equality Assessment and as part of Stage 2 a series of consultations have taken place to obtain a better understanding and implications of the impacts.

This Outdoor Learning Service (OLS) Consultation re



- The total estimated repairs of £4.1m (approximately).
- The under use of the centres
- The marked decline in income during 2011-12 when prices were raised
- The budget to deliver short breaks for young disabled adults is at risk
- The market analysis shows that there are both alternative and substitute provision available.

Events include: Questionnaires, surveys, Focus Groups Formal Consultations and Briefings with Staff Groups.

Formal Public Consultation: The Be Heard survey gathered data regarding the age of respondents and responses from the survey show majority being between the ages of 31-60. See table 4 in Appendix 1a for details.

Short Breaks Consultation: From the 40 questionnaires

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to 15.

affected.

Staff: From the OLS staff impacted within the review, there are more female (73%) than male staff that could be

be aware of future of the service i.e. additional resource implications.

- 8. BOEC Clifton Road Provider of activities at centres and school sites. Shared with Community Services so there will be implications for building sharing.
- 9. Mount Pleasant School Farm Joint venture between OLS & Worgans Trust will need to be aware of future of the service.
- 10. Birmingham Nature Centre Partnership, (internal arrangement), with OLS so they will

The result of the consultations and analysis it has been established that the Outdoor Learning Centres remain a valued service.

More services would not necessarily be taken up by existing schools, as alternatives and substitutes are easily available.

There may be opportunities to integrate with similar service providers.

Within the Wider Community there is a need for Disabled children to have the opportunity to be involved in Outdoor Learning activities to avoid limiting independence and confidence building when engaging with challenging experiences within the community.

The proposed options will allow staff to potentially TUPE across into the organisation/s that take over the Outdoor Learning Centres and keep the service operating with experienced staff in place.

Additional Commissioning of Short Breaks for Disabled children will be required from elsewhere

The Education Programme Review will have an impact on the Outdoor Learning Service with 30-50% of schools potentially becoming academies, there will be continued uncertainty regarding academies taking up this service.



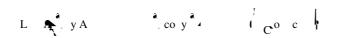
7. Is this project due to be carried out wholly or partly by contractors?				
Yes X	No 🗌			
If 'yes', have you done any work to in already? Specifically you should set with complies with equality legislatio	out how you wil	ill make sure that any partner you work		
Any potential transfer of assets and / or involve the use of external finance and I parties and will be managed by Property	legal services to e	•		
Any Short Breaks contracts offered will which have equality considerations inco		the City Council's procurement processes, ow social value considerations.		

### **Step 5 – Making a Decision**

8. Summarise your findings and give an overview of whether the policy, strategy, function or service will meet the authority's responsibilities in relation to equality and support the council's strategic outcomes?

Based on the OLS Consultations the following is being recommended to minimise impact to key groups with protected charecteristics:

- That the Cabinet report states the positive view that the public has of outdoor learning, the benefits that this brings and the high regard that the BCC Outdoor Learning Service is held within.
- That the project team look for a sustainable solution that retains as much of the current outdoor provision as possible, including residential, day centres, short breaks and EVC training as possible regardless of which of the three options is chosen.
- That as part of this solution, the utmost is done to retain as much of the current staffing resources as possible in order to help ensure that underpinning service standards and quality levels are maintained and trust in the provision upheld regardless of who own the asset or manages the centre.
- That the solution looks to build upon the strength of the current partnerships with



breaks service plays to the Commissioning Team in order that there are mechanisms and provision in place that meets these needs I.E. it will be sensitive to the needs of disabled children in receipt of services.

- That whatever the solution a model is put in place that ensures that the cost of outdoor learning is not prohibitive to schools that work with the most deprived areas of the City.
- The service will be reliable, of good quality and delivered consistently as agreed.

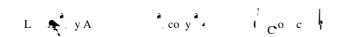
### Step 7 – Action Plan

Any actions identified as an outcome of going through the Steps 1 - 6, should be mapped against the headings within the Action Plan.

NB: summarise/evidence actions taken to mitigate against adverse impact.

10. Taking into consideration the responses outlined in the Initial Screening Stage and Steps 1-6 of the Full Assessment, complete the action plan below.

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# Assessing Impact

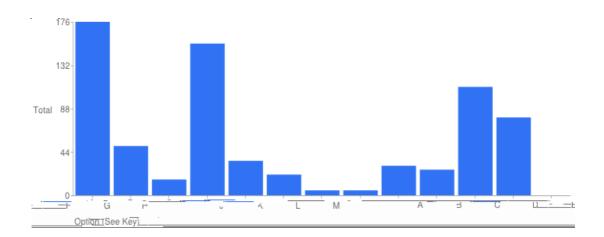
- Briefing Paper to support the public consultation paper was produced.
- Customer surveys Analysis of customer

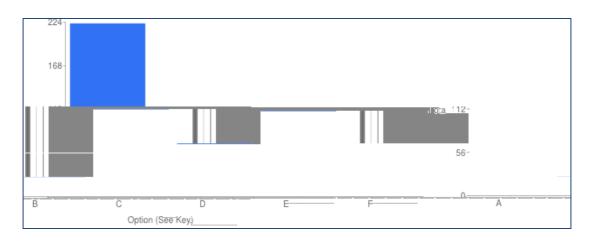
#### Appendix 1a

## **Results**

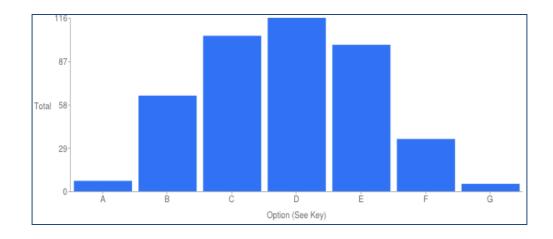
423 people responded to the Be Heard survey.

1. We asked respondents 'Could you tell us about your interest in the Outdoor Learning Service?". Respondents could answer more than one category and the following responses were received. It can be seen that service user (41%), school staff member from Birmingham based school (36%) and member of the general public were the most prevalent responses.





Key	Option	Total	%



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- Over half of the respondents stated that retaining provision in its current form would have a positive impact on them with 27% stating a major positive impact and 24% stating some positive impact.
- For approximately a quarter of respondents keeping the centre open would have no impact, positive or negative.
- For a third of respondents retaining current provision and incurring any loses would

#### **Option B**

The survey asked "what impact will option B have on you?" Under this option the Council would stop providing parts of service, consolidating provision in fewer centres to reduce the overall losses incurred.



Table 3

Children and Young People's Feelings if the OLC's were closed

**Feelings** 

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