

BACES accommodation strategy

Department: Children and Families	Person Responsible: Sue Hasty
Service Area: Achievement and Inclusion	Timescale for Equality Impact Assessment : April 2011
Date:	Completion date: 18-3-11
Name of service/policy/procedure/project etc: BACES accommodation strategy	Is the service/policy/procedure/project etc: New <input checked="" type="checkbox"/> Old <input type="checkbox"/>
Predictive <input checked="" type="checkbox"/> Retrospective <input type="checkbox"/>	Adverse impact <input type="checkbox"/> Not found <input type="checkbox"/> Found <input checked="" type="checkbox"/> Service/policy/procedure/project etc, amended to stop or reduce adverse impact Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
Is there likely to be a differential impact on any group? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	Please state below:
1. Grounds of race: Ethnicity, nationality or national origin e.g. people of different ethnic backgrounds including Gypsies and Travellers and Refugees/ Asylum Seekers Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	2. Grounds of gender: Sex, marital status, transgendered people and people with caring responsibilities Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
3. Grounds of disability: Physical or sensory impairment, mental disability or learning disability Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	4. Grounds of faith or belief: Religion/faith including people who do not have a religion Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>

<p>5. Grounds of sexual orientation: Lesbian, Gay and bisexual</p> <p>Yes <input type="checkbox"/> No <input checked="" type="checkbox"/></p>	<p>6. Grounds of age: Older people, children and young People</p> <p>Yes <input type="checkbox"/> No <input checked="" type="checkbox"/></p>
<p>Consultation conducted</p> <p>Yes <input type="checkbox"/> No <input checked="" type="checkbox"/></p>	
<p>Person responsible for arranging the review: Ilgun Yusuf</p>	<p>Person responsible for publishing results of Equality Impact Assessment: Sue Hasty</p>
<p>Person responsible for monitoring: Ilgun Yusuf</p>	<p>Date results due to be published and where: 11th April Executive meeting</p>
<p>Signed: Sue Hasty</p>	<p>Date: 25-3-11</p>

Please note that you must complete this form if you are undertaking a formal Impact Needs/Requirement Assessment. You may also wish to use this form for guidance to undertake an initial assessment, please indicate.

1. What is the service/policy/procedure/project etc to be assessed?

The policy to be addressed is the BACES accommodation strategy for 2011/12.

The proposals are that BACES rationalises provision on a reduced number of sites from 5 to 3. The recommendation is to cease to use Ashley Gardens and the Carlton Centre as main sites, and consolidate provision on the Stonebridge, Harlesden Library Plus and Madison House sites.

2. Briefly describe the aim of the service/policy etc? What needs or duties is it designed to meet? How does it differ from any existing services/ policies etc in this area

The aim of the accommodation strategy is to enable the service become more cost effective and efficient and to realise savings of around £200k- £240k in the financial year 2011-12 and £400k full year savings in 2012-13. This is in response to the reduction in the grant from the Skills Funding Agency

3. Are the aims consistent with the council's Comprehensive Equality Policy?

The aims are consistent with Council's Comprehensive Equality Policy in that it is still the intention to provide a broad range of courses across Brent, with particular emphasis on targeting hard to reach groups and vulnerable adults.

Although there may be fewer main sites, the geographical spread of provision can be maintained somewhat by working in partnership with local community and voluntary groups in priority neighbourhoods to provide community and personal development courses, as well as employability and vocational courses.

The service can make particularly good use of provision funded by the adult safeguarded learning fund such as family literacy, numeracy and ESOL courses, wider family learning, neighbourhood learning in deprived communities (NLDC) and formal first steps, in order to ensure that the needs of the hardest to reach groups are met.

The main sites proposed for closure both have adult learning provision located within a reasonable travelling distance. For example, the Madison House site is within 2 miles of Ashley Gardens.

There are also adult learning and college facilities close by to the Carlton Centre in provided by Westminster and Camden local authorities.

4. Is there any evidence to suggest that this could affect some groups of people? Is there an adverse impact around race/gender/disability/faith/sexual orientation/health etc? What are the reasons for this adverse impact?

The groups of people that would be affected by the closure of Ashley Gardens and the Carlton Centre are adult learners studying a range of courses. An analysis of the equalities data is provided below for each site. The data source is attached.

1) Ethnicity

Carlton Centre:

The largest proportion of learners/enrolments at the Carlton Centre is White British at 19.3%. 17.5% are 'any other', 12.9% Black African, 12.8% Black Caribbean and 11.6% White Other.

Ashley Gardens:

21.4% of learners/enrolments at Ashley Gardens Asian other, 19.4% are Indian, and 13.2% are Black African. 12.4% are Any Other.

The course offer at Ashley Gardens is largely English for Speakers of Other Languages which accounts for the high proportion of learners/enrolments from Indian, Asian and Black African backgrounds. The closure of this site could have an adverse affect on this group, however there is an extensive programme of ESOL at the Madison House site which can accommodate learners from Ashley Gardens. There is an additional benefit of a wider programme offer at Madison House which could help with progression onto employability and vocational courses.

The only potential impact here is that learners would need to travel further to learn. At Ashley Gardens 30.0% of learners live within the HA9 post code area – Madison House is also within the HA9 post code area. 12% come from the NW10 post code area and 12.4% from the NW9 post code area. Under the proposals there will still be a full programme offer at the within the NW10 post code area.

2) Gender

90% of learners studying at Ashley Gardens are women, and 82% of learners studying at the Carlton Centre are women.

These figures however need to be assessed in the context of the overall profile of learners

across the service which shows that 80% of learners are female.

The closure of the crèche at Ashley Gardens, would have an adverse impact on learners with pre-school aged children. However, it is possible that learners could apply to the childcare fund to support with crèche fees if other childcare opportunities are not available. In addition, there will still be a crèche at the Stonebridge centre and where possible, learners will be offered a place to study at that site.

3) Disability

It is difficult to assess the impact on people with disabilities as the information collected relies on self- disclosure. 94.8% of learners at Ashley Gardens have not provided any information, and 90.5% of learners at the Carlton Centre have not provided any information.

However, it is known that at Ashley Gardens there are 12 learners with mental health difficulties, 6 with a hearing impairment and 3 with a disability that affects mobility. At the Carlton Centre 33 learners have a hearing impairment, 26 have a mental health difficulty and 21 have a disability affecting mobility.

There is good provision on the remaining sites proposed for delivering adult learning courses to meet the needs of learners with disabilities and learning difficulties. All sites are wheelchair accessible and have hearing loops.

For learners with mobility problems it may be difficult for them to travel far to other centres. However, their usual transport arrangements may make provisions for this.

4) Grounds of faith or belief

At Ashley Gardens 30.7 % of learners are Muslim, 22.3% prefer not to say and 22.1% are Hindu. This profile would largely be expected as the main programme offer is ESOL. The closure of the site would have an adverse impact on faith groups. However, as with the adverse impact on ethnicity there is extensive provision at the Madison House site with additional vocational, employability and personal development courses on offer.

At the Carlton Centre, 32% of learners are Christian, 29.8% prefer not to say and 17.2% are muslim.

5) Grounds of sexual orientation

At Ashley Gardens, 58.4% of learners preferred not to disclose any information around sexual orientation, 50.4% said they were heterosexual and 0.8% other and 0.2% bisexual.

At the Carlton Centre, 53.7% said they were heterosexual, 43.2% preferred not to say, 1.6% other, 1.1% as homosexual/gay, and 0.4% bisexual.

There is no reason to believe that the proposals would have a greater or lesser impact on the grounds of sexual orientation.

6) Grounds of age

Carlton Centre:

At 87.7%, the greatest majority of learners/enrolments are within the 19 – 59 age group. 4.1% of learners are aged over 60.

There is no reason to suggest that older learners would be adversely affected. There is specific provision tailored to the needs of learners aged over 60 within the NW6 post code area provided by Camden.

Ashley Gardens:

Similarly, at Ashley Gardens the greatest proportion of learners is aged 19-59 (88.5%). There is no reason to suggest that older learners would be adversely affected.

5. Please describe the evidence you have used to make your judgement. What existing data for example (qualitative or quantitative) have you used to form your judgement? Please supply us with the evidence you used to make your judgement separately (by race, gender and disability etc).

The evidence that has been used is quantitative and has been taken from the learner information database. The evidence is attached.

6. Are there any unmet needs/requirements that can be identified that affect specific groups? (Please refer to provisions of the Disability Discrimination Act and the regulations on sexual orientation and faith, Age regulations/legislation if applicable)

There is a reasonable prospect of any potential unmet needs or requirements being met through alternative provision at other sites within the local areas should the proposals go ahead.

For example, there is still the intention that a core programme of courses will be delivered by BACES within the Kilburn area at other community venues such as the Granville centre, Kilburn Library and in conjunction with local voluntary and community groups.

Within a few miles radius of the NW6 area there is also an extensive programme of adult learning course at the Amberley Road centre in Westminster, and courses provided by Camden at local community centres.

The nearest BACES sites are the Harlesden and Stonebridge centres which are about 3 miles away and are served by the Bakerloo line.

From Ashley Gardens the nearest site providing ESOL courses is Madison House which is less than 2 miles away. Should the proposals go ahead all learners will be interviewed and assessed individually to ensure that their learning needs are met on courses at any of the other centres of their choice.

7. Have you consulted externally as part of your assessment? Who have you consulted with? What methods did you use? What have you done with the results i.e. how do you intend to use the information gathered as part of the consultation?

External consultation has not taken place.

In September 2010 at a full staff meeting staff were asked their views on one of the service plan objectives which is "Review the accommodation and delivery locations". The outcomes of the group discussions were circulated internally amongst the staff.

The information gathered on the capacity, usage and cost of running the sites has been shared with senior managers and the decision to put this forward as a proposal for making the necessary efficiency savings was agreed.

8. Have you published the results of the consultation, if so where?

See above

9. Is there a public concern (in the media etc) that this function or policy is being operated in a discriminatory manner?

There is a general concern that services are being withdrawn from the Kilburn area particularly as it is an area of high deprivation. However, the focus of the concern is not necessarily that this is discriminatory.

There was concern in the media about the closure of the College of North West London's Kilburn site.

There is the intention that a scaled down programme of courses will be offered in the area as outlined in section 6.

10. If in your judgement, the proposed service/policy etc does have an adverse impact, can that impact be justified? You need to think about whether the proposed service/policy etc will have a positive or negative effect on the promotion of equality of opportunity, if it will help eliminate discrimination in any way, or encourage or hinder community relations.

The impact of the closure of the two sites can be justified in that there is a need to make financial savings of around £400k in order to achieve a balanced budget.

Compared to other local authority adult learning services, Brent is delivering from considerably more sites across more areas of the borough, but this has the effect of dispersing provision too thinly. There is not sufficient demand across all the sites to make them cost effective.

Looking at how well all the main sites are used the statistics show that they are operating at between 46% capacity at the Carlton Centre to 59% at the Stonebridge Centre. There is a need to make the sites more cost effective by consolidating provision over fewer sites whilst maintaining a community presence through working with schools, voluntary and community groups to deliver priority courses.

11. If the impact cannot be justified, how do you intend to deal with it?

12. What can be done to improve access to/take up of services?

Existing learners will be given information about all the courses offered through BACES and neighbouring services such as Camden and Westminster.

ESOL learners at Ashley Gardens will have an individual interview to make sure that they are placed on the right level of course at other sites.

13. What is the justification for taking these measures?

The justification for taking these measures are that if no action was taken to reduce the BACES accommodation it is unlikely that BACES would be able to achieve a balanced budget in 2011/12.

Ashley Gardens is one of the smaller sites and is not located in a priority neighbourhood. It would be relatively easy to accommodate learners at a nearby BACES location.

The Carlton Centre is located within an area of high deprivation but it is significantly underutilised compared to all other sites, despite a £1m refurbishment and extensive publicity. Options for relocating some of the provision from the Carlton Centre include delivering from other community venues such as the Granville youth centre, the Childrens' centre and the Kilburn library.

14. Please provide us with separate evidence of how you intend to monitor in the future. Please give the name of the person who will be responsible for this on the front page.

Participation rates in BACES' provision will be monitored by post code area. This will be monitored 3 times a year.

15. What are your recommendations based on the conclusions and comments of this assessment?

To agree that the Carlton Centre and Ashley Gardens should no longer be used for the delivery of adult learning provision.

Should you:

1. Take any immediate action?
2. Develop equality objectives and targets based on the conclusions?
3. Carry out further research?

16. If equality objectives and targets need to be developed, please list them here.

Equality objectives and targets to be developed and analysed by ethnicity, age, gender, disability for success rates (i.e. achievement of learning aims/qualifications), and participation.

17. What will your resource allocation for action comprise of?

Internal management team resource as part of normal embedded management practices.

If you need more space for any of your answers please continue on a separate sheet

Signed by the manager undertaking the assessment:

Full name (in capitals please): Sue Hasty
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Date: 25-3-

Service Area and position in the council: Children and Families

Details of others involved in the assessment - auditing team/peer review:

Once you have completed this form, please take a copy and send it to: **The Corporate Diversity Team, Room 5 Brent Town Hall, Forty Lane, Wembley, Middlesex HA9 9HD**