

Equality, Diversity, Cohesion and Integration Screening



As a public authority we need to ensure that all our strategies, policies, service and functions, both current and proposed have given proper consideration to equality, diversity, cohesion and integration.

A **screening** process can help judge relevance and provides a record of both the **process** and **decision**. Screening should be a short, sharp exercise that determines relevance for all new and revised strategies, policies, services and functions. Completed at the earliest opportunity it will help to determine:

- the relevance of proposals and decisions to equality, diversity, cohesion and integration.
- whether or not equality, diversity, cohesion and integration is being/has already been considered, and
- whether or not it is necessary to carry out an impact assessment.

Directorate: Children's Services	Service area: Learning Skills and Universal Services
Lead person: Rebecca McCormack	Contact number: 0113 3783588

1. Title: FEEE Rates 2018/19
Is this a:
<input checked="" type="checkbox"/> Strategy / Policy <input type="checkbox"/> Service / Function <input type="checkbox"/> Other
If other, please specify

2. Please provide a brief description of what you are screening
Leeds receives funding from the DfE to provide free early education for 2, 3 and 4 year olds. This screening form addresses the decision to allocate funding provided by the DfE for FEEE 2, 3 and 4 year old funding. Throughout the process, equality and diversity were considered when identifying the potential proposals and then the allocation breakdown.

3. Relevance to equality, diversity, cohesion and integration

All the council's strategies/policies, services/functions affect service users, employees or the wider community – city wide or more local. These will also have a greater/lesser relevance to equality, diversity, cohesion and integration.

The following questions will help you to identify how relevant your proposals are.

When considering these questions think about age, carers, disability, gender reassignment, race, religion or belief, sex, sexual orientation and any other relevant characteristics (for example socio-economic status, social class, income, unemployment, residential location or family background and education or skills levels).

Questions	Yes	No
Is there an existing or likely differential impact for the different equality characteristics?	✓	
Have there been or likely to be any public concerns about the policy or proposal?	✓	
Could the proposal affect how our services, commissioning or procurement activities are organised, provided, located and by whom?	✓	
Could the proposal affect our workforce or employment practices?		✓
Does the proposal involve or will it have an impact on <ul style="list-style-type: none"> • Eliminating unlawful discrimination, victimisation and harassment • Advancing equality of opportunity • Fostering good relations 		✓

If you have answered **no** to the questions above please complete **sections 6 and 7**

If you have answered **yes** to any of the above and;

- Believe you have already considered the impact on equality, diversity, cohesion and integration within your proposal please go to **section 4**.
- Are not already considering the impact on equality, diversity, cohesion and integration within your proposal please go to **section 5**.

4. Considering the impact on equality, diversity, cohesion and integration

If you can demonstrate you have considered how your proposals impact on equality, diversity, cohesion and integration you have carried out an impact assessment. Please provide specific details for all three areas below (use the prompts for guidance).

- **How have you considered equality, diversity, cohesion and integration?** (**think about** the scope of the proposal, who is likely to be affected, equality related information, gaps in information and plans to address, consultation and engagement activities (taken place or planned) with those likely to be affected)

[The Early Years funding formula is used by the DfE to allocate funding to Local Authorities for the Free Early Education Entitlement for 2, 3 and 4 year olds. From the DfE rate per pupil, there is a statutory requirement for Local Authorities to offer supplements to those providers who have children from deprived backgrounds, or](#)

children with Special Educational Needs (SEN) in their settings. This means there is a difference between the funding that is received in settings throughout the city, based on the circumstances of the children attending those settings. The parents / carers will receive their free hours at the provider's hourly rate and this will not be affected by the funding allocated to the provider by the LA, therefore the decision by the LA with regard the breakdown of allocated funding will not directly impact parents / carers.

As in 2017/18, a consultation was undertaken with all early years providers (private day nurseries, childminders, school nurseries, children's centres) where proposals about the use of LA funding were shared in January 2018. Responses were received from a small number of representatives. The full outcome of this consultation is provided in the attached report (Schools Forum EYFEEE)

- **Key findings**

(think about any potential positive and negative impact on different equality characteristics, potential to promote strong and positive relationships between groups, potential to bring groups/communities into increased contact with each other, perception that the proposal could benefit one group at the expense of another)

All providers currently have different hourly rates, and the funding that the LA is offering to providers may not cover this hourly rate, however it is in line with government guidelines and the LA is retaining less from the DfE allocation per pupil than is permitted.

It is possible that not all providers will choose to offer 30 hour funded places. It is possible that those providers who currently have children attending their settings who live in deprived areas, are more likely to offer the free entitlement as they are more likely to receive a higher rate from the LA for those hours.

Potential positive impacts:

If more providers in deprived areas of the city choose to offer the free entitlement, families living in deprived areas will potentially have more choice about where they access their free entitlement, encouraging them into employment or training and supporting children to start their learning journey from a younger age.

The early education market may shift to provide different and greater choice for families

Potential negative impacts

Families living in more affluent areas may find it more difficult to secure a place with a provider who is offering the free early entitlement

Providers who feel unable to offer the free early entitlement may be impacted by parents choosing settings where they can receive their free hours.

- **Actions**

(think about how you will promote positive impact and remove/ reduce negative impact)

- The funding rates will be openly communicated with all providers.
- Providers are aware that there is a statutory need for the deprivation and SEN supplements to be offered and that these are in place to support settings to ensure that children have the best support in their early life.
- Providers will be supported by the Sufficiency Team to develop their business model to ensure sustainability.
- Providers who are new to the market will be supported and encouraged to offer places in areas of need to ensure flexibility and choice for parents and carers.

- Using the IDACI measure of deprivation will ensure that providers are confident that deprivation supplement is proportionately and fairly distributed.
- Parents and carers will receive their free early entitlement based on the hourly rate of the provider and not the rate funded by the Local Authority.
- Providers will be supported to identify, in line with the statutory guidance, the things they can charge parents for outside the free early entitlement to support the continued delivery of their business model.
- The Early Years Sufficiency Team will monitor the FEEE offer and ensure sufficiency of choice and availability for all eligible parents and carers
- Support all providers to make flexible offers so that families can access their free entitlement at a range of settings, not always taking their full 30 hours with the same provider.

The impact of the changes will be reviewed annually.

5. If you are *not* already considering the impact on equality, diversity, cohesion and integration you *will need to carry out an impact assessment*.

Date to scope and plan your impact assessment:	
Date to complete your impact assessment	
Lead person for your impact assessment (Include name and job title)	

6. Governance, ownership and approval

Please state here who has approved the actions and outcomes of the screening

Name	Job title	Date
Viv Buckland	Head of Learning Systems	March 2018

7. Publishing

This screening document will act as evidence that due regard to equality and diversity has been given. If you are not carrying out an independent impact assessment the screening document will need to be published.

Please send a copy to the Equality Team for publishing

Date screening completed	18/03/18
Date sent to Equality Team	
Date published (To be completed by the Equality Team)	