Equalities Impact Assessment Record

Date of EIA   24th February 2006

Directorate   Education, Children's Services and Libraries

Function or policy to be screened / assessed	**Bracknell Forest ICT in Schools Strategy**
Is it a policy or function	☒ Policy/Procedure ☐ Function
Is it a new or existing policy or function?	☒ New ☐ Existing
Who is responsible for the policy or function?	**The person / section / team responsible for this policy / function is:** Allison Fletcher, Assistant Director of Education, Children's Services and Libraries
Who implements the policy or function?	**The policy or function is delivered by:** ☒ Council staff ☒ Bracknell Forest schools
Aim / objective / purpose of the policy or function	**The aim / objective / purpose of the policy / function is to:** Provide guidance to schools on how to develop their use of ICT in a manner that promotes coherence across the Borough whilst also encouraging schools to follow their own interests and pay heed to the needs of their local context. To encourage schools to regularly review their use of ICT and the contribution it makes to learning, in the light of national strategies, changing technologies and evolving local circumstances.
Summary of information / evidence used in this assessment	**The following information / evidence was used in this assessment:** National data (Ethnicity and Education 2005) shows a pattern of lower achievement amongst certain minority ethnic groups; there are local emerging trends which reflect these patterns. Pupils in lower attaining minority ethnic groups appear to make different subject choices to pupils in higher attaining ethnic groups. The minority ethnic population has grown in Bracknell Forest schools; in 2006 PLASC 11.6 % of pupils were minority ethnic groups. There has been an equivalent increase in pupils with English as an additional language, which is currently 5.4%. There is significant gender gap in attainment ,e.g., there is an 9 percentage point gap between boys and girls nationally and a 15% gap locally in the proportion of students achieving level 5+ by the end of KS3.
Who is the function, policy or procedure designed to target? Or Who are intended to be the main beneficiaries of the function or policy?	**The policy / function is designed specifically to benefit the following people:** Pupils and young people educated within the Bracknell Forest Local Authority's schools.
Which of the following equalities groups might be **impacted** by the policy or function?	☒ Race ☒ Disability ☒ Gender ☒ Age ☐ Religion or Belief ☐ Sexual Orientation
Which groups might be **affected adversely**?	☒ Race ☒ Disability ☒ Gender ☐ Age ☐ Religion or Belief ☐ Sexual Orientation
How is this policy or function communicated to target beneficiaries?	**The policy / function is generally communicated to target beneficiaries using the following channels:** Emailed to Local Authority Headteachers and ICT coordinators and published on the BFBC website
On what grounds can adverse or differential impact be justified?	**Adverse or differential impact can be justified for the following reasons:** There is no adverse impact of this policy, but differential impact can be justified because of the particular needs of certain groups, in particular those with disabilities and early learners of English.
What consultation will be necessary to support or	None necessary.

confirm your conclusions?	
What changes are proposed to the policy or function to reduce or remove adverse or differential impact?	**The objectives of the policy / function can still be met if the following actions are taken to remove or reduce the adverse or differential impact:** Encourage schools to consider the situation in their own establishments and whether there is a significant gender imbalance either in terms of the take up of courses or levels of attainment achieved. Gender focussed initiatives can be implemented if necessary, such as offering Computer Clubs for Girls clubs, gender specific access to IT rooms at break times and after school, etc. Children and young people who have disabilities that affect their ability to use ICT effectively will have their needs assessed and appropriate support will be offered. Children and young people who have a language need that affects their ability to use ICT effectively will have their needs assessed and appropriate support will be offered.
What monitoring arrangements have been put in place?	**To monitor the effect of the recommended changes, the following factors or aspects of delivery will be monitored over time:** Routine annual monitoring of examination entries and results will allow any gender imbalance to be monitored. The anticipated adoption of the on-screen test for ICT at the end of KS3 in 2008, as a mandatory national assessment, will allow the performance of different minority ethnic groups to be monitored.
When will this EIA be reviewed?	**This EIA will be revisited and reviewed on:** This EIA will be reviewed prior to the expiry of the strategy i.e. before September 2008. It will also be revisited each time the strategy is reviewed, which is anticipated to be on an annual basis.
Which strategies or plans does this function or service support?	**The following strategies and plans are dependent on this policy or function:** (None)
What are the main policies or procedures that underpin this function or policy?	**This policy / procedure is dependent on the following policies / procedures / strategies / plans:** This strategy supports the Children and Young People's Plan and the Every Child Matters agenda, as well as the Bracknell Forest Borough Council medium term objectives.
Date when the actions in this EIA must be referenced back to policy, plans, strategies, policies or procedures to which it is connected	Date:1st May 2007 Responsibility: ICT Advisory Group Check date: 15th May 2007 Responsibility: Allison Fletcher
Date to be submitted to Web Team for publication on EIA pages	31st March 2006