

**EQUALITY, DIVERSITY AND
INCLUSION**

**DONCASTER METROPOLITAN
BOROUGH COUNCIL**

**Due Regard Statement for the Education &
Skills 2030 Strategy**

Due Regard Statement

A **Due Regard Statement** (DRS) is the tool for capturing the evidence to demonstrate that due regard has been shown when the council plans and delivers its functions. A Due Regard Statement must be completed for all programmes, projects and changes to service delivery.

- A DRS should be initiated at the beginning of the programme, project or change to inform project planning
- The DRS runs adjacent to the programme, project or change and is reviewed and completed at the relevant points
- Any reports produced needs to reference “Due Regard” in the main body of the report and the DRS should be attached as an appendix
- The DRS cannot be fully completed until the programme, project or change is delivered.

<p>1 Name of the ‘policy’ and briefly describe the activity being considered including aims and expected outcomes. This will help to determine how relevant the ‘policy’ is to equality.</p>	<p>Education & Skills 2030 Strategy</p> <p>The Education and Skills 2030 strategy is a long-term partnership strategy for lifelong learning in Doncaster. This builds on the progress made since the publication of the One Doncaster Report in 2016. The strategy sets out a vision, priorities, aims, and our approach to delivery and change over the next ten years.</p> <p>The strategy’s vision is: <i>Equitable and inclusive lifelong learning that empowers people to fulfil their potential and thrive in life and work.</i></p> <p>The strategy includes five priorities:</p> <ol style="list-style-type: none"> I. Best Start II. Accelerating Achievement III. A New Model of Post-16 Education IV. New Skills & Pathways to Rewarding Life and Work V. Equitable & Inclusive Lifelong Learning <p>With a final broad and cross-cutting delivery based priority called <i>Working Better Together – Our Approach to System Transformation</i></p>
<p>2 Service area responsible for completing this statement.</p>	<p>Policy, Insight & Change; on behalf of Learning & Opportunities, Children & Young People</p>
<p>3 Summary of the information considered across the protected groups.</p> <p>Service users/residents</p>	<p>Information considered across protective groups includes:</p> <ul style="list-style-type: none"> • a review of delivery against the recommendations made within the One Doncaster report and subsequent review report • a comprehensive data review and analysis of educational outcomes across pupil characteristics, and wards/localities • independent strategic review (which included interviews of parents and carers with children who have Special Educational Needs, and discussions with the Voluntary, Community, and Faith Sector)

	<p>Doncaster Workforce</p>	<ul style="list-style-type: none"> • consultation with the Inclusion and Fairness Forum • consultation with Learning Disability and Autism professionals <p>Information has been gathered from a range of sources (e.g. focus groups, stakeholder workshops, needs assessments, independent strategic review, data analysis, public consultation and workforce consultation) to gather input from a diverse range of perspectives.</p> <p>Consideration of a number of strategic assessments and the recommendations found within them was also incorporated – including:</p> <ul style="list-style-type: none"> • School Readiness Needs Assessment • Children and Young People Needs Assessment • Local Area SEND self-evaluation • Local Area Special Educational Needs and Disabilities Ofsted inspection report and strategy
<p>4</p>	<p>Summary of the consultation/engagement activities</p>	<ul style="list-style-type: none"> • Independent Strategic Review: The strategy began its development in Spring 2019 with a commissioned independent strategic review, conducted by an experienced former Director for Childrens Services. This review brought an external, more objective perspective formed through interviews with many internal and external colleagues, partners and members of the community. The outcomes of this review formed the basis of a Framework for Consultation, which set out the strengths and challenges faced within the current system, and included a series of recommendations for developing a successful future system. This Framework was shared via an online survey and group forums to allow key stakeholders to further consider whether these aims were right, and whether any key opportunities or challenges had been missed. The feedback and analysis from this second phase of consultation was used to develop a Strategic Statement of Intent, which comprised the key elements of this final strategy: a vision and key characteristics for a future system, priority areas for action, and a set of aims for each priority. This has included feedback from parents and young people.

- **Performance Review:** It was important to contextualise these findings, and to understand the barriers that would need to be overcome in order to meet these demands. We therefore undertook a comprehensive performance review, considering a range of indicators that highlighted areas of achievement and progress, as well as areas for improvement.
- **Learning from Elsewhere:** Further sources of information have been drawn from a desk-based review of the regional and national policy context, as well as an assessment of national and international best practice. This latter exercise has included working with a senior advisor from the Organisation for Economic Co-operation and Development (OECD) to develop an innovative model for transforming the learning environment.
- **Two large interactive stakeholder workshops** with representatives from across the system gathered to review the Statement of Intent prior to the final strategy development. These workshops were extremely positive and constructive. In addition to sharpening our insight into what our collective areas of focus should be over the short and long-term, they served to improve partnership working as they acted as a useful vehicle for sharing and learning about each other's challenges, objectives and cultures (across and within organisations, agencies and services).
- **'Doncaster Talks':** This borough-wide engagement campaign ran in tandem with the education and skills consultation and simply asked the people of Doncaster what mattered to them now and in the future. We received a total 3,610 responses from people of all ages, ethnicities, and background, within each of our localities. One of the recurring themes was the need for high-quality education provision, and continued opportunities for lifelong learning. These responses have been used to shape the priorities as presented in this strategy.
- **Elected member engagement** via presentation at Children and Young People Overview & Scrutiny Panel and Portfolio meetings, to discuss and shape the development of the strategy (including at the framework and statement of intent phases). Members highlighted

		<p>a number of factors in related to those with protected characteristics that have been addressed in the strategy.</p> <ul style="list-style-type: none"> • Engagement with Team Doncaster to ensure that the strategy reflects wider partnership priorities and objectives. • Engagement with Doncaster Council Leadership teams to confirm the strategic approach and priorities for the next ten years
5	<p>Real Consideration:</p> <p>Summary of what the evidence shows and how has it been used</p>	<p>The analysis from the above sources have been combined in order to ensure protected characteristics have been considered in the development of the aims and key areas for action.</p> <p>Key points below (not exhaustive):</p> <ul style="list-style-type: none"> • Education and employment outcomes vary considerably across learner characteristics and localities. The strategy therefore has a cross-cutting priority – Priority 5: Equitable and Inclusive Lifelong Learning – that specifically targets addressing these disparities. • Population projections show increasing proportions of older people highlighting the need for greater provision to support retraining and reskilling as we grow older and our working lives lengthen. • Analysis of data shows that fixed term exclusions for disadvantaged pupils and pupils with Special Educational Needs are disproportionately high. We have therefore highlighted the need to continue targeted action to improve inclusion practices to improve outcomes for these groups. • Consultation with the Inclusion and Fairness Forum highlighted the need to use positive, strengths-based language, so the priorities and aims have been shaped accordingly. • Discussions with parents and carers of learners with Special Educational Needs and Disabilities highlighted the need to improve transition planning at all key stages, and the to develop a curriculum which offers more creativity and provides bespoke support tailored to the individual needs of each learner. Further perceived issues included a lack of clear pathways and opportunities into life and work for children with learning

		difficulties. The priorities and areas for action have been shaped in a way that addresses these issues.
6	Decision Making	Representatives of some protected groups have been involved leading to amendments in the strategy to ensure the needs and opinions of protected groups are considered.
7	Monitoring and Review	<p>Following approval and publication, we will engage in further consultation (including with protected groups) to develop an action plan. Progress against the Education and Skills 2030 Strategy priorities and aims will be monitored on a regular basis through the actions laid out in this plan. Progress at an operational level is assessed as part of the council's standard performance management framework, and will be delivered and progress managed by individual teams within services.</p> <p>As part of monitoring and review of the strategy and associated action plans, consultee groups will be re-visited.</p>
8	Sign off and approval for publication	<p>Report author: Dani Adams - Policy & Insight Manager</p> <p>To be approved by: Leanne Hornsby - Assitant Director for Education, Skills, Culture, and Heritage</p>