

# **Appendix 1 - Equality Impact Assessment**

## **East Sussex Music**

Name of the proposal, project or service
<b>East Sussex Music – Closure of small group and individual instrument teaching provision</b>

File ref:		Issue No:	
Date of Issue:	31 July 2018	Review date:	31 July 2019

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## **Part 1 – The Public Sector Equality Duty and Equality Impact Assessments (EIA)**

**1.1** The Council must have due regard to its Public Sector Equality Duty when making all decisions at member and officer level. An EIA is the best method by which the Council can determine the impact of a proposal on equalities, particularly for major decisions. However, the level of analysis should be proportionate to the relevance of the duty to the service or decision.

**1.2 This is one of two forms that the County Council uses for Equality Impact Assessments, both of which are available on the intranet. This form is designed for any proposal, project or service. The other form looks at services or projects.**

### **1.3 The Public Sector Equality Duty (PSED)**

The public sector duty is set out at Section 149 of the Equality Act 2010. It requires the Council, when exercising its functions, to have “due regard” to the need to

- Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited under the Act.
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;
- Foster good relations between persons who share a relevant protected characteristic and persons who do not share it. (see below for “protected characteristics”

These are sometimes called equality aims.

### **1.4 A “protected characteristic” is defined in the Act as:**

- age;
- disability;
- gender reassignment;
- pregnancy and maternity;
- race (including ethnic or national origins, colour or nationality)
- religion or belief;
- sex;
- sexual orientation.

Marriage and civil partnership are also a protected characteristic for the purposes of the duty to eliminate discrimination.

The previous public sector equalities duties only covered race, disability and gender.

### **1.5 East Sussex County Council also considers the following additional groups/factors when carry out analysis:**

- Carers – A carer spends a significant proportion of their life providing unpaid support to family or potentially friends. This could be caring for a relative, partner or friend who is ill, frail, disabled or has mental health or substance misuse problems. [Carers at the Heart of 21st Century Families and Communities, 2008]
- Literacy/Numeracy Skills

- Part time workers
- Rurality

### **1.6 Advancing equality (the second of the equality aims) involves:**

- Removing or minimising disadvantages suffered by people due to their protected characteristic
- Taking steps to meet the needs of people from protected groups where these are different from the needs of other people including steps to take account of disabled people's disabilities
- Encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low

NB Please note that, for disabled persons, the Council must have regard to the possible need for steps that amount to positive discrimination, to "level the playing field" with non-disabled persons, e.g. in accessing services through dedicated car parking spaces.

### **1.6 Guidance on Compliance with The Public Sector Equality Duty (PSED) for officers and decision makers:**

1.6.1 To comply with the duty, the Council must have "due regard" to the three equality aims set out above. This means the PSED must be considered as a factor to consider alongside other relevant factors such as budgetary, economic and practical factors.

1.6.2 What regard is "due" in any given case will depend on the circumstances. A proposal which, if implemented, would have particularly negative or widespread effects on (say) women, or the elderly, or people of a particular ethnic group would require officers and members to give considerable regard to the equalities aims. A proposal which had limited differential or discriminatory effect will probably require less regard.

#### *1.6.3 Some key points to note :*

- The duty is regarded by the Courts as being very important.
- Officers and members must be aware of the duty and give it conscious consideration: e.g. by considering open-mindedly the EIA and its findings when making a decision. When members are taking a decision, this duty can't be delegated by the members, e.g. to an officer.
- EIAs must be evidence based.
- There must be an assessment of the practical impact of decisions on equalities, measures to avoid or mitigate negative impact and their effectiveness.
- There must be compliance with the duty when proposals are being formulated by officers and by members in taking decisions: the Council can't rely on an EIA produced after the decision is made.
- The duty is ongoing: EIA's should be developed over time and there should be evidence of monitoring impact after the decision.
- The duty is not, however, to achieve the three equality aims but to consider them – the duty does not stop tough decisions sometimes being made.

- The decision maker may take into account other countervailing (i.e. opposing) factors that may objectively justify taking a decision which has negative impact on equalities (for instance, cost factors)

1.6.4 In addition to the Act, the Council is required to comply with any statutory Code of Practice issued by the Equality and Human Rights Commission. New Codes of Practice under the new Act have yet to be published. However, Codes of Practice issued under the previous legislation remain relevant and the Equality and Human Rights Commission has also published guidance on the new public sector equality duty.

## **Part 2 – Aims and implementation of the proposal, project or service**

### **2.1 What is being assessed?**

#### **a) Proposal or name of the project or service.**

Closure of small group and individual instrument teaching provision by East Sussex Music.

#### **b) What is the main purpose or aims of proposal, project or service?**

The main purpose of closing the small group and individual instrumental teaching service provided by East Sussex Music (ESM) is to address shortfalls in funding and savings requirements of Children's Services. Currently peripatetic teachers visit schools across the county to teach instrumental lessons either to individuals or in groups of 2 or more. Lessons also take place after school or on Saturday mornings at Area Music Centres or at the Performing Arts Centre in Lewes.

However if the ESM instrumental teaching service were to close, it is considered that instrumental lessons would be available through the private market, delivered either by another organisation or by self-employed private teachers.

#### **c) Manager(s) and section or service responsible for completing the assessment**

Lucy Morgan-Jones, Head of East Sussex Music

### **2.2 Who is affected by the proposal, project or service? Who is it intended to benefit and how?**

- 3,114 children and young people currently use the service
- There are 81 teachers who currently teach in individual and small group lessons.
- 4 administrative staff and 2 managers support these teachers

The instruments currently being taught are:

<b>Strings</b>	1305
<b>Wind</b>	348
<b>Brass</b>	157
<b>Drums/Percussion</b>	163
<b>Classical Guitar</b>	92
<b>Electric Guitars</b>	617
<b>Voice</b>	62
<b>Piano/Keyboard</b>	428

### **2.3 How is, or will, the proposal, project or service be put into practice and who is, or will be, responsible for it?**

The Head of Service, Lucy Morgan-Jones will be responsible for the change management process and for implementing the proposals, reporting to Assistant Director, Lou Carter.

**2.4 Are there any partners involved? E.g. NHS Trust, voluntary/community organisations, the private sector? If yes, how are partners involved?**

East Sussex Music works with a number of partners. These partners form the Music Hub for East Sussex and meet regularly. They include:

East Sussex Schools (represented by a primary, secondary and special school board member) and the following organisations: ArtsWork, AudioActive, Glyndebourne, Rhythmix and Sussex University.

These partners contribute to the strategic development of music education through the music hub and deliver some services to children and young people.

**2.5 Is this proposal, project or service affected by legislation, legislative change, service review or strategic planning activity?**

N/A

**2.6 How do people access or how are people referred to your proposal, project or service? Please explain fully.**

Students can access ESM services through choice; they are not referred.

Currently children and young people access the service through many routes. The majority are as a result of seeing performances at their school by their peers or parents finding the service through word-of-mouth or marketing. Schools who currently have instrumental teaching in their school will signpost parents/carers via that teacher and teachers do recruitment recitals/assemblies in schools.

If the service were to close then individuals would have to access private lessons from individual teachers, groups of teachers or commercial organisations offering instrumental tuition. Schools could also choose to engage private teachers or organisations. Information about tuition is available online and in music shops. The Hub would also have a responsibility to ensure that information about tuition is available.

**2.7 If there is a referral method how are people assessed to use the proposal, project or service? Please explain fully.**

There are certain groups that receive a discount on the service and this would continue. For these individuals income related assessments are undertaken. Once an individual is deemed eligible, a discount is applied to the cost of lessons.

East Sussex Music provides a 25% discount for children from families with an income less than £20,000 a year but not registered at their school for Pupil Premium.

Students who are registered at their school as qualifying for Pupil Premium receive a 25% discount from the music service. Schools are asked to pay a further 60% of the lesson cost through our partnership remission scheme. Most schools take part in the scheme; where the school does not contribute, parents/carers are signposted to other

public bursaries. The result is that most parents of children who are registered for Pupil Premium pay only 15% of the lesson cost.

**2.8 How, when and where is your proposal, project or service provided? Please explain fully.**

Peripatetic teachers visit schools across the county to teach instrumental lessons either to individuals or in groups of 2 or more. Lessons also take place after school or on Saturday mornings at Area Music Centres or at the Performing Arts Centre in Lewes.

## Part 3 – Methodology, consultation, data and research used to determine impact on protected characteristics.

### 3.1 List all examples of quantitative and qualitative data or any consultation information available that will enable the impact assessment to be undertaken.

Types of evidence identified as relevant have <b>X</b> marked against them			
	Employee Monitoring Data	X	Staff Surveys
<b>X</b>	Service User Data		Contract/Supplier Monitoring Data
<b>X</b>	Recent Local Consultations		Data from other agencies, e.g. Police, Health, Fire and Rescue Services, third sector
	Complaints		Risk Assessments
<b>X</b>	Service User Surveys		Research Findings
	Census Data	X	East Sussex Demographics
	Previous Equality Impact Assessments		National Reports
	Other organisations Equality Impact Assessments		Any other evidence?

### 3.2 Evidence of complaints against the proposal, project or service on grounds of discrimination.

There have been no formal complaints against the proposal on the grounds of discrimination. However, feedback from the consultation on the proposal and emails from interested parties have included comments about the potential negative impact on families living in rural areas, those on low incomes and those from vulnerable backgrounds.

### 3.3 If you carried out any consultation or research on the proposal, project or service explain what consultation has been carried out.

An eight week public consultation has been carried out. Separate surveys were constructed for adults and young people and schools and meetings took place with staff, parents, young people. Hub board members, the Schools Forum, the Arts Council and other heads of music services to ensure that as much feedback could be gathered about the proposal as possible.

### 3.4 What does the consultation, research and/or data indicate about the positive or negative impact of the proposal, project or service?

Please refer to **Appendix 1** for consultation findings and analysis of key themes.



## Part 4 – Assessment of impact

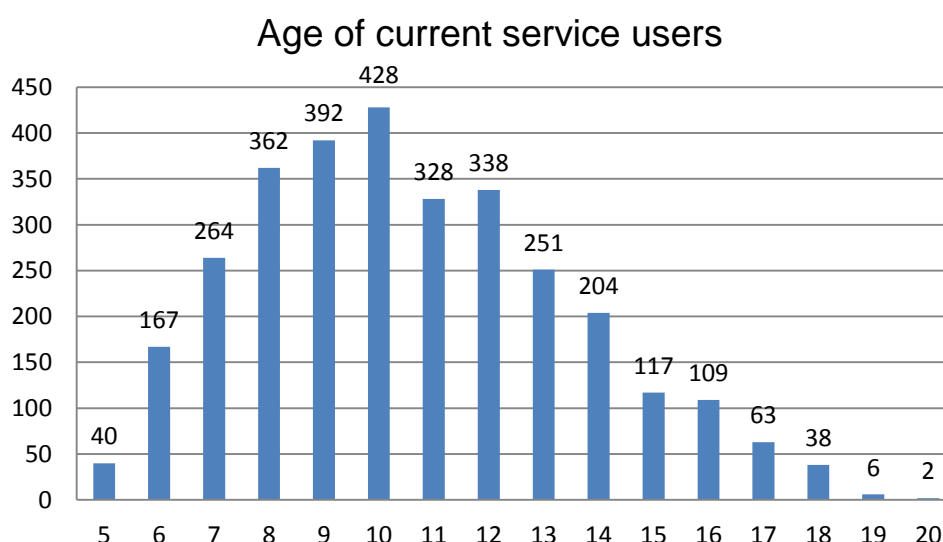
### 4.1 Age: Testing of disproportionate, negative, neutral or positive impact.

#### How is this protected characteristic reflected in the County/District/Borough?

According to the school census 2017, 64,987 children are on roll in East Sussex schools at primary and secondary levels.

Eastbourne	Hastings	Lewes	Rother	Wealden	Total
12605	10851	12258	11158	18115	64987

The graph below depicts the current age of services users for East Sussex Music (individual and group lessons). The most common age groups are 9 years and 10 years, reflecting 26% of the current users.



**a) How is this protected characteristic reflected in the population of those impacted by the proposal, project or service?**

There is a total of 3134 pupils currently on roll for instrumental lessons as at June 2018. This service reaches approximately 5% of the total school population (64,987 as at Jan 2018).

**b) Will people with the protected characteristic (age) be more affected by the proposal, project or service than those in the general population who do not share that protected characteristic?**

Yes. Currently children and young people who use the service users across the county will be affected if the service closes.

**c) What is the proposal, project or service's impact on different ages/age groups?**

Children and young people of all age groups that currently use the service will be affected if the service were to close. The most common age groups (9 years and 10 years) who currently receive lessons would be affected. However the proposal itself does not target specific age groups.

**d) What actions are to/or will be taken to avoid any negative impact or to better advance equality?**

Proactive work to support the provision of information to parents and carers to signpost them to alternative provision in the County, if the proposal goes ahead.

Options which may be considered would be a list of 'preferred teachers' held by the music service or through a co-operative of teachers, which would offer a cohesive and quality assured pool of teachers available to parents/carers and schools.

**e) Provide details of the mitigation.**

A web page on East Sussex County Council will be directed to the public-facing ESCIS (East Sussex Community Information Service) and independent providers of instrumental teaching will be communicated with to encourage them to add their information details to ESCIS. Schools will also be provided with links to the most up to date information and asked to promote opportunities to learn an instrument.

**f) How will any mitigation measures be monitored?**

The head of the Music Service, as chair of the East Sussex Music Education Hub, will monitor the mitigation measures.

## 4.2 Disability: Testing of disproportionate, negative, neutral or positive impact.

### How is this protected characteristic reflected in the County /District/Borough?

School census Jan 2018:

	Total Pupils	Pupils with statements or EHC plans		Pupils on SEN support		Total pupils with SEN	
		Number	%	Number	%	Number	%
<b>ENGLAND</b>	<b>8,735, 098</b>	<b>253,679</b>	<b>2.9</b>	<b>1,022,537</b>	<b>11.7</b>	<b>1,279,216</b>	<b>14.6</b>
East Sussex	73,952	2,564	3.5	7,715	10.4	10,279	13.9

#### a) How is this protected characteristic reflected in the reflected in the population of those impacted by the proposal, project or service?

When looking at current on roll records there are 235 individuals with special educational needs that are receiving lessons. This equates to 7.5% of SEND school age pupils currently receiving individual and small group instrumental tuition. This compares to 13.9% of *all* school age pupils in East Sussex schools who have SEN.

74 of these individuals with SEND have been classified as learning in a rural area.

#### b) Will people with the protected characteristic be more affected by the proposal, project or service than those in the general population who do not share that protected characteristic?

Although not disproportionately reflected in the cohort, individuals with SEN could possibly find it more difficult to access lessons with private providers. Opportunities for children with SEND would need to be communicated through schools and other web based platforms, and through specific communication of parents/carers of children with SEND.

#### c) What is the proposal, project or service's impact on people who have a disability?

Individuals with SEND could possibly find it more difficult to access lessons with private providers.

#### d) What actions are to/ or will be taken to avoid any negative impact or to better advance equality?

If the proposal goes ahead, the service would use funding to ensure there were opportunities for children and young people with SEND to learn a musical instrument and enjoy music. The service would also offer CPD sessions on working with children with SEND to music teachers in the county.

#### e) Provide details of any mitigation.

CPD opportunities for music teachers would need to be provided as part of the Music Education Hub funding requirements. Funding would be used to ensure there were opportunities for children and young people with SEND to learn a musical instrument and enjoy music.

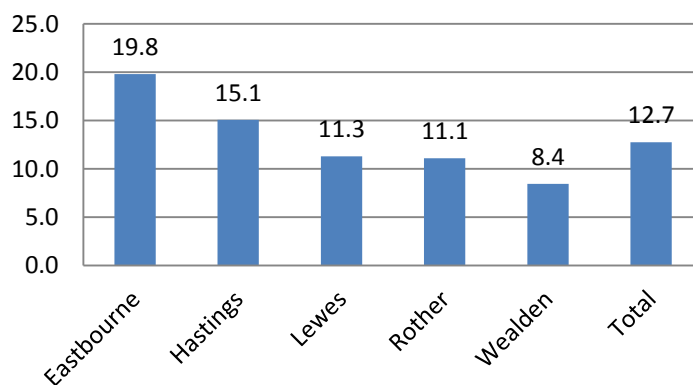
**f) How will any mitigation measures be monitored?**

Numbers of teachers attending CPD sessions on working with SEND children and evaluation of the sessions will be collected.

**4.3 Ethnicity: Testing of disproportionate, negative, neutral or positive impact.**

**a) How is this protected characteristic reflected in the County /District/Borough?**

% BME Pupils by Area - Jan 2018  
Schools Census



**b) How is this protected characteristic reflected in the population of those impacted by the proposal, project or service?**

78% of current service users are White British. 10% are identified as 'Information not yet obtained'. 11.4% identify as being from a BME background. This is lower than the overall BME pupil average as seen on the school census (12.7% BME as at Jan 18).

Ethnic Origin	Number	Percentage
Any Other Asian Background	32	1%
Any Other Black Background	2	0%
Any Other Ethnic Group	19	1%
Any Other Mixed Background	30	1%
Any Other White Background	75	2%
Bangladeshi	2	0%
Black - African	15	0%
Black - British	3	0%
Black Caribbean	1	0%
Chinese	10	0%
Indian	17	1%
Information Not Yet Obtained	320	10%
White - British	2436	78%
White and Asian	60	2%
White and Black African	19	1%
White and Black Caribbean	22	1%
White European	50	2%

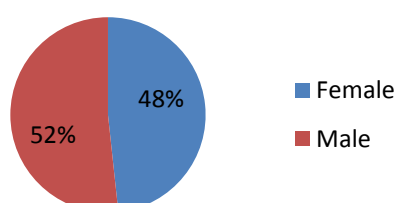
**Will people with the protected characteristic be more affected by the proposal, project or service than those in the general population who do not share that protected characteristic?**

No

**4.4 Gender/Transgender: Testing of disproportionate, negative, neutral or positive impact**

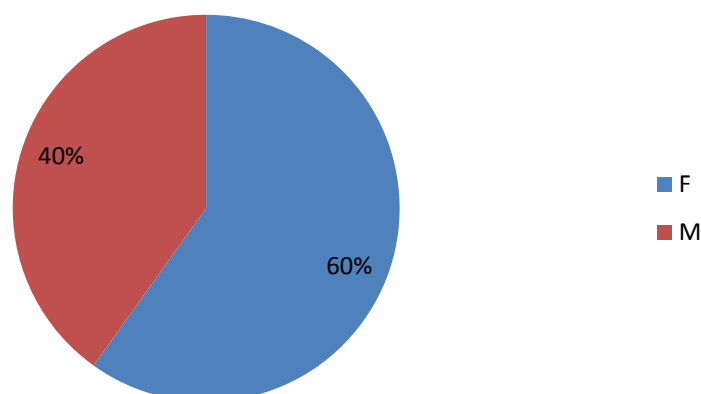
**a) How is this protected characteristic target group reflected in the County/District/Borough?**

School pupils on-roll  
by gender



- b) How is this protected characteristic reflected in the population of those impacted by the proposal, project or service?**

Gender of current service users



1865 current service users are female and 1249 service users are male.

- c) Will people with the protected characteristic be more affected by the proposal, project or service than those in the general population who do not share that protected characteristic?**

Females account for 60% of the on-roll service users for instrumental lessons currently. This compares to 52% of all pupils who are male; and 48% are female. Females are overrepresented in the teaching provision of individuals and small group instrumental tuition.

- d) What is the proposal, project or service's impact on different genders?**

Although females are over-represented in the cohort of service users, this reflects the national picture. The proposed closure would affect both males and females.

- e) What actions are to/or will be taken to avoid any negative impact or to better advance equality?**

Proactive work to support the provision of information to parents and carers to signpost them to alternative provision in the County, if the proposal goes ahead.

- f) Provide details of the mitigation.**

A web page on East Sussex County Council will be directed to the public-facing ESCIS (East Sussex Community Information Service) and independent providers of instrumental teaching will be communicated with to encourage them to add their information details to ESCIS. Schools will also be provided with links to the most

up to date information and asked to provide opportunities for pupils to learn an instrument.

**g) How will any mitigation measures be monitored?**

The head of the Music Service will monitor the mitigation measures.

**4.5 Marital Status/Civil Partnership: Testing of disproportionate, negative, neutral or positive impact.**

N/A. This service is for children and young people only. We do not have any data on the marital status of their parents/ guardians.

**4.6 Pregnancy and maternity: Testing of disproportionate, negative, neutral or positive impact.**

N/A we do not have any data on how many individuals access the service that are pregnant

**4.7 Religion, Belief: Testing of disproportionate, negative, neutral or positive impact.**

N/A. We do not have any data on the religion of current service users.

**4.8 Sexual Orientation - Gay, Lesbian, Bisexual and Heterosexual: Testing of disproportionate, negative, neutral or positive impact.**

N/A. we do not collect any information on sexual orientation of current service users.

**Other: Additional groups/factors that may experience impacts - testing of disproportionate, negative, neutral or positive impact.**

The on-roll data for current service users records whether the individual receives a discount for the service, as well as whether the location for the lesson is in a rural area as well as whether the individual is in local authority care. These are vulnerable characteristics and should be analysed when assessing the impact of possible closure of the service.

**Additional factors: Looked after children, families living in rural areas and families on low incomes**

463 pupils receive a discount on the cost of lesson tuition. 119 of those are also classed as being in a rural area. This equates to 3.8% of all service users or 26% of those that receive a discount.

East Sussex Music provides a 25% discount for children from families with an income less than £20,000 a year but not registered at their school for Pupil Premium.

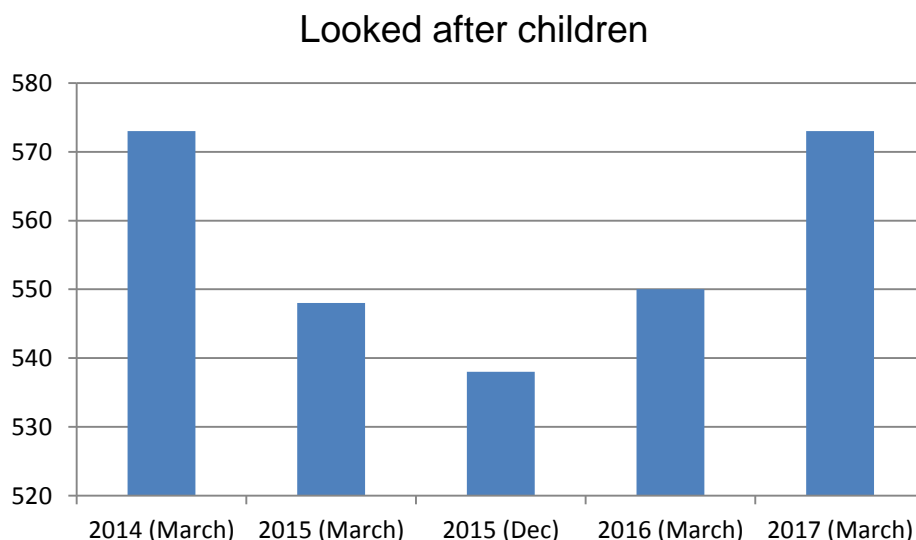
Students who are registered at their school as qualifying for Pupil Premium receive a 25% discount from the music service and schools are asked to pay a further 60% of the lesson cost through our partnership remission scheme. Most schools take part in the scheme; where the school does not contribute, parents/carers are signposted to other public bursaries. The result is that most

parents of children who are registered for Pupil Premium pay only 15% of the lesson cost.

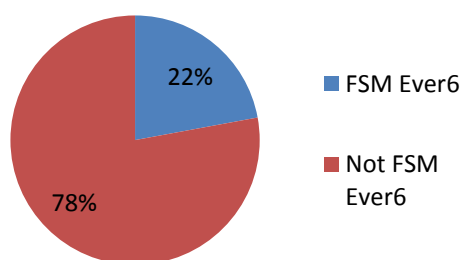
Additionally there are 25 looked after children that currently use East Sussex Music. 10 of these are also classed as being in a rural area.

When removing the other vulnerable categories (discount received, SEN and LAC) there are 1060 individuals that undertake lessons in a rural area.

**a) How are these groups/factors reflected in the County/District/Borough?**



**FSM Ever6 Eligibility**

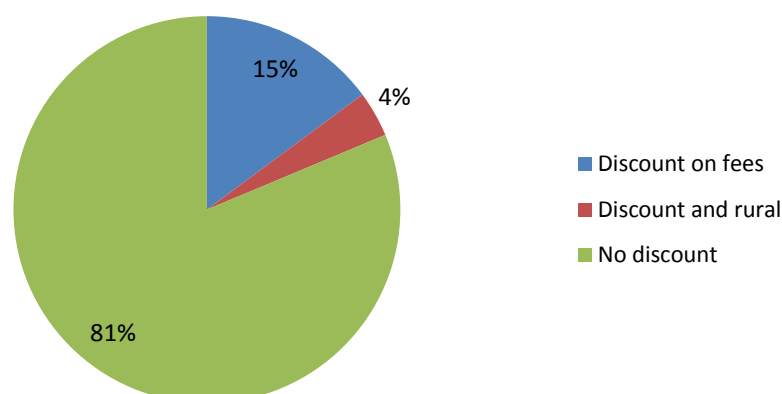


Charts: School Census data - January 2018

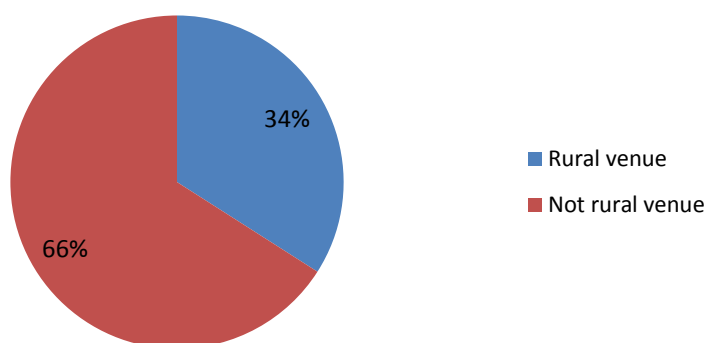


## Service users who receive discounts on fees and those living in a rural area

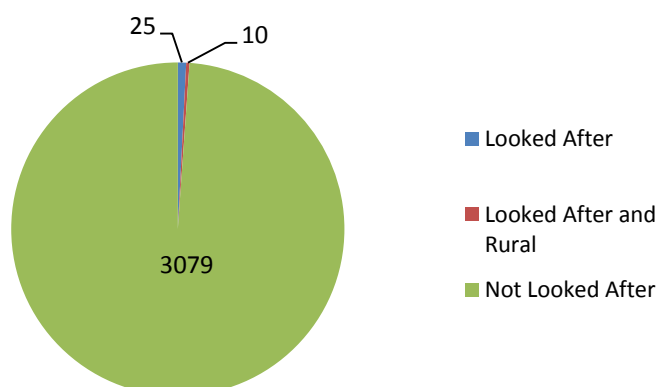
On-roll service users



Lessons in rural areas



Looked After Children



- b) Will people within these groups or affected by these factors be more affected by the proposal, project or service than those in the general population who are not in those groups or affected by these factors?

These vulnerable groups (rural and low income) are more likely to be affected by the change than others. The rural location of the setting may impact on their ability to travel to an alternative venue to access lessons. Also those on lower income might be unable to afford learning an instrument, if they did not continue to receive a bursary (or equivalent) with a private tutor.

**d) What actions will be taken to avoid any negative impact or to better advance equality?**

Provide bursary scheme for children from families on low incomes.

**e) Provide details of any mitigation.**

**Low income families:** closing the instrumental teaching service would allow ESM to reduce its cost. It would be feasible to continue the support for low income families detailed in 2.7 above, providing support to access instrumental lessons for low income families living in more isolated rural areas, for example by providing discretionary payments towards the cost of travel. Schools would be asked to continue to contribute to fee remission for pupil premium pupils.

**Rural areas:** private teachers / organisations may not be incentivised to teach in rural areas as it is commercially less viable. Consideration could be given to some type of incentive scheme, although the cost of this would need to be capped. **How will any mitigation measures be monitored?**

The number of children receiving bursaries for fee remission from ESM will be monitored and compared to current numbers.

Rural schools could be surveyed for numbers of children learning an instrument and data compared with current numbers.

**4.10 Human rights** - Human rights place all public authorities – under an obligation to treat you with fairness, equality, dignity, respect and autonomy. **Please look at the table below to consider if your proposal, project or service may potentially interfere with a human right.**

<b>Articles</b>	
<b>A2</b>	<b>Right to life (e.g. pain relief, suicide prevention)</b>
<b>A3</b>	<b>Prohibition of torture, inhuman or degrading treatment (service users unable to consent, dignity of living circumstances)</b>
<b>A4</b>	<b>Prohibition of slavery and forced labour (e.g. safeguarding vulnerable adults)</b>
<b>A5</b>	<b>Right to liberty and security (financial abuse)</b>
<b>A6 &amp; 7</b>	<b>Rights to a fair trial; and no punishment without law (e.g. staff tribunals)</b>
<b>A8</b>	<b>Right to respect for private and family life, home and correspondence (e.g. confidentiality, access to family)</b>
<b>A9</b>	<b>Freedom of thought, conscience and religion (e.g. sacred space, culturally appropriate approaches)</b>
<b>A10</b>	<b>Freedom of expression (whistle-blowing policies)</b>
<b>A11</b>	<b>Freedom of assembly and association (e.g. recognition of trade unions)</b>
<b>A12</b>	<b>Right to marry and found a family (e.g. fertility, pregnancy)</b>
<b>Protocols</b>	
<b>P1.A1</b>	<b>Protection of property (service users property/belongings)</b>
<b>P1.A2</b>	<b>Right to education (e.g. access to learning, accessible information)</b>
<b>P1.A3</b>	<b>Right to free elections (Elected Members)</b>

## Part 5 – Conclusions and recommendations for decision makers

### 5.1 Summarise how this proposal/policy/strategy will show due regard for the three aims of the general duty across all the protected characteristics and ESCC additional groups.

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equality Act 2010;
- Advance equality of opportunity between people from different groups
- Foster good relations between people from different groups

### 5.2 Impact assessment outcome Based on the analysis of the impact in part four mark below ('X') with a summary of your recommendation.

X	Outcome of impact assessment	Please explain your answer fully.
	<b>A No major change</b> – Your analysis demonstrates that the policy/strategy is robust and the evidence shows no potential for discrimination and that you have taken all appropriate opportunities to advance equality and foster good relations between groups.	<p>The EQIA identifies there are potential negative impacts for children and young people with SEND, from low income and from isolated rural areas. The EQIA also identifies mitigations for the potential negative impacts and ways in which equality of opportunity could be enhanced by using more funding to support social mobility.</p> <p>Given that the budget deficit has now been addressed by different means, the proposal to close the small groups and individual instrument teaching is no longer recommended.</p>
X	<b>B Adjust the policy/strategy</b> – This involves taking steps to remove barriers or to better advance equality. It can mean introducing measures to mitigate the potential effect.	
	<b>C Continue the policy/strategy</b> - This means adopting your proposals, despite any adverse effect or missed opportunities to advance equality, provided you have satisfied yourself that it does not unlawfully discriminate	
	<b>D Stop and remove the policy/strategy</b> – If there are adverse effects that are not justified and cannot be mitigated, you will want to consider stopping the policy/strategy altogether. If a policy/strategy shows unlawful discrimination it <i>must</i> be removed or changed.	

### 5.3 What equality monitoring, evaluation, review systems have been set up to carry out regular checks on the effects of the proposal, project or service?

*(Give details)*

**5.6 When will the amended proposal, proposal, project or service be reviewed?**

<b>Date completed:</b>	<b>31 July 2018</b>	<b>Signed by (person completing)</b>	<b>Atiya Gourlay</b>
		<b>Role of person completing</b>	<b>Equality &amp; Participation Manager</b>
<b>Date:</b>	<b>31 July 2018</b>	<b>Signed by (Manager)</b>	<b>Louise Carter, Assistant Director</b>

## Part 6 – Equality impact assessment action plan

If this will be filled in at a later date when proposals have been decided please tick here and fill in the summary report.

☐

The table below should be completed using the information from the equality impact assessment to produce an action plan for the implementation of the proposals to:

1. Lower the negative impact, and/or
2. Ensure that the negative impact is legal under anti-discriminatory law, and/or
3. Provide an opportunity to promote equality, equal opportunity and improve relations within equality target groups, i.e. increase the positive impact
4. **If no actions fill in separate summary sheet.**

**Please ensure that you update your service/business plan within the equality objectives/targets and actions identified below:**

Area for improvement	Changes proposed	Lead Manager	Timescale	Resource implications	Where incorporated/flagged? (e.g. business plan/strategic plan/steering group/DMT)
Decreasing negative impact on low income families	If the proposal to close goes ahead, provide bursary scheme for families on low incomes	Lucy Morgan-Jones	18/19 and 19/20	tbc	East Sussex Music Education Hub business plan
Decreasing negative impact on children and young people with SEND	If the proposal to close goes ahead, provides opportunities for children and young people with SEND to learn a musical instrument and enjoy music and offer CPD sessions on working with children with SEND to music teachers in the	Lucy Morgan-Jones	18/19 and 19/20	tbc	East Sussex Music Education Hub business plan

## Equality Impact Assessment

	county.				
Decrease negative impact on children and young people living in rural areas	Give consideration to a bursary scheme to support the cost of travel for low income families and/or an incentive scheme for teachers to teach in rural areas/schools	Lucy Morgan-Jones	18/19 and 19/20	tbc	East Sussex Music Education Hub business plan
Decrease negative impact on availability	If the proposal to close goes ahead, ensure information about alternative providers is given through a variety of means to parents, carers, schools and young people	Lucy Morgan-Jones	18/19 and 19/20	tbc	East Sussex Music business plan