

# Children & Young People Overview and Scrutiny Committee

Date: Tuesday 16 November 2021  
Time: 10.00 am  
Venue: Committee Room 2, Shire Hall

## Membership

Councillor Yousef Dahmash (Chair)  
Councillor Jerry Roodhouse (Vice-Chair)  
Councillor Jo Barker  
Councillor Brett Beetham  
Councillor Barbara Brown  
Councillor Peter Gilbert  
Councillor Brian Hammersley  
Councillor Marian Humphreys  
Councillor Justin Kerridge  
Councillor Jill Simpson-Vince

Joseph Cannon  
John McRoberts  
Paul Gillett  
Rev. Elaine Scrivens

Items on the agenda: -

## 1. General

### (1) Apologies

### (2) Disclosures of Pecuniary and Non-Pecuniary Interests

### (3) Minutes of the Previous Meeting

5 - 10

## 2. Public Speaking

### **3. Question Time**

#### **(1) Question to Cabinet Portfolio Holders**

Up to 30 minutes of the meeting are available for members of the Children & Young People Overview and Scrutiny Committee to put questions to the Cabinet Portfolio Holder for Education and Learning and Cabinet Portfolio Holder for Children's Services.

The work programme attached lists any briefings circulated to the Committee since the last meeting and any items listed in the Council's Forward Plan for decision by Cabinet or individual Cabinet Portfolio Holders over the coming months.

#### **(2) Updates from Cabinet Portfolio Holders and Assistant Directors**

Cabinet Portfolio Holders and Assistant Directors are invited to provide any updates they have on issues within the remit of the Committee.

### **4. SEND Inspection - Verbal Update from Officers**

### **5. Outdoor Education and Learning Strategy 11 - 58**

### **6. Work Programme 59 - 62**

To consider the enclosed work programme, updated following the meeting of the Chair and Group Spokespersons.

The programme includes an update from the Forward Plan showing items relevant to the remit of this Committee.

### **7. Any Other Business**

### **8. Date of the next meeting**

The next meeting has been scheduled for 8 December 2021 @ 10am. *(Please note that this is a joint meeting with the Adult Social Care & Health OSC).*

The meeting will be held at Shire Hall, Warwick.

Meetings for 2021/2022 have been scheduled as follows –

- 22 February 2022 at 10am
- 11 April 2022 @ 10am

Meetings for 2022/2023 have been scheduled as follows –

- 14 June 2022 @ 10am
- 27 September 2022 @ 10am
- 8 November 2022 @ 10am
- 14 February 2023 @ 10am
- 11 April 2023 @ 10am

**Monica Fogarty**  
Chief Executive  
Warwickshire County Council  
Shire Hall, Warwick

## Disclaimers

### Webcasting and permission to be filmed

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### Disclosures of Pecuniary and Non-Pecuniary Interests

Members are required to register their disclosable pecuniary interests within 28 days of their election of appointment to the Council. Any changes to matters registered or new matters that require to be registered must be notified to the Monitoring Officer as soon as practicable after they arise.

A member attending a meeting where a matter arises in which they have a disclosable pecuniary interest must (unless they have a dispensation):

- Declare the interest if they have not already registered it
- Not participate in any discussion or vote
- Leave the meeting room until the matter has been dealt with
- Give written notice of any unregistered interest to the Monitoring Officer within 28 days of the meeting

Non-pecuniary interests relevant to the agenda should be declared at the commencement of the meeting.

The public reports referred to are available on the Warwickshire Web  
<https://democracy.warwickshire.gov.uk/uuCoverPage.aspx?bcr=1>

### Public Speaking

Any member of the public who is resident or working in Warwickshire, or who is in receipt of services from the Council, may speak at the meeting for up to three minutes on any matter within the remit of the Committee. This can be in the form of a statement or a question. If you wish to speak please notify Democratic Services in writing at least two working days before the meeting. You should give your name and address and the subject upon which you wish to speak. Full details of the public speaking scheme are set out in the Council's Standing Orders.

### COVID-19 Pandemic

Any member or officer of the Council or any person attending this meeting must inform Democratic Services if within a week of the meeting they discover they have COVID-19 or have been in close proximity to anyone found to have COVID-19.

# Children & Young People Overview and Scrutiny Committee

Tuesday 19 October 2021

## Minutes

### Attendance

#### Committee Members

Councillor Yousef Dahmash (Chair)  
Councillor Jerry Roodhouse (Vice-Chair)  
Councillor Brett Beetham  
Councillor Barbara Brown  
Councillor Brian Hammersley  
Councillor Marian Humphreys  
Councillor Jill Simpson-Vince

#### Officers

Helen Barnsley, Democratic Services Officer  
Sally Nash, Service Manager (Youth Justice)  
Mark Ryder, Strategic Director for Communities

#### Others Present

Councillor Jeff Morgan, Portfolio Holder for Children, Families & Education

### 1. General

#### (1) Apologies

Apologies were received from Councillors Jo Barker, Pete Gilbert and Justin Kerridge.

Apologies were also received from Joseph Cannon, John McRoberts and Rev. Elaine Scrivens (all co-opted members of the Committee).

Apologies were received from John Coleman, Assistant Director - Children & Families and Nigel Minns, Strategic Director - People Directorate. The Committee wished their best wishes be sent to John and Nigel who were both unwell.

#### (2) Disclosures of Pecuniary and Non-Pecuniary Interests

None.

### **(3) Minutes of the Previous Meeting**

The minutes of the meeting held on 30 September 2021 were agreed as an accurate record.

There were no matters arising.

## **2. Public Speaking**

None.

## **3. Question Time**

### **(1) Question to Cabinet Portfolio Holders**

Following a question from Councillor Jerry Roodhouse, Mark Ryder, Strategic Director for Communities agreed that a briefing note and proposed timeline for actions following the update on the SEND programme will be shared with the Committee after the meeting.

### **(2) Updates from Cabinet Portfolio Holders and Assistant Directors**

Councillor Jeff Morgan, Portfolio Holder for Children, Families & Education confirmed that a temporary appointment in Education Services has been made to cover Ian Budd, Assistant Director (Education Services) who is on long term sick. Chris Baird has been appointed as Interim leadership support (Education Services) and has a strong background in education and children's services.

The Committee noted that there are area workshops being held across the county in relation to School Placement Sufficiency Planning. This is an opportunity for elected members to get together with officers to look at predications and planning, raise any concerns, share information from developers. This will help bring local members closer to the process. Councillor Morgan agreed to share the dates for the meetings after the meeting.

## **4. Child Exploitation Annual Report**

Sally Nash - Service Manager (Youth Justice) started by thanking the Committee for inviting her to the meeting, stating that she was pleased to be able to present two items on the agenda. The Committee noted that there is an interconnectedness between the two reports to be presented. It was confirmed that although the report is a Warwickshire County Council report, all the work mentioned is done on a multiagency basis.

It was confirmed that the topic used to be Child Sexual Exploitation (CSE) but is now known as Child Exploitation; the types of exploitation being reported are no longer just CSE; although that remains a highly concerning issue.

Child Exploitation is not new, but modern phenomena such as social media and the prevalence of weapons in society means that it is very different.

Warwickshire County Council is one of the first authorities to set up a dedicated team to address child exploitation and should be commended for being ahead of the curve.

The report confirmed that there has been a significant impact on front line services to vulnerable children due to the pandemic. The Committee was pleased to note that Warwickshire County Council Officers were prompt in Providing full PPE to allow officers to sustain front line services. Members noted that there has been no virtual working for the team.

The amount of work for the team has gone up, with more assessments being carried out. There has also been an increase in the number of children and young people supported and there has been an increase in the amount of information sharing across agencies.

The quality of resources and support from Warwickshire County Council officers and elected members is excellent. The demand is going up and additional resources would be great, but the Committee noted that it isn't just about money; attitudes to children, attitudes to women and how we view each other all need to change.

The Committee noted the contents of the report in relation to the work done with perpetrators, including working with the Police and Safeguarding Board. Officers have also recently contributed to a Parliamentary Enquiry. The report has not yet been published but it will be brought to the Committee once completed.

The work undertaken with the Police includes the sharing of intelligence and mapping of information to draw a better picture of what is happening across the county. It was noted that many children are not from Warwickshire but neighbouring authorities. Travel to the county is relatively cheap and easy; and there are areas of tourism that attract activity.

The Committee noted information in relation to the Philomena Protocol where authorities provide intelligence to the police about children in care homes; when they go missing. Routine descriptions of children in care are given to that so that the police can respond quickly to a missing incident. This is a national protocol and information is handled extremely carefully.

Warwickshire County Council launched the "Somethings Not Right" campaign, across the county, to encourage everyone to check, in a positive way, that children are ok. The website has been updated and now includes an ambitious communications plan.

In relation to children who have gone missing from placement, the Committee learnt that there is a Statutory Function to interview all children who have been missing on their return from being missing. Officers are able to filter those who are missing from home with sinister concerns and add the information we are able to share with other agencies. The number of missing incidents has increased but the number of children has decreased with multiple incidents per child/ren. The Committee learnt that the threat of non-involvement with perpetrators will often leave children and young people with little or no choice to get involved. The level of threat and control is overwhelming. These children often fear for their lives if they do not follow instruction.

In relation to the development of the team, it was confirmed that there is now an Adult Transitions Worker, in response to an identified need. From 17 years old, children services end and the transitions worker can support young people move into adult services.

Following a question from Councillor Jill Simpson-Vince in relation to children who are not originally from Warwickshire, Sally Nash confirmed that the cooperation with neighbouring

authorities can vary. There are examples of excellent joint working and there are areas that need improving. Some areas are not as in tune with these concerns and issues and out of hours responses can be hard to get.

Councillor Brett Beetham asked if it was possible for members of the Committee could have a summary of where incidents occur and where the areas of concerns are so that Councillors can be aware of issues in their divisions. It was noted that the location of incidents can vary and change almost weekly and it can be hard for officers to keep on top of where the biggest concerns are. It was agreed that information could be provided after the meeting. It was confirmed that the team of officers is co-located in order to offer support and cohesion across the team. The work is demanding and challenging and having a home for staff is important.

Councillor Brian Hammersley asked if there had been any marked increase in asylum seeking children coming into the county. Sally Nash confirmed that there does not seem to be any relation to the county of origin of the perpetrators. There are people who come into this country for a variety of unpleasant reasons. Trafficked children do arrive in the county and young children find themselves alone and in a place with very different cultures; children can then become more vulnerable to exploitation. The uncomfortable truth is that there is no rule to identifying perpetrators or the county that they come from.

The Chair asked if, in relation to the sexual exploitation of children, if there is a disproportionate problem among any groups? Sally Nash confirmed that there has been an increase in the number of young men who are being sexually exploited and forced into transporting drugs. There is no clear ethnicity, but activity is often within certain communities.

Councillor Jerry Roodhouse asked if there was any performance data in relation to how Warwickshire County Council is performing in comparison to other authorities across England. Sally Nash confirmed that generally, the council is in line with national figures. But we should always strive for better. Officers are looking at building a new performance matrix, but this will be done locally as there is nothing in place nationally. Consideration has been given to looking at what it is that needs to be measure but as the landscape changes it can be hard to keep on top of what should be measured.

Councillor Marian Humphreys MARIAN asked if there was any multiagency work done within a family, rather than just the child/young person. It was confirmed that multi-agency working is getting better in this area. It can be hard but modern thinking in this area has led to things getting better. Experiences are continuing to improve but at times can still be clunky. There are sound information sharing protocols in place now that really help.

Following a question from Councillor Jill Simpson-Vince in relation to children that go missing multiple times and the reasons why, it was noted that this was most often the case with children in care. Sally Nash confirmed that repeated missing occasions are increasing; but sometimes it can take three or four time of a child going missing before a child will talk to officers but they will not give up. Extraordinarily powerful control is exerted on these children, so it is often about increasing the self-belief of the child and to help them to see that there are other options for them and it can take time.

The recommendation was proposed by Councillor Jill Simpson-Vince and was seconded by Councillor Brett Beetham. A vote was held, and the Committee voted unanimously in favour of the recommendation.



## Resolved

1. That the Committee note the contents of the Warwickshire Child Exploitation Annual Report 2020/21.
2. That the Committee support the ongoing delivery and development of the team.

## 5. Contextual Safeguarding and Extra Familial Abuse

Sally Nash, Service Manager (Youth Justice) introduced the report to the Committee and confirmed that there is a new, modern understanding towards safeguarding across the country, much of which has been learned from Child Exploitation as per the report presented under Item 3. Childcare law frameworks stand up in a world constantly evolving.

It was noted that often parents are looked at the ones who should be protecting their children but sometimes parents struggle and the presumptions behind the existing law framework put a responsibility on parents that they can't undertake.

The Committee noted that contextual safeguarding means that protection is beyond parents. The abuse is extra familial; officers need to ensure there is a level of understanding for this and that it is every one's responsibility. There is a role for community intelligence. [The Contextual Safeguarding](#) website offers a lot of useful information and it was recommended that members of the committee have a look.

The approach of the Children's and Families team at the council is to expand the understanding of safeguarding and not replace what is already part of the work we do.

Following a question from Councillor Jerry Roodhouse in relation to the feedback from children and families, it was confirmed that Warwickshire County Council is currently using in-house feedback to ensure that the right approach is established. It will be rolled out across district/borough/other partnerships when appropriate. It will be a long journey; but once our own house in order we can look to broader partnerships adopt the same processes.

Councillor Jeff Morgan asked if contextual safeguarding practices would ask a lot of the council's social workers? Sally Nash confirmed that it is a challenge to traditional social work practice; it is another, complex dimension. The development within Warwickshire is to look at the internal system with training for staff. Contextual Safeguarding is a complex world which demands experience and knowledge, but the journey has started.

Councillor Jill Simpson-Vince added that there is an inherent fear with parents that the moment a social worker gets involved with a family, the child will be taken away and this report shows that there is reassurance, that if the issue is outside the home, they will be supported.

Councillor Brain Hammersley asked if the justice system should deter others with the current level of punishment? Sally Nash stated that there is a lot of research in this area. The key issue is the volume of money and material gain available to those prepared to take the risk. The further up the chain you are, the less of a risk you face. Our work concentrates on not blaming the parents but supporting them; while taking care to avoid victim blaming. It is complex. It is important to let perpetrators know that there will always be consequences.

Councillor Marian Humphreys stated that she agrees with comments made by Councillor Jill Simpson-Vince; this is an excellent and positive report. The work being done to get this right is exactly what should be being done at this point. Councillor Humphreys asked if there was support for other children within the family and not just the parents. Sally confirmed that there was; the council service is called Children and Families. Officers take a whole family approach and that is something that Warwickshire has stood for, for a long time. Officers work with schools and other key services for the family where needed. There are protocols about what officers can and can't share but where we can, we do. The relationships with schools are consistently improving.

Sally Nash finished the presentation and noted that all comments and feedback from the Committee were very welcome. Everything will all be taken on board and updates can be brought to the committee in the future.

The recommendation was proposed by Councillor Marian Humphreys and was seconded by Jill Simpson-Vince. A vote was held, and the Committee voted unanimously in favour of the recommendation.

The Chair wished it to be placed on record that the Committee thanks all staff in Children and Families; and not just those on the front line. The reports presented at the meeting have been excellent and there was clarity in the answers to questions asked by members.

## **Resolved**

That the Committee note these developments and approach within the Children and Families Services.

## **6. Work Programme**

The Committee noted and agreed the work programme as attached.

Future items for the work programme will be discussed at the next Chair and Group Spokes Meeting on 3rd November @10am. The meeting will be held virtually via Microsoft Teams.

## **7. Any Other Business**

None.

## **8. Date of Next Meeting**

The next meeting has been scheduled for 16 November 2021 @ 10am. The meeting will be held at Shire Hall, Warwick.

Meetings for 2021/2022 have been scheduled as follows –

- 22 February 2022 @ 10am
- 11 April 2022 @ 10am

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Chair

## **Children and Young People Overview and Scrutiny Committee**

**16 November 2021**

### **Outdoor Education and Learning Strategy**

#### **Recommendation**

The Overview and Scrutiny Committee is asked to note and comment on the draft Outdoor Education and Learning Strategy.

#### **1.0 Key Issues**

- 1.1 In November 2020, Cabinet supported the development of an Outdoor Education and Learning Strategy.
- 1.2 Warwickshire County Council recognises the value and positive impact the 'outdoors' has on children and young people's development. Outdoor learning experiences contribute to personal growth and social awareness and develops skills for life and the world of work.
- 1.3 Outdoor education and learning is more than the use of one facility or approach, it is about engaging in a wide spectrum of experiences and providing opportunities for children and young people to participate in activities to develop skills from early years into adulthood.
- 1.4 The Covid pandemic with the many lockdowns and restrictions in social contact has had an impact on our children and young people. At the same time among the population there has been a greater appreciation of outdoor space for exercise, leisure, health and well-being. The post-covid pandemic recovery period brings an opportunity to strengthen our support to education providers delivering outdoor education and learning to children and young people in Warwickshire.

## 2.0 Options and Proposal

- 2.1 The strategy intends to develop an approach to outdoor education and learning which is both sustainable and relevant in a post-covid pandemic environment.
- 2.2 The purpose of the strategy is to support our wider education system to confidently deliver and/or access a range of outdoor opportunities, with the aim that all children and young people in Warwickshire can engage with high quality outdoor education and learning, appropriate for their age, ability and experience, throughout their development journey.
- 2.3 We recognise the role of education providers to plan, deliver and embed the use of the outdoors in their learning activities for children and young people.
- 2.4 The strategy identifies how we will work with early years, schools, post-16 and other education and skills settings to promote, support and embed a culture of continual access to outdoor education and learning in an integrated and sustained way.
- 2.5 The following engagement activities took place during the development phase of the strategy: -
- two cross-party member working groups:
    - The first group was formed in December 2020 and met three times providing valuable feedback and contributions which were incorporated into the final strategy.
    - The second group was formed in September 2021 and considered outdoor provision for disadvantaged pupils.
  - a multi-disciplinary officer group (with contributions from Country Parks, Education, Fire & Rescue, Forestry and national sector leading bodies).
  - detailed desktop research was conducted and identified an evidence-base of national approach and best practice; and
  - engagement with education settings across Warwickshire via an on-line survey and dedicated focus group meetings.
- 2.6 The engagement activities provided an understanding of education settings pre-covid outdoor education and learning offer, the challenges faced, and how Warwickshire County Council might assist in enhancing their offer.

- 2.7 Feedback from education settings tells us that they already effectively plan for and engage in activities that enable high quality outdoor education and learning to happen, and that there are a variety of providers offering valuable outdoor learning venues, activities and experiences for children and young people. When considering the planning of outdoor activities, some settings indicated that training may be required by their lead staff.
- 2.8 Education settings indicated the support they would most value from Warwickshire County Council would be:
- an online directory of outdoor education and learning venues and providers,
  - a website or dedicated webpages providing or signposting information about outdoor education and learning,
  - the offer or signposting of training for Leads of Outdoor Education and Learning,
  - facilitating relationships with local providers of outdoor activities and venues.
- 2.9 The objectives set out in the Strategy arise from the evidence base and feedback received from stakeholders and outline what we will do to promote, support and enable the delivery of outdoor education and learning.
1. Encourage, promote and support education settings to deliver their outdoor education and learning by providing information.
  2. Provide an opportunity for education leaders to share best practice and inspire each other and all their children and young people in the pursuit of education and learning outdoors, enabling inclusion.
  3. Build on the experience of education providers, to enable the development of local services, facilities and activities, and to strengthen the provision of outdoor education and learning opportunities.
- 2.10 The strategy will be supported by a Delivery Plan detailing how we will achieve the objectives and identify how we will measure the impact of the strategy.
- 2.11 We recognise that measuring the impact of outdoor-learning on the lives of children and young people is complex and through the Delivery Plan we will seek to establish base-line data.

2.12 The proposed measures of success include:

- Education leaders reporting they feel better equipped and supported to deliver outdoor education and learning.
- Children and young people are developing the skills they need to flourish in life through the outdoor education and learning opportunities education settings provide.
- Children and young people reporting via the annual Child Friendly Warwickshire survey, they have increasing opportunities to learn outdoors and have had increased positive experiences from engaging in outdoor activities and opportunities

2.13 Our intention is to review the strategy in 2024/2025 to take account of the learning and progress against the delivery plan.

### **3.0 Financial Implications**

3.1 It is not anticipated that the delivery of the strategy will create significant revenue funding implications for the Council, however any implications arising will be considered through the MTFS process as necessary.

### **4.0 Environmental Implications**

4.1 None directly. The strategy will support raising awareness about climate change.

### **5.0 Timescales associated with the decision and next steps**

5.1 The cross-party member working group are meeting again on 17 November 2021 to consider the feedback from the Committee and undertake a final review of the Strategy before it is presented to Cabinet who will be asked to approve it at their meeting on 07 December 2021.

5.2 The Strategy document will be formatted prior to finalising for distributing to Cabinet.

### **Appendices**

1. Draft WCC's Outdoor Education & Learning Strategy
2. OE&L Evidence Base
3. OE&L Stakeholder Engagement Summary
4. Draft Equality Impact Assessment

## Background Papers

None

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The report was circulated to the following members prior to publication:

Local Member(s): n/a

Other members: Councillors Dahmash, Roodhouse and Brown

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## **DRAFT**

# **Warwickshire County Council's Outdoor Education & Learning Strategy 2022 'Life is an Adventure'**

### **Foreword**

*Welcome to Warwickshire County Council's Outdoor Education and Learning Strategy.*

*With the publication of our Outdoor Education and Learning Strategy we are making clear the value we place on education and learning that takes place outdoors, and our intention is to encourage and facilitate its further development and growth.*

*Making connections between nature, people, learning, and skills is a key element of how children and young people develop. The recent Covid-19 pandemic has challenged teachers, parents/carers, and communities alike. Our concern about the impact of the lockdowns on the education attainment, physical, emotional and mental health of children and young people is rightly on our minds. The outdoors, and our access to it, has become a key issue for our communities.*

*We recognise that education providers seek to integrate outdoor learning into the delivery of the daily curriculum and there is already a significant amount of provision both within Warwickshire, the United Kingdom and overseas for outdoor education & learning. We want all children and young people in Warwickshire to have the opportunity to access the experiences that are best for their development throughout their education journey and beyond. The variety of providers and activities reflect the skills and abilities of different groups of people and are central to the effective delivery of inclusive outdoor experiences for our children and young people.*

*With the emphasis on and promotion of outdoor education and learning through this strategy, we are seeking to encourage and further equip education providers as they provide the environmental context our children need for their well-being, fulfilment, and success.*



## Introduction

Our ambition is for all children and young people in Warwickshire to access and enjoy high-quality outdoor education and learning, appropriate for their age, ability and experience throughout their development journey.

For the purpose of this Strategy, 'Outdoor Education and Learning' is an umbrella term for learning through purposeful activities/experiences/challenges, which predominantly take place outdoors and are organised by an education setting.

This strategy identifies how Warwickshire County Council will work with and support, early years, schools, post-16 and other education and skills settings to promote and embed a culture of outdoor activities and challenges that stimulate learning, which is integrated into education provision at every development phase. Its aim is that all children and young people can engage with high quality outdoor education and learning within and beyond Warwickshire throughout their development journey.

This strategy recognises the role of education providers to plan and deliver learning; and builds on an evidence base that outdoor education and learning promotes development, well-being, personal fulfilment, enables engagement with our environment and issues affecting it, and is fun.

Education settings have told us about their pre-COVID offer of outdoor education and learning, including the challenges faced and their thoughts about how Warwickshire County Council might support and enhance their offer. They are already effectively planning for and engaging in activities that enable high quality outdoor education and learning to happen and make use of the range of providers offering valuable outdoor learning venues, activities and experiences both within and outside of Warwickshire. They told us they would value support with training staff; information about outdoor activities, venues and providers; signposting of advice about sources of funding; and a central place where information relevant to Warwickshire education settings could be accessed.

Warwickshire's Children and Young People Strategy (2021-2030) tells us children and young people have identified improving play, leisure and cultural activities as areas they would like to prioritise.



This strategy is an opportunity to promote, support and enable the delivery of high-quality outdoor education and learning. Connecting education settings with information and resources, so that throughout their development children can learn in an outdoor context and through activities that will enable them to grow and flourish into adult life.

The Outdoor Education and Learning Strategy has natural links to other Warwickshire County Council's strategies namely: Health & Wellbeing, Voluntary & Community Sector, Green Spaces, Climate Change, Children and Young People and our support for Employability and Careers.

### **Who is this Strategy for?**

The primary beneficiaries are the planners and deliverers of outdoor education and learning within Warwickshire's education settings, and through them children and young people, their families, and wider communities of Warwickshire.

### **Our Vision and Approach**

Our vision for outdoor learning is that:

- All children and young people have access to and enjoy high-quality outdoor education and learning, appropriate for their age, ability, and experience.
- Educators value and embed outdoor education and learning in their curriculum planning.
- Education settings provide regular, frequent, enjoyable, and challenging opportunities for all children and young people to learn outdoors.
- A culture of outdoor education and learning is developed within all education settings, raising awareness of the importance of the outdoors for leisure and learning for both children and their families.



Warwickshire County Council believes that the development of children and young people, their life-chances, health and well-being can be enhanced through a varied use of onsite and offsite outdoor locations and activities. This is because outdoor learning has multiple impacts in terms of physical and mental health, emotional wellbeing, resilience and personal development, it is of value not only within education settings but in the journey beyond education into the world of work and within the wider community.

Appreciating some children face barriers to their learning and development and require specific support to access outdoor learning, this strategy emphasises inclusion.

We recognise the importance of collaborative working with a wide range of stakeholders to enable, maintain and strengthen high standards of outdoor educational provision for our children and young people.

We commend the frequent use of our local areas including school grounds, local parks as well as opportunities for excursions and residential experiences across the United Kingdom in the delivery of outdoor learning.

### **Objectives**

The objectives, arising from the evidence base and feedback received from surveying education settings, outline what Warwickshire County Council will do to promote, support and enable the delivery of outdoor education and learning by education settings.

1. To encourage, promote and support education settings to deliver their outdoor education and learning by providing information:
  - a. We will develop an on-line directory of outdoor venues and activity providers who offer high quality outdoor education and learning opportunities.
  - b. We will signpost online resources useful for the planning and coordination of outdoor education and learning.
2. To provide an opportunity for education leaders to share best practice and inspire each other and all their children and young people in the pursuit of education and learning outdoors, enabling inclusion.



- a. We will survey education settings, children and young people on an annual basis to understand their needs and wants of Outdoor Education and Learning
  - b. We will establish a collaborative professional development network for Leads of Outdoor Education and Learning/ Education Visit Co-ordinators and encourage all schools to make a commitment to actively engage.
  - c. We will promote access for disadvantaged pupils to outdoor education and learning opportunities by signposting to advice, funding sources and best practice information on promoting inclusion.
  - d. We will help to raise awareness among education leaders of local environmental issues and their relationship to the global climate.
3. To build on the experience of education providers, to enable the development of local services, facilities and activities, and to strengthen the provision of outdoor education and learning opportunities.
    - a. We will act as a link between education settings, County, District and Borough Council teams (e.g. those providing outdoor facilities, or who can offer information and support for learning outdoors), as well as wider stakeholders both within and outside of Warwickshire.
    - b. We will strengthen the links between nature, people, learning and skills.
    - c. We will facilitate the provision by the Council and others of lifelong education and learning opportunities outdoors.

The strategy will be supported by a dynamic Delivery Plan detailing how we will achieve the objectives and identify how we will measure the impact of this strategy.

### **Measuring Success**

This strategy has focused on providing the conditions to enable education settings in Warwickshire to be best equipped to deliver outdoor education and learning. We recognise that measuring the impact of outdoor learning on the lives of children and young people is complex and through the Delivery Plan we will seek to establish base-line data.

We will know the strategy has been successful because:  
Education leaders report:



- They feel better equipped and supported to deliver outdoor education and learning.
- Their children and young people are developing the skills they need to flourish in life through the outdoor education and learning opportunities that they provide.

Children and young people report via the annual Child Friendly Warwickshire survey:

- They have increasing opportunities to learn outdoors
- They have had increased positive experiences from engaging in outdoor activities and opportunities

It is anticipated the Strategy will impact on the following Council priorities:

- Reducing health inequalities
- Supporting mental health
- Child friendly Warwickshire
- Climate change

Our intention is to review the strategy in 2024/2025 and to take account of the learning and progress against the Delivery Plan.

## Outdoor Education & Learning Strategy Evidence Base

### Introduction

Outdoor learning refers to discovery, experimentation, learning about and connecting to the natural world, and engaging in environmental and adventure activities. It is an arena of education which has been extensively researched and developed over many decades.

Outdoor learning support organisations and providers include specialist organisations (e.g. the Institute for Outdoor Learning); local authorities; voluntary and community sector based organisations and charitable/awarding bodies (e.g. Duke of Edinburgh, Scouts, Brownies); and market based providers. This sector is valued by educators, children and young people, parents/carers, and those who understand its importance in growth and holistic development.

Outdoor learning can be more than structured education opportunities delivered by teachers outdoors or on the site of an education setting. It can encompass the array of opportunities to learn and develop presented by the outdoors and can be delivered by professionals, parents/carers and children and young people themselves through a variety of outdoor environments.

The following evidence base has sought to group together the various elements of insight about the impact of Outdoor Education and Learning. The following provides highlights and links in relation to the impact of Outdoor Education:

### Data<sup>1</sup>:

- Within Warwickshire the population cohort 0-19 is 129,634 of the total County Population (577,933). The following table breaks this down into age cohorts:

Age Grp	Count	%
0-4	31,870	5.5
5-9	34,051	5.9
10-14	33,308	5.8
15-19	30,405	5.3
Total	129,634	

- 12% of Children are living in low-income families within Warwickshire.
- 72% of children in Warwickshire achieve a Good Level of Development as defined in terms of the Early Year's Foundation Stage. However, within this 64.7% of males and 79.4% females achieve a Good Level of Development, 53% of children on Free School Meals achieve a Good Level of Development and 66% of Black and Minority Ethnic children achieve a Good Level of Development.

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<sup>1</sup> Data taken from: <https://data.warwickshire.gov.uk/>

- Around 71% of children reach the expected level in reading, writing and mathematics at Key Stage 2 and 47% of disadvantage learners reach the expected levels in reading, writing and mathematics.
- Within Warwickshire there are 2,785 children and young people with a Special Educational Needs or Education, Health or Care Plan. Of these around 1,544 are in a special school context.

1. Outdoor education, training and recreation promote active learning through direct personal experience and offer excitement, fun and adventure within a framework of safety.

**Links to Warwickshire Education(WE) Strategy: Early Years, SEND & Inclusion**  
**Other WCC Links: Children and Young People Strategy (in development)**

**Summary of the evidence**

- Learning outdoors can take place in a variety of environments: rural and urban, local, and more remote.
- Learning Outdoors should have a purpose whether this is discovery, understanding the importance of play or engaging with awe and wonderment of the outdoor environment
- Methods used include skills-focused learning, problem solving, team building, with residential experience an especially valued feature
- The use of outdoor learning within school relies upon the skills and insights of teachers, the support of the school and senior leadership
- However, there are challenges – Skills and experience of educators, space in the curriculum, access to outside spaces, resources, and the methods by which schools are assessed all present challenges in terms of schools making use of Outdoor Education.
- Outdoor education can involve both young people and adults in a wide range of experiences, including with an environmental focus.
- Limited research has been undertaken with regards to Secondary and Post-16 learning. This is likely to reflect the challenges around fit with the curriculum leading up to exams.

**Evidence**

- In 2016, Natural England produced a report 'Natural Connections' which explored the challenges around delivering Outdoor Education  
<http://publications.naturalengland.org.uk/publication/6636651036540928>
- DfE produced a report about embedding Outdoor Education (2012) this was primarily focused on Primary School  
<https://www.gov.uk/government/publications/leadership-for-embedding-outdoor-learning-within-the-primary-curriculum>
- Marchant E, Todd C, Cooksey R, Dredge S, Jones H, Reynolds D, et al. (2019) Curriculum-based outdoor learning for children aged 9-11: A qualitative analysis of pupils' and teachers' views. PLoS ONE 14(5): e0212242.  
<https://doi.org/10.1371/journal.pone.0212242>



- Prince, Heather (2019) Changes in outdoor learning in primary schools in England, 1995 and 2017: lessons for good practice. *Journal of Adventure Education and Outdoor Learning*, 19(4). p p. 329-342.
- Dillon *et al*, (2006) 'The value of outdoor learning: evidence and research in the UK elsewhere', *School Science Review*, 87(320) March 2006.
- <https://www.field-studies-council.org/> - provides an insight into the impact of field work on young people
- <https://www.outdoor-learning-research.org/> overview of key research related to outdoor learning
- <https://happen-wales.co.uk/outdoor-learning-has-huge-benefits-for-children-and-teachers-so-why-isnt-it-used-in-more-schools/> - provides a summary of some of the challenges which are faced in delivering Outdoor Education
- <https://www.nidirect.gov.uk/articles/how-play-helps-childrens-development>

## 2. Challenging experience outdoors supports intellectual, physical, social, and moral development.

**Links to WE Strategy: Early Years, SEND & Inclusion, Family of Schools and Employability**

**Other WCC Links: Careers Strategy**

- Use of the outdoors makes a major contribution to physical and environmental education and enhances many other curriculum areas.
- It contributes to personal growth and social awareness and develops skills for life and the world of work.
- Qualities such as a sense of responsibility and a purpose in life are nurtured.
- There is also a great deal of intrinsic enjoyment and satisfaction to be experienced from participation in outdoor activities.

### **Evidence**

- October 2020 Summary of Impacts of Covid-19 on Children and Young People  
<https://www.gov.uk/government/news/effect-of-pandemic-on-childrens-wellbeing-revealed-in-new-report>
- Report from Outward Bound on Young People and Covid-19  
[https://www.outwardbound.org.uk/free-report-young-people-and-covid-19?fbclid=IwAR1YIZMDfMIXOoB5J058LwAGQpBYyLjKssW2\\_6-VN12AxuVAO5\\_Xmyhk\\_4o](https://www.outwardbound.org.uk/free-report-young-people-and-covid-19?fbclid=IwAR1YIZMDfMIXOoB5J058LwAGQpBYyLjKssW2_6-VN12AxuVAO5_Xmyhk_4o)

## 3. Britain has a long tradition in the field of outdoor education, training, and recreation, reflecting the strong place of exploration and adventure within our heritage.

**Links to WE Strategy: Early Years, SEND & Inclusion and Employability**

**Other WCC Links: Voluntary and Community Sector Strategy 2020 - 2025**

- Distinction between formal education and learning outcomes enhanced and augmented by delivery in the outdoors and informal and developmental education that is a result of participating, engaging, and making use of the outdoors
- The work of VCS based organisations as well as Awarding Bodies and Charities such as the Scout and Guide movements, Outward Bound and the Duke of Edinburgh's Award offer an alternative means of delivering Outdoor Education, both outside of the school system and the approach of the County Council
- Whilst Outdoor Education is mostly delivered through schools, the value of outdoor spaces to VCS organisation provides a natural extension to the value of utilising resources such as green spaces outside of a purely school-based environment.
- VCS especially create and manage outdoor ed e.g. football teams, scouts etc and many outdoor places are community assets some of which are managed by VCS
- This presents an opportunity to consider the value of looking at Outdoor Education in relation to elements of civic participation as well.

#### **Evidence**

- <https://www.gov.uk/government/news/activity-passport-to-inspire-schoolchildren-and-boost-resilience>
- Report from Outward Bound on Young People and Covid-19  
[https://www.outwardbound.org.uk/free-report-young-people-and-covid-19?fbclid=IwAR1YIZMDfMIXOoB5J058LwAGQpBYyLjKssW2\\_6-VN12AxuVAO5\\_Xmyhk\\_4o](https://www.outwardbound.org.uk/free-report-young-people-and-covid-19?fbclid=IwAR1YIZMDfMIXOoB5J058LwAGQpBYyLjKssW2_6-VN12AxuVAO5_Xmyhk_4o)
- Educating for the Modern World: CBI/Pearson Education and Skills Annual Report 2018

#### **4. Building self-confidence and self-esteem is fundamental to development.**

**Links to WE Strategy: Early Years, SEND & Inclusion, Family of Schools and Employability**

**Other WCC Links: Public Health, Children and Young People Strategy (in development), Careers Strategy**

- Outdoor activities provide valuable alternative, often non-competitive, avenues for achievement, as well as opportunities to develop independence and self-reliance.
- Experience in the outdoors provides rich opportunities for personal and social development through carefully structured group work in challenging situations.
- Trust, care, tolerance, and the willingness to give and accept support are all encouraged and anti-social behaviour is challenged.
- Opportunities are presented to exhibit and develop effective inter-personal behaviour and to work co-operatively and effectively in teams.

#### **Evidence**

- Provided in other links throughout the evidence base see under (1), (2) and (5)

5. The purposeful use of leisure time is an important contribution to a fulfilling lifestyle.

**Links to WE Strategy: Early Years, SEND & Inclusion and Employability**

**Other WCC Links: Green Spaces, Public Health**

- Outdoor recreation introduces young people to a range of worthwhile leisure pursuits which will enrich their future lives and develops the skills and knowledge essential for safe participation.
- Outdoor exercise contributes greatly to health and fitness and continuing participation in outdoor pursuits encourages the maintenance of a healthy lifestyle into middle age and beyond.
- Warwickshire's recent Public Health Impact Assessment regarding the impact of Covid-19 has highlighted the impact on households with Children in terms of increase need for food parcel and support. Whilst outdoor activities will not help directly with these, the benefits for children and young people can be seen holistically in terms of the child's development and could help to offset some of the wider determinants of health associated with poorer health outcomes.
- Access to Green Spaces is also critical and Public Health England has recently reviewed the importance of these, building on a 2014 review and briefing on the value of green spaces. The main summary from Greenspaces:
  - There is significant and growing evidence on the health benefits of access to good quality green spaces. The benefits include better self-rated health; overweight and obesity levels; improved mental health and wellbeing; increased longevity.
  - There is unequal access to green space across England. People living in the most deprived areas are less likely to live near green spaces and will therefore have fewer opportunities to experience the health benefits of green space compared with people living in less deprived areas.
  - Increasing the use of good quality green space for all social groups is likely to improve health outcomes and reduce health inequalities. It can also bring other benefits such as greater community cohesion and reduced social isolation.
  - Local authorities play a vital role in protecting, maintaining, and improving local green spaces and can create new areas of green space to improve access for all communities. Such efforts require joint work across different parts of the local authority and beyond, particularly public health, planning, transport, and parks and leisure

**Evidence**

- NI Direct – Northern Ireland's Government portal highlights the importance of outdoor leisure <https://www.nidirect.gov.uk/articles/playing-outdoors#:~:text=and%20young%20people.-,Benefits%20of%20outdoor%20play%20on%20children's%20well%2Dbeing,try%20new%20activities>
- Larson, L. R., Whiting, J. W., Green, G. T., (2013). Young people's outdoor recreation and state park use: Perceived benefits from the parent/guardian perspective. *Children, Youth and Environments*, 23(3), 89-117.

- Coventry and Warwickshire COVID-19 Health Impact Assessment: Coventry and Warwickshire Joint Strategic Needs Assessment July 2020
- <https://beyondgreenspace.net/2020/07/29/improving-access-to-greenspace-a-new-review-for-2020/> & the 2014 review is [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/355792/Briefing8\\_Green\\_spaces\\_health\\_inequalities.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/355792/Briefing8_Green_spaces_health_inequalities.pdf)

6. Outdoor opportunities enable children & young people to engage with the key issue of Climate Change.

**Links to WE Strategy: Early Years, SEND & Inclusion**

**Other WCC Links: Climate Change, Green Spaces, Public Health**

- Active learning and adventure outdoors introduce young people to the environment in a way which develops understanding appreciation, awe, wonder and respect.
- It fosters sensitivity to the environment, helps young people to see themselves in a global context and helps to develop citizens with an awareness of the need for sustainable use of the world's natural resources.

**Evidence**

- Hill, Allen 'Developing approaches to outdoor education that promote sustainability education', *Australian Journal of Outdoor Education*, 16(1), 15-27, 2012
- <https://www.outdoor-learning.org/Good-Practice/Good-Practice/Climate-Change>

7. Outdoor experiences promote resilience, adaptability, and integrity within children & young people.

**Links to WE Strategy: Early Years, SEND & Inclusion, Family of Schools and Employability**

**Other WCC Links: VCS, Climate Change,**

- Challenging outdoor experiences promote the development of communication, problem solving and decision-making skills which have currency across a range of occupations.
- Young people's horizons are broadened, helping to create experiences which can enhance resilience,
- Values and attitudes developed in a context of shared endeavour help to form a sound basis for responsible citizenship.
- The Scottish Government produced an explicit reference to Outdoor learning within its Curriculum for Excellence which linked to the Scottish Government's overarching strategic objectives towards 'creating a more successful country':
  - *Smarter* – Outdoor learning encourages learners to understand the interplay and relationship between curriculum areas. This awareness promotes lifelong learning and develops critical thinking skills.
  - *Healthier* – Learning outdoors can lead to lifelong recreation. Activities such as walking and cycling which are ideal for physical and emotional wellbeing contribute to a healthier Scotland. Scots have a reputation for adventure

activities such as mountaineering and have achieved international sporting success in canoeing, sailing, and skiing.

- *Safer and stronger* – Outdoor learning activities span social divisions and can help build stronger communities. Some organisations have therapeutic programmes where outdoor learning plays a central role. Children and young people have opportunities to develop skills to assess and manage risk when making decisions.
- *Greener* – Frequent and regular outdoor learning encourages children and young people to engage with the natural and built heritage. Scotland's countryside and urban areas provide ideal settings for children and young people to understand the global significance of sustainability issues and inform personal decisions that contribute towards a greener Scotland.
- *Wealthier and fairer* – The outdoors provides excellent opportunities to use a wide range of skills and abilities not always visible in the classroom. Becoming aware of such skills can fundamentally change personal, peer and staff perceptions and lead to profound changes in life expectations and success.

#### **Evidence**

- Curriculum for Excellence Through Outdoor Learning, Learning & Teaching Scotland, 2010

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# Outdoor Education & Learning Engagement Summary 2021

## Purpose

The purpose of engagement with the following stakeholder groups was to share and seek feedback on:

- The evidence base about the value of outdoor education and learning
- The findings of the Warwickshire Outdoor Education and Learning Survey
- The proposals for a Warwickshire Outdoor Education and Learning Strategy

## Method

An engagement lead for each stakeholder group was provided with information and material to enable them to engage with stakeholders through the most appropriate route.

Stakeholder Group	Engagement Lead	Route of engagement	Provider feedback
<i>Early years providers</i>	Early Years Sufficiency & Improvement Lead commissioner	Early Years Managers Meeting on 30 <sup>th</sup> September 2021. 90 managers were present.	<p>Early years managers were positive about the proposals for an Outdoor Education and Learning Strategy as outdoor play is a feature of everyday life in early years. They also added that within the strategy they would like:</p> <ul style="list-style-type: none"> <li>• Inclusion of the birth to five age range, highlighting baby-friendly spaces and suitable resources.</li> <li>• Signposting of activities and venues: <ul style="list-style-type: none"> <li>○ for families with pre-school and early years children</li> <li>○ of low cost</li> <li>○ not requiring transport.</li> </ul> </li> </ul>
<i>Alternative providers</i>	Commissioner (All age and targeted support)	Correspondence with alternative providers in the weeks beginning 27 <sup>th</sup> September and 4 <sup>th</sup> October 2021.	No alternative providers responded.

<i>Post-16 colleges</i>	Technical Specialist for Employability & Post 16	Meetings and correspondence with individual colleges in the weeks beginning 27 <sup>th</sup> September and 4 <sup>th</sup> October 2021.	<p>One college representative provided feedback by email on 30.09.2021. The feedback included how the proposals for the Outdoor Education and Learning Strategy aligned with what would be useful for that particular college. The feedback also included what else the college staff would find helpful:</p> <ul style="list-style-type: none"> <li>○ The signposting of sources of external funding</li> <li>○ The signposting of Health and safety / risk assessment services</li> </ul>
<i>Nursery, Special, Primary and Secondary Schools</i>	Service Manager – Education Delivery Services	<p>Outdoor Education and Learning Survey (Education settings) 13.09.2021 – 23.09.2021. 59 responses were received.</p> <p>Extended - Outdoor Education and Learning Survey (Education settings) 04.10.2021 – 07.10.2021. 2 responses were received.</p>	<p>The Outdoor Education and Learning Survey (Education settings) provided the following results:</p> <ul style="list-style-type: none"> <li>• More than a fifth of possible respondents replied to the survey (primary, secondary and special school providers) about outdoor education and learning.</li> <li>• The majority offered on and off-site learning for the children and young people they were providing for and had professionals who lead at least some aspects of outdoor education and learning for their setting. The responses of some settings showed the high value they placed on outdoor education and learning.</li> <li>• Outdoor education and learning happens in a range of locations and through a range of activities, and providers demonstrated their creativity in the delivery of outdoor education.</li> <li>• They identified health and safety, links with the curriculum, cost, accessibility, staffing requirements, and who leads the activity as important factors when choosing an off-site outdoor education and learning activity/opportunity.</li> <li>• They said that the primary barriers to outdoor education and learning were financial cost to parents, financial cost to the setting, the adult to pupil ratio required, and concerns about health and safety.</li> <li>• More than half of providers said that facilitating inclusion was always a feature of planning and nearly 1/3 used their Pupil Premium to enable inclusion.</li> <li>• When considering the planning of activities, some providers indicated that training may be required for their lead staff to meet the government requirements of Education Visits Coordinators.</li> <li>• The offer or signposting of training for Leads of Outdoor Education and Learning Lead or Education Visits Coordinators was among the top 4 wishes of support from Warwickshire County Council. They also expressed a significant interest in online information about venues, providers and information about outdoor education and learning, and said they would appreciate the local authority facilitating relationships with local providers of activities and venues.</li> </ul> <p>The results of the Extended – Outdoor Education and Learning Survey (Education settings) supported and affirmed the results of the former survey.</p>



<i>Nursery, Special, Primary and Secondary Schools</i>	Service Manager – Education Delivery Services	Focus Group sessions at 2:00pm on 05.10.2021. 5 education settings were present.	<p>The Outdoor Education and Learning Focus Group session shared the context of the development of a strategy and the key findings of the Outdoor Education and Learning Survey (Education settings). It sought feedback from providers on the proposals for a strategy, providing the following results:</p> <ul style="list-style-type: none"> <li>• The key finding of the survey were considered to reflect the experience of the education settings represented. These included the challenges in delivering outdoor education and learning, the staff training needs, and the signposting or provision of information required. All agreed that these were important aspects for the future development of an outdoor education and learning strategy.</li> <li>• Feedback confirmed that settings would welcome a network, “especially which focused on Education, and which is unique to Warwickshire.”</li> <li>• In terms of access to information about resources for outdoor education and learning and providers of outdoor activities and venues all felt, “A central place for information would be really useful.”</li> <li>• The group was asked how it supported disadvantaged pupils. Every school in attendance offered access to opportunities to all pupils using pupil premium money or by utilising community funds.</li> <li>• When asked what would most improve their schools offer, they identified: <ul style="list-style-type: none"> <li>○ Training to build the confidence of staff to deliver outdoor education and learning</li> <li>○ Signposting of and advice about funding and accessible grants, including for resources and equipment to develop their outdoor environment.</li> </ul> </li> </ul> <p>The feedback from the focus groups supported the aims and objectives of the strategy.</p>
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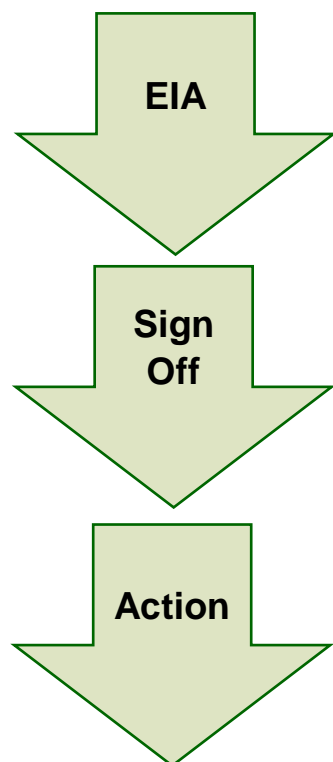
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## Warwickshire County Council (WCC) Equality Impact Assessment (EIA) Form

The purpose of an EIA is to ensure WCC is as inclusive as possible, both as a service deliverer and as an employer. It also demonstrates our compliance with Public Sector Equality Duty (PSED).

This document is a planning tool, designed to help you improve programmes of work by considering the implications for different groups of people. A guidance document is available [here](#).

Please note that, once approved, this document will be made public, unless you have indicated that it contains sensitive information. Please ensure that the form is clear and easy to understand. If you would like any support or advice on completing this document, please contact the Equality, Diversity and Inclusion (EDI) team on 01926 412370 or via [equalities@warwickshire.gov.uk](mailto:equalities@warwickshire.gov.uk), or if it's relating to health inequalities please contact Ruby Dillon via [rubydillon@warwickshire.gov.uk](mailto:rubydillon@warwickshire.gov.uk).



- Having identified an EIA is required, ensure that the EIA form is completed before any work is started. This includes gathering evidence and / or engaging the relevant stakeholders to inform your assessment.

- Brief the relevant Assistant Director for sign off.
- Undertake further research / engagement to further understand impacts (if identified).
- Undertake engagement and / or consultation to understand if EIA has identified and considered impacts.
- Amend accordingly to engagement / consultation feedback and brief decision makers of any changes.

- Implement proposed activity.
- Monitor impacts and mitigations as evidence of duty of care.

## Section One: Essential Information

<b>Service / policy / strategy / practice / plan being assessed</b>	Outdoor Education and Learning Strategy 2022
<b>Business Unit / Service Area</b>	Communities Directorate, Education Services
<b>Is this a new or existing service / policy / strategy / practice / plan?</b>  If existing, please state date of last assessment.	New
<b>EIA Authors</b>  <b>N.B.</b> It is best practice to have more than one person complete the EIA to bring different perspectives to the table.	Sarah Tregaskis, Service Manager Education Services  Ruth Skidmore, Education Strategy and Development Officer
<b>Do any other Business Units / Service Areas need to be included?</b>	No
<b>Does this EIA contain personal and / or sensitive information?</b>	No
<b>Are any of the outcomes from this assessment likely to result in complaints from existing services users, members of the public and / or employees?</b>	If <b>yes</b> , please let your Assistant Director and the Customer Relations Team know as soon as possible.  No

## 1. Please explain the background to your proposed activity and the reasons for it.

There is a strong evidence base, and Warwickshire County Council recognises the value and positive impact the 'outdoors' has on all children and young people's development. Outdoor learning experiences contribute to personal growth and social awareness and develops skills for life and the world of work.

The Covid pandemic with the many lockdowns and restrictions in social contact has had an impact on our children and young people. At the same time among the population there has been a greater appreciation of outdoor space for exercise, leisure, health and well-being. The post-covid pandemic recovery period brings an opportunity to strengthen our support to education providers delivering outdoor education and learning to children and young people in Warwickshire.

## 2. Please outline your proposed activity including a summary of the main actions.

We are proposing an Outdoor Education and Learning Strategy for 2022, which will supported by a Dynamic Delivery Plan. The key objectives set out in the Strategy (see below), arise from the evidence base and feedback received from surveying education settings, outline what Warwickshire County Council will do to promote, support and enable the delivery of outdoor education and learning by education settings.

1. To encourage, promote and support education settings to deliver their outdoor education and learning by providing information:
  - a. We will develop an on-line directory of outdoor venues and activity providers who offer high quality outdoor education and learning opportunities.
  - b. We will signpost online resources useful for the planning and coordination of outdoor education and learning.
2. To provide an opportunity for education leaders to share best practice and inspire each other and all their children and young people in the pursuit of education and learning outdoors, enabling inclusion.
  - a. We will survey education settings, children and young people on an annual basis to understand their needs and wants of Outdoor Education and Learning
  - b. We will establish a collaborative professional development network for Leads of Outdoor Education and Learning/ Education Visit Co-ordinators and encourage all schools to make a commitment to actively engage.

- c. We will promote access for disadvantaged pupils to outdoor education and learning opportunities by signposting to advice, funding sources and best practice information on promoting inclusion.
  - d. We will help to raise awareness among education leaders of local environmental issues and their relationship to the global climate.
3. To build on the experience of education providers, to enable the development of local services, facilities and activities, and to strengthen the provision of outdoor education and learning opportunities.
- a. We will act as a link between education settings, County, District and Borough Council teams (e.g. those providing outdoor facilities, or who can offer information and support for learning outdoors), as well as wider stakeholders both within and outside of Warwickshire.
  - b. We will strengthen the links between nature, people, learning and skills.
  - c. We will facilitate the provision by the Council and others of lifelong education and learning opportunities outdoors.

The strategy will be supported by a dynamic Delivery Plan detailing how we will achieve the objectives and identify how we will measure the impact of this strategy.

### 3. Who is this going to impact and how?

Customers	Members of the Public	Employees	Job Applicants
The recipients are the planners and deliverers of outdoor education and learning within Warwickshire's education settings who will have opportunity to be better equipped and supported to deliver outdoor education and learning.	The primary beneficiaries are the children and young people of Warwickshire. As an outcome of this Strategy, they will have increased opportunities to learn outdoors and positive experiences through these. They will be developing the skills they need to flourish in	The new resources proposed through the strategy, namely a resource website and a professional development network for Outdoor Education and Learning leads and Education Visits Coordinators will support and enhance the work of employees with Education	It is not anticipated that this strategy would have any impact on job applicants.

Education settings may choose not to utilize the offers of information, development and support available to them through the Strategy, or to source these from elsewhere.	<p>life through outdoor education and learning.</p> <p>The secondary beneficiaries are the families and communities of Warwickshire. They will receive increased information about the opportunities for lifelong education and learning opportunities outdoors. The local venues and services they access outdoors will have been strengthened and developed through the partnership of education settings and providers of venues and activities.</p>	Services and Children and Families.	
<b>Other, please specify:</b>	Providers of outdoor education and learning venues and activities, and grant funding bodies are likely to benefit from the information sharing function of the resource website and professional development network for Outdoor Education and Learning leads and Education Visits Coordinators. Their offer will be better understood and more easily accessed.		

## Section Two: Evidence

Please include any evidence or relevant information that has influenced the decisions contained in this EIA. This could include demographic profiles; audits; research; health needs assessments; national guidance or legislative requirements and how this relates to the protected characteristic groups and additional groups outlined in Section Four.

### A – Quantitative Evidence

This is evidence which is numerical and should include the number people who use the service and the number of people from the protected characteristic groups who might be affected by changes to the service.

The Outdoor Education and Learning Strategy focuses on providing the conditions to enable education settings in Warwickshire to be best equipped to deliver outdoor education and learning. We recognise that measuring the impact of outdoor learning on the lives of children and young people is complex and through the Delivery Plan we will seek to establish base-line data.

- Within Warwickshire the population cohort 0-19 is 129,634 of the total County Population (577,933). The following table breaks this down into age cohorts:

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- Around 71% of children reach the expected level in reading, writing and mathematics at Key Stage 2 and 47% of disadvantage learners reach the expected levels in reading, writing and mathematics.



- Within Warwickshire there are 2,785 children and young people with a Special Educational Needs or Education, Health or Care Plan. Of these around 1,544 are in a special school context.

(Data taken from: <https://data.warwickshire.gov.uk/>)

There are 247 providers of All Through, Nursery, Primary, Secondary and Special school education in Warwickshire ([Find a School \(warwickshire.gov.uk\)](https://warwickshire.gov.uk)). There are other private, voluntary, independent and alternative providers of education.

## B – Qualitative Evidence

This is data which describes the effect or impact of a change on a group of people, e.g. some information provided as part of performance reporting.

The Outdoor Education and Learning Strategy is grounded in the evidence summarised below, of the impact of outdoor learning on the lives of children and young people.

- Outdoor education, training and recreation promote active learning through direct personal experience and offer excitement, fun and adventure within a framework of safety.
- Challenging experience outdoors supports intellectual, physical, social, and moral development.
- Building self-confidence and self-esteem is fundamental to development.
- The purposeful use of leisure time is an important contribution to a fulfilling lifestyle.
- Outdoor opportunities enable children & young people to engage with the key issue of Climate Change.
- Outdoor experiences promote resilience, adaptability, and integrity within children & young people.

### EVIDENCE:

Coventry and Warwickshire COVID-19 Health Impact Assessment: Coventry and Warwickshire Joint Strategic Needs Assessment July 2020

Curriculum for Excellence Through Outdoor Learning, Learning & Teaching Scotland, 2010

Dillon *et al*, (2006) 'The value of outdoor learning: evidence and research in the UK elsewhere', *School Science Review*, 87(320) March 2006.

Hill, Allen 'Developing approaches to outdoor education that promote sustainability education', *Australian Journal of Outdoor Education*, 16(1), 15-27, 2012

<http://publications.naturalengland.org.uk/publication/6636651036540928>

<https://beyondgreenspace.net/2020/07/29/improving-access-to-greenspace-a-new-review-for-2020/> & the 2014 review is

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/355792/Briefing8\\_Green\\_spaces\\_health\\_inequalities.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/355792/Briefing8_Green_spaces_health_inequalities.pdf)

<https://doi.org/10.1371/journal.pone.0212242>

<https://happen-wales.co.uk/outdoor-learning-has-huge-benefits-for-children-and-teachers-so-why-isnt-it-used-in-more-schools/>

<https://www.field-studies-council.org/>

<https://www.gov.uk/government/news/effect-of-pandemic-on-childrens-wellbeing-revealed-in-new-report>

<https://www.gov.uk/government/publications/leadership-for-embedding-outdoor-learning-within-the-primary-curriculum>

<https://www.nidirect.gov.uk/articles/how-play-helps-childrens-development>

<https://www.outdoor-learning.org/Good-Practice/Good-Practice/Climate-Change>

<https://www.outdoor-learning-research.org/>

[https://www.outwardbound.org.uk/free-report-young-people-and-covid-19?fbclid=IwAR1YIZMDfMIXOoB5J058LwAGQpBYyLjKssW2\\_6-VN12AxuVAO5\\_Xmyhk\\_4o](https://www.outwardbound.org.uk/free-report-young-people-and-covid-19?fbclid=IwAR1YIZMDfMIXOoB5J058LwAGQpBYyLjKssW2_6-VN12AxuVAO5_Xmyhk_4o)

Larson, L. R., Whiting, J. W., Green, G. T., (2013). Young people's outdoor recreation and state park use: Perceived benefits from the parent/guardian perspective. Children, Youth and Environments, 23(3), 89-117.

NI Direct – Northern Ireland's Government portal highlights the importance of outdoor leisure <https://www.nidirect.gov.uk/articles/playing-outdoors#:~:text=and%20young%20people.,Benefits%20of%20outdoor%20play%20on%20children's%20well%2Dbeing,try%20new%20activities>

Prince, Heather (2019) Changes in outdoor learning in primary school s in England, 1995 and 2017: lessons for good practice. Journal of Adventure Education and Outdoor Learning,19(4) pp. 329-342.

### Section Three: Engagement

Engagement with individuals or organisations affected by the proposed activity must take place. For further advice and support with engagement and consultations, click [here](#).

Has the proposed activity been subject to engagement or consultation with those it's going to impact, taking into account their protected characteristics and socio-economic status?	The focus of engagement has been with Education Providers within Warwickshire, since they have the key role to deliver outdoor learning and education to children and young people. It is recognised that there is an absence of base-line information about the current experience and impact on children in Warwickshire of outdoor education and learning, and it is a central aspect of the strategy to ensure that the voice of children is central to measuring the impact of the Strategy.		
If YES, please state who with.	Stakeholder Group	Engagement Lead	Route of engagement
	Early years providers	Early Years Sufficiency & Improvement Lead commissioner	Early Years Managers Meeting on 30 <sup>th</sup> September 2021. 90 managers were present.
	Alternative providers	Commissioner (All age and targeted support)	Correspondence with alternative providers in the weeks beginning 27 <sup>th</sup> September and 4 <sup>th</sup> October 2021.
	Post-16 colleges	Technical Specialist for Employability & Post 16	Meetings and correspondence with individual colleges in the weeks beginning 27 <sup>th</sup> September and 4 <sup>th</sup> October 2021.
	Nursery, Special, Primary and Secondary Schools	Service Manager – Education Delivery Services	Outdoor Education and Learning Survey (Education settings) 13.09.2021 – 23.09.2021. 59 responses were received.  Extended - Outdoor Education and Learning Survey (Education settings) 04.10.2021 – 07.10.2021. 2 responses were received.

	<i>Nursery, Special, Primary and Secondary Schools</i>	Service Manager – Education Delivery Services	Focus Group sessions at 2:00pm on 05.10.2021. 5 education settings were present.
<b>If NO engagement has been conducted, please state why.</b>			
<b>How was the engagement carried out?</b>	<b>Yes / No</b>	<b>What were the results from the engagement? Please list...</b>	
<b>Focus Groups</b>	Yes – School leaders	<p>The Outdoor Education and Learning Focus Group session shared the context of the development of a strategy and the key findings of the Outdoor Education and Learning Survey (Education settings). It sought feedback from providers on the proposals for a strategy, providing the following results:</p> <ul style="list-style-type: none"> <li>• The key finding of the survey were considered to reflect the experience of the education settings represented. These included the challenges in delivering outdoor education and learning, the staff training needs, and the signposting or provision of information required. All agreed that these were important aspects for the future development of an outdoor education and learning strategy.</li> <li>• Feedback confirmed that settings would welcome a network, “especially which focused on Education, and which is unique to Warwickshire.”</li> <li>• In terms of access to information about resources for outdoor education and learning and providers of outdoor activities and venues all felt, “A central place for information would be really useful.”</li> <li>• The group was asked how it supported disadvantaged pupils. Every school in attendance offered access to</li> </ul>	

		<p>opportunities to all pupils using pupil premium money or by utilising community funds.</p> <ul style="list-style-type: none"> <li>• When asked what would most improve their schools offer, they identified: <ul style="list-style-type: none"> <li>◦ Training to build the confidence of staff to deliver outdoor education and learning</li> <li>◦ Signposting of and advice about funding and accessible grants, including for resources and equipment to develop their outdoor environment.</li> </ul> </li> </ul> <p>The feedback from the focus groups supported the aims and objectives of the strategy.</p>
<b>Surveys</b>	Yes – School leaders	<p>The Outdoor Education and Learning Survey (Education settings) provided the following results:</p> <ul style="list-style-type: none"> <li>• More than a fifth of possible respondents replied to the survey (primary, secondary and special school providers) about outdoor education and learning.</li> <li>• The majority offered on and off-site learning for the children and young people they were providing for and had professionals who lead at least some aspects of outdoor education and learning for their setting. The responses of some settings showed the high value they placed on outdoor education and learning.</li> <li>• Outdoor education and learning happens in a range of locations and through a range of activities, and providers demonstrated their creativity in the delivery of outdoor education.</li> <li>• They identified health and safety, links with the curriculum, cost, accessibility, staffing requirements, and who leads the activity as important factors when choosing an off-site outdoor education and learning activity/opportunity.</li> </ul>

		<ul style="list-style-type: none"> <li>• They said that the primary barriers to outdoor education and learning were financial cost to parents, financial cost to the setting, the adult to pupil ratio required, and concerns about health and safety.</li> <li>• More than half of providers said that facilitating inclusion was always a feature of planning and nearly 1/3 used their Pupil Premium to enable inclusion.</li> <li>• When considering the planning of activities, some providers indicated that training may be required for their lead staff to meet the government requirements of Education Visits Coordinators.</li> <li>• The offer or signposting of training for Leads of Outdoor Education and Learning Lead or Education Visits Coordinators was among the top 4 wishes of support from Warwickshire County Council. They also expressed a significant interest in online information about venues, providers and information about outdoor education and learning, and said they would appreciate the local authority facilitating relationships with local providers of activities and venues.</li> </ul> <p>The results of the Extended – Outdoor Education and Learning Survey (Education settings) supported and affirmed the results of the former survey.</p>
<b>User Panels</b>	No	
<b>Public Event</b>	No	
<b>Displays / Exhibitions</b>	No	
<b>Other (please specify)</b>	Presentation and facilitated discussion – Early years managers	Early years managers were positive about the proposals for an Outdoor Education and Learning Strategy as outdoor play is a feature of everyday life in early years. They also added that within the strategy they would like:

		<ul style="list-style-type: none"> <li>• Inclusion of the birth to five age range, highlighting baby-friendly spaces and suitable resources.</li> <li>• Signposting of activities and venues: <ul style="list-style-type: none"> <li>○ for families with pre-school and early years children</li> <li>○ of low cost</li> <li>○ not requiring transport.</li> </ul> </li> </ul>
	Informal discussion with opportunity for email feedback – College principals	<p>One college representative provided feedback by email on 30.09.2021. The feedback included how the proposals for the Outdoor Education and Learning Strategy aligned with what would be useful for that particular college. The feedback also included what else the college staff would find helpful:</p> <ul style="list-style-type: none"> <li>• The signposting of sources of external funding</li> <li>• The signposting of Health and safety / risk assessment services</li> </ul>
	Email invitation to respond – Alternative Providers	No alternative providers chose to respond.
<b>Has the proposed activity changed as a result of the engagement?</b>	Yes	The Outdoor Education and Learning Strategy reflects all the information received through the engagement activities.
<b>Have the results of the engagement been fed back to the consultees?</b>	Partially	<p>The Focus Groups and Meetings with education providers were the opportunity to feedback on the survey results.</p> <p>Focus Groups have not been fed back to those engaged with.</p>

<b>Is further engagement or consultation recommended or planned?</b>	No	
<b>What process have you got in place to review and evaluate?</b>	<p>This is a new and developmental strategy. It is recognised that there is an absence of base-line information about the impact of outdoor education and learning within Warwickshire. It is a central aspect of the strategy to ensure that baseline measures are established and built on.</p> <p>The following are intended as noted in the Strategy:</p> <ul style="list-style-type: none"> <li>• A dynamic Delivery Plan</li> <li>• An annually survey of education leaders</li> <li>• Engagement with children and young people via the annual Child Friendly Warwickshire survey.</li> <li>• Strategy Review in 2024/2025.</li> </ul>	



## Section Four: Assessing the Impact

### Protected Characteristics and other groups that experience greater inequalities

What will the impact of implementing this proposal be on people who share characteristics protected by the Equality Act 2010 or are likely to be affected by the proposed activity? This section also allows you to consider other impacts, e.g. health inequalities such as deprivation, socio-economic status, vulnerable groups such as armed forces, carers, homelessness, people leaving prison, young people leaving care etc.

On the basis of evidence, has the potential impact of the proposed activity been judged to be positive (+), neutral (=), negative (-), or positive and negative (+&-), for each of the protected characteristic groups below and in what way?

**N.B** In our Guidance to EIAs we have provided you with potential questions to ask yourself when considering the impact of your proposed activity. Think about what actions you might take to mitigate / remove the negative impacts and maximize on the positive ones. This will form part of your action plan at Section Six.

	Impact type (+) (=) (-) or (+&-)	Nature of impact
Age	+	<p>The Outdoor Education and Learning Strategy's vision is that:</p> <ul style="list-style-type: none"> <li>• "All children and young people have access to and enjoy high-quality outdoor education and learning, appropriate for their age, ability, and experience.</li> <li>• Educator's value and embed outdoor education and learning in their curriculum planning.</li> <li>• Education settings provide regular, frequent, enjoyable, and challenging opportunities for all children and young people to learn outdoors.</li> <li>• A culture of outdoor education and learning is developed within all education settings, raising awareness of the importance of the outdoors for leisure and learning for both children and their families."</li> </ul>

		It is anticipated that the webpage resource will enable providers to identify outdoor education and learning opportunities that are best suited to needs and characteristics of their children/young people, and the professional development network will share and strengthen best practice around inclusion.
<b>Disability</b> Consider: <ul style="list-style-type: none"> <li>Physical disabilities</li> <li>Sensory impairments</li> <li>Neurodiverse conditions (e.g. dyslexia)</li> <li>Mental health conditions (e.g. depression)</li> <li>Medical conditions (e.g. diabetes)</li> </ul>	+	As ' <b>Age</b> ' above.
<b>Gender Reassignment</b>	+	As ' <b>Age</b> ' above.
<b>Marriage and Civil Partnership</b>	=	Children and young people are the primary beneficiaries of the Outdoor Education and Learning Strategy.
<b>Pregnancy and Maternity</b>	=	Children and young people are the primary beneficiaries of the Outdoor Education and Learning Strategy.
<b>Race</b> Including: <ul style="list-style-type: none"> <li>Colour</li> <li>Nationality</li> <li>Citizenship</li> <li>Ethnic or national origins</li> </ul>	+	As ' <b>Age</b> ' above.
<b>Religion or Belief</b>	+	As ' <b>Age</b> ' above.
<b>Sex</b>	+	As ' <b>Age</b> ' above.

<b>Sexual Orientation</b>	+	As ' <b>Age</b> ' above.
<b>Vulnerable People:</b> <ul style="list-style-type: none"> <li>Armed Forces (WCC signed the <a href="#">Armed Forces Covenant</a> in June 2012)</li> <li>Carers</li> <li>Homelessness</li> <li>People leaving Prison</li> <li>People leaving Care</li> </ul>	+	As ' <b>Age</b> ' above.
<b>Health Inequalities (HI)</b> Many issues can have an impact on health: is it an area of deprivation, does every population group have equal access, unemployment, work conditions, education, skills, our living situation, rural, urban, rates of crime etc	+	As ' <b>Age</b> ' above.  As the baseline data for the strategy is developed and built on, it is anticipated that cross-referencing with Health Inequalities data will be possible to evaluate the impact of the strategy.
<b>Other Groups</b> If there are any other groups		

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

Public Authorities must have 'due regard' to the need to eliminate unlawful discrimination, advance equality of opportunity and foster good relations.

	<b>Evidence of Due Regard</b>
<b>Eliminate unlawful discrimination (harassment, victimisation and other prohibited conduct):</b>	<p>The central tenet of the Strategy is that it promotes outdoor education and learning for all children and young people, for their well-being, fulfilment, and success. It recognizes that due to disadvantage and health inequalities, children and young people will not have the same opportunities for experiencing the outdoors to develop their knowledge and skills. By seeking to equip education providers with relevant and applicable information, enabling access to resources, and offering professional network meetings, it aims to ensure that all children and young people have opportunity for personal growth that the outdoors affords.</p>
<b>Advance equality of opportunity:</b>  This involves <ul style="list-style-type: none"> <li>• removing or minimising disadvantages suffered by people due to their protected characteristics;</li> <li>• taking steps to meet the needs of people with certain protected characteristics where these are different from the needs of other people, for example, taking steps to take account of people with disabilities;</li> <li>• encouraging people with certain protected characteristics to participate in public life or in other activities where their participation is disproportionately low.</li> </ul>	<p>As 'Eliminate unlawful discrimination' above.</p> <p>It is anticipated that the webpage resource will enable providers to identify outdoor education and learning opportunities that are best suited to needs and characteristics of their children/young people.</p>
<b>Foster good relations:</b>  This means tackling prejudice and promoting understanding between people from different groups and communities.	<p>It is anticipated that the professional development network will share and strengthen best practice around inclusion, and the strengthened links between education settings and providers of outdoor venues and activities will facilitate provision that is accessible to all.</p>

## Section Five: Partners / Stakeholders

Which sectors are likely to have an interest in or be affected by the proposed activity?	Yes / No	Describe the interest / affect
<b>Businesses</b>	Yes	Providers of outdoor venues, resources and activities will be interested in the commercial opportunities available through the publication of their service offer to education settings via the online webpages proposed. Some may also offer to train, share resources or present best practice to the development network.
<b>Councils</b>	Yes	As 'Businesses' above.
<b>Education Sector</b>	Yes	The recipients of the strategy are the planners and deliverers of outdoor education and learning within Warwickshire's education settings who will have opportunity to be better equipped and supported to deliver outdoor education and learning. Education settings may choose not to utilize the offers of information, development and support available to them through the Strategy, or to source these from elsewhere.
<b>Fire and Rescue</b>	Yes	The Fire and Rescue team has already expressed an interest as a provider of outdoor learning opportunities.
<b>Governance Structures</b>	No	
<b>NHS</b>	No	
<b>Police</b>	No	
<b>Voluntary and Community Sector</b>	Yes	As 'Businesses' above.
<b>Other(s): please list and describe the nature of the relationship / impact</b>		

## Section Six: Action Planning

If you have identified impacts on protected characteristic groups in Section Four please summarise these in the table below detailing the actions you are taking to mitigate or support this impact. If you are not taking any action to support or mitigate the impact you should complete the No Mitigating Actions section below instead.

### Mitigating Actions

Consider:

- Who else do you need to talk to? Do you need to engage or consult?
- How you will ensure your activity is clearly communicated
- Whether you could mitigate any negative impacts or build on positive impacts for protected groups or health inequalities
- Whether you could do more to fulfil the aims of the PSED
- How you will monitor and evaluate the effect of this work
- Anything else you can think of!

Identified Impact	Action(s)	Timescale incl. evaluation and review date	Name of person responsible
The database for measuring impact is under development.	We recognise that measuring the impact of outdoor learning on the lives of children and young people is complex and through the Delivery Plan we will seek to establish base-line data, e.g. as the baseline data for the strategy is developed and built on, it is anticipated that cross-referencing with Health Inequalities data will be possible to evaluate the impact of the strategy.	Ongoing	Sarah Tregaskis

### No Mitigating Actions

**Please explain why you do not need to take any action to mitigate or support the impact of your proposed activity.**

Children and young people are the primary beneficiaries of the Outdoor Education and Learning Strategy, which promotes outdoor education and learning for all children and young people.

## Section Seven: Assessment Outcome

**Only one of following statements best matches your assessment of this proposed activity. Please select one and provide your reasons.**

<b>No major change required</b>	✓	Children and young people are the primary beneficiaries of the Outdoor Education and Learning Strategy, which promotes outdoor education and learning for all children and young people.
<b>The proposal has to be adjusted to reduce impact on protected characteristic groups and/or health inequalities</b>		
<b>Continue with the proposal but it is not possible to remove all the risk to protected characteristic groups and/or health inequalities</b>		
<b>Stop the proposal as it is potentially in breach of equality legislation</b>		

## Section Eight: Sign Off

**N.B** To be completed after the EIA is completed but before the area of work commences.

<b>Name of person/s completing EIA</b>	Sarah Tregaskis Ruth Skidmore
<b>Name and signature of Assistant Director</b>	



Date	
Date of next review and name of person/s responsible	May 2022 Sarah Tregaskis – Service Manager Education Services

Once signed off, please ensure the EIA is recorded on the following document: [WCC EIA Recording Document](#)

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**Children and Young People Overview and Scrutiny Committee: October 2021**

Meeting Date and status	Reports	Details
16 November 2021	<ul style="list-style-type: none"> <li>Outdoor Provision – Member Working Group</li> <li>SEND inspection - verbal update</li> </ul>	
22 February 2022	<ul style="list-style-type: none"> <li>Social Workers in Schools</li> <li>Progress of Integrated Front Door (MASH)</li> </ul>	
11 April 2022	<ul style="list-style-type: none"> <li>Post Covid – impact on services (to include an update from RISE)</li> </ul>	

**Outstanding Reports**

Visit for the Committee to be arranged to the Warwickshire Academy (Formerly the PEARS site)

**Future Items to be added to the Work Programme**

- The recent SEND Inspection may generate items for the work programme
- Joint meeting with the Adult Social Care and Health OSC in relation to Mental Health and its impact on Children
- Family Support Worker's Service – performance information to be added to the regular performance report

**Motions from Council**

*None currently*

**Briefing Notes/Information to be circulated outside the meeting**

- Exclusions rates and reasons – Marie Rooney
- Information relating to children on the school roll but not currently in school – Marie Rooney
- Post Covid – impact on services/RISE/Family Support Workers etc (ahead of April '22 meeting).
- Update relating to the Emergency Duty Team – John Coleman/George Shipman

**Items on the Forward Plan relevant to the remit of the Committee**

Decision	Description	Date due	Decision Maker
Coventry and Warwickshire Joint Autism Strategy	Coventry and Warwickshire's Joint Strategy for Autistic People 2020-2025 has been coproduced with professionals and people with lived experience. It set outs the systemwide priorities for the next five years across 5 key areas.	25 November 2021	Cabinet
Children's Services Residential Proposals	<i>Fully exempt report</i>	25 November 2021	Cabinet

**Briefing notes and reports circulated –**

- Keeping families together – sent 17<sup>th</sup> June 2021
- Warwickshire Parenting Approach 2021 – 2024 – sent out 26<sup>th</sup> July 2021

**Next Committee Meeting – please note additional meetings may be added for additional agenda items such as performance reviews. These meetings will be held at Shire Hall, Warwick unless otherwise stated.**

- 8 December 2021 @ 10am **(Please note that this is a joint meeting with the Adult Social Care & Health OSC)**
- 22 February 2022 @ 10am
- 11 April 2022 @ 10am
- Meetings for 2022/2023 have been scheduled as follows –
  - 14 June 2022 @ 10am
  - 27 September 2022 @ 10am
  - 8 November 2022 @ 10am
  - 14 February 2023 @ 10am
  - 11 April 2023 @ 10am
- **Next Chair and Spokes Meeting - these meetings will be held virtually**
  - 2nd February @10am
  - 30th March @10am

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