

## OUTDOOR LEARNING SERVICE FULL EQUALITY ASSESSMENT

### Step 1– Scoping the Equality Assessment

Building on the material included at the Initial Screening stage, you should begin the Equality Assessment by determining its scope. The Equality Assessment should consider the impact or likely impact of the policy, strategy, function or service in relation to all areas of our remit. The Equality Assessment should be proportionate to the significance and coverage of the policy, strategy, function or service.

#### 1. What data, research and other evidence or information is available which will be relevant to this Equality Assessment? Please tick all that apply

Service Targets	<input checked="" type="checkbox"/>	Performance Targets	<input checked="" type="checkbox"/>	Service Take-up	<input checked="" type="checkbox"/>
User Satisfaction	<input checked="" type="checkbox"/>	Press Coverage	<input type="checkbox"/>	Census Data	<input checked="" type="checkbox"/>
Workforce Monitoring	<input checked="" type="checkbox"/>	Community Intelligence	<input checked="" type="checkbox"/>	Previous Equality Impact Assessment	<input type="checkbox"/>
Complaints & Comments	<input type="checkbox"/>	Information from Trade Unions	<input type="checkbox"/>	Staff Survey	<input type="checkbox"/>
Other (please specify)	<input type="checkbox"/>				

#### Please provide details on how you have used the available evidence/information you have selected as part of your Assessment?

The budget and financial information for the Outdoor Learning Service (OLS) has been captured in Stage 1 of the Equality Assessment and as part of Stage 2 a series of consultations have taken place to obtain a better understanding and implications of the impacts.

This Outdoor Learning Service (OLS) Consultation report analyses the responses to the public consultation on the future of OLS that was undertaken using 'Be Heard' between December 6th 2013 and January 19th 2014. 423 people responded to the Be Heard survey, see responses in Appendix 1a.

A briefing paper to support the public consultation paper was produced. The paper highlighted:

- The benefits of outdoor learning that are well understood and supported by BCC.
- That an independent inspection report verified that the service is of high quality and the commitment and competence of staff is not under any question.
- The Council has to find an additional £340m savings by 2016/17 and the steer provided by the Service Review on discretionary services within CYPF particularly where they do not deliver an income stream.
- The overall loss of £1.08m incurred by the service that cannot be sustained

- The total estimated repairs of £4.1m (approximately).
- The under use of the centres
- The marked decline in income during 2011-12 when prices were raised
- The budget to deliver short breaks for young disabled adults is at risk
- The market analysis shows that there are both alternative and substitute provision available.

The formal public consultation was undertaken with key stakeholders including schools and other vulnerable groups to establish what impact it would have upon them if the centres closed. The groups were invited to comment and raise issues and concerns by completing questionnaires.

The consultation asked for responses against the following three options:

**Option A:** Continue to provide the service and incur the associated losses.

**Option B:** Stop providing part of the service in order to consolidate provision in fewer centres and reduce the overall loss.

**Option C:** BCC stops providing the service and where possible looks to transfer / sell the asset or the service to another provider.

The relative advantages and disadvantages of each option were presented as part of the consultation support document. The feelings on each option are summarised in Appendix 1b.

The data indicated there were 120 families with disabled children that used this service so an extra piece of consultation was undertaken to identify the impacts as detailed below.

Initially questionnaires were sent to a total of 120 families with a total of 146 children and young people, who had accessed Outdoor Learning Centres (OLC) over the last year. Children and young people were asked to give their age and gender and out of a total of 40 questionnaires completed and returned, analysis showed this was made up of 10 girls and 30 boys. Age range was between 3 to 17 years with the majority of children aged between 6 and 13. The questionnaires detailed 6 activities and children were asked which ones they enjoyed, including whether they had a favourite activity. They were also asked to list any additional activities that they had participated in at the OLCs. Analysis showed the average number of activities that each child participated in at the OLCs was 5.

Children were also asked whether they were able to access these activities at alternative places, together with other information they felt was important to share. In addition they were asked to rate their feelings on a 1 to 5 scale about the possible closures of the OLC's.

Tables 1-3 in Appendix 1c collate the data obtained from the questionnaires.

A number of children and young people indicated that they would be prepared to attend a Focus Group to discuss and share their views and this was held on the 20th January 2014. Participants of the Focus Group were made up of 4 girls and 10 boys ranging in age from 4 to 15, all with additional needs, except for two children in the group who were non-disabled siblings.

Tables 4-6 in Appendix 1c collates the data obtained from the Focus Group.

Informal trade union consultations are continuing to ensure that no one is unfairly treated and that good relations are maintained.

Informal staff consultations have taken place and a process is in place to consider and respond to any concerns including issues relating to the General Duty are addressed.

The information received throughout the trade union and staff consultations has been taken into account whilst developing the recommendations for the future of the service.

**2. Have you identified any gaps in relation to the above question?      Yes X      No**   
**If 'Yes' please detail including what additional research or data is required to fill these gaps? Have you considered commissioning new data or research?**

**If 'No' proceed to Step 2.**

Because identified users of the short breaks service did not participate in the general Be Heard consultation, separate focus groups using a specialist company were commissioned as experts in communication with this group: children with autism.

Research into alternative options for Short Breaks for Children with Learning Disabilities is not available therefore as well as ensuring feedback is received on the implications of the proposals from disabled people and their families who use the short breaks service. There has been contact with commissioners in order that they can begin discussions with the market about alternative provision, should the service not be provided in the future.

## Step 2 – Involvement and Consultation

Please use the table below to outline any previous involvement or consultation with the **appropriate** target groups of people who are most likely to be affected or interested with this policy, strategy, function or service.

**Target groups**

**3. Describe what you did, with a brief summary of the responses gained and links to relevant documents, as well as any actions**

**Age**

The options detailed above have been consulted on widely as part of the service review green paper process, the budget consultation process and white paper. Cabinet members, employees, Schools and trades unions have been consulted on these proposals as part of the process.

Members of the public including service users (attending Outdoor Learning Centres), families and carers have been consulted on these proposals. A summary of responses to these proposals has been collated within the OLS Consultation report.

Events include: Questionnaires, surveys, Focus Groups Formal Consultations and Briefings with Staff Groups.

Formal Public Consultation: The Be Heard survey gathered data regarding the age of respondents and responses from the survey show majority being between the ages of 31-60. See table 4 in Appendix 1a for details.

Short Breaks Consultation: From the 40 questionnaires completed and returned, analysis showed this was made up of 10 girls and 30 boys with the majority of children aged between 6 and 13. Participants of the Focus Group were made up of 4 girls and 10 boys ranging in age from 4 to 15.

Staff: From the OLS staff impacted within the review, over half the staff is over the age of 50.

## **Disability**

The options detailed above have been consulted on widely as part of the service review green paper process, the budget consultation process and white paper. Cabinet members, employees, Schools and trades unions have been consulted on these proposals as part of the process.

Members of the public including service users (attending Outdoor Learning Centres), families and carers have been consulted on these proposals as part of the service review. A summary of responses to these proposals has been collated within the OLS Consultation Report.

Events include: Questionnaires, surveys, Focus Groups Formal Consultations and Briefings with Staff Groups.

Short Breaks Consultation: This key group with protected characteristics did not participate in the Formal Public Consultation. A specialist provider was commissioned to engage with Children and Families in focus groups. Participants of the Focus Group were made up of 4 girls and 10 boys and all except two had additional needs.

Staff: From the OLS staff impacted within the review, to our knowledge, none of the staff have a disability.

## **Gender reassignment**

The options detailed above have been consulted on widely as part of the service review green paper process, the budget consultation process and white paper. Cabinet members, employees, Schools and trades unions have been consulted on these proposals as part of the process.

Members of the public including service users (attending Outdoor Learning Centres), families and carers have been

consulted on these proposals as part of the service review. A summary of responses to these proposals has been collated within the OLS Consultation Report.

Events include: Questionnaires, surveys, Focus Groups  
Formal Consultations and Briefings with Staff Groups.

### **Marriage and Civil partnership**

The options detailed above have been consulted on widely as part of the service review green paper process, the budget consultation process and white paper. Cabinet members, employees, Schools and trades unions have been consulted on these proposals as part of the process.

Members of the public including service users (attending Outdoor Learning Centres), families and carers have been consulted on these proposals as part of the service review. A summary of responses to these proposals has been collated within the OLS Consultation Report.

Events include: Questionnaires, surveys, Focus Groups  
Formal Consultations and Briefings with Staff Groups.

### **Pregnancy and maternity**

The options detailed above have been consulted on widely as part of the service review green paper process and the budget consultation process. Cabinet members, employees, Schools and trades unions have been consulted on these proposals as part of the process.

Members of the public including service users (attending Outdoor Learning Centres), families and carers have been consulted on these proposals as part of the service review. A summary of responses to these proposals has been collated within the OLS Consultation Report.

Events include: Questionnaires, surveys, Focus Groups  
Formal Consultations and Briefings with Staff Groups.

### **Race**

The options detailed above have been consulted on widely as part of the service review green paper process and the budget consultation process. Cabinet members, employees, Schools and trades unions have been consulted on these proposals as part of the process.

Members of the public including service users (attending Outdoor Learning Centres), families and carers have been consulted on these proposals as part of the service review. A summary of responses to these proposals has been collated within the OLS Consultation Report.

Events include: Questionnaires, surveys, Focus Groups  
Formal Consultations and Briefings with Staff Groups.

Formal Public Consultation: Responses from the survey show White British as the most prevalent group at just under 90%. See table in Appendix 1a detailing ethnicity of participants.

Staff: From the OLS staff impacted within the review, only 4% have declared their ethnic breakdown as non-white although it is unknown for 23% of staff.

## Religion and belief

The options detailed above have been consulted on widely as part of the service review green paper process and the budget consultation process. Cabinet members, employees, Schools and trades unions have been consulted on these proposals as part of the process.

Members of the public including service users (attending Outdoor Learning Centres), families and carers have been consulted on these proposals as part of the service review. A summary of responses to these proposals has been collated within the OLS Consultation report.

Events include: Questionnaires, surveys, Focus Groups  
Formal Consultations and Briefings with Staff Groups.

## Sex

The options detailed above have been consulted on widely as part of the service review green paper process, the budget consultation process and white paper. Cabinet members, employees, Schools and trades unions have been consulted on these proposals as part of the process.

Members of the public including service users (attending Outdoor Learning Centres), families and carers have been consulted on these proposals as part of the service review. A summary of responses to these proposals has been collated within the OLS Consultation Report.

Events include: Questionnaires, surveys, Focus Groups  
Formal Consultations and Briefings with Staff Groups.

Short Breaks Consultation: From the 40 questionnaires completed and returned, analysis showed this was made up of 10 girls and 30 boys with the majority of children aged between 6 and 13. Participants of the Focus Group were made up of 4 girls and 10 boys ranging in age from 4

to 15.

Staff: From the OLS staff impacted within the review, there are more female (73%) than male staff that could be affected.

## Sexual orientation

The options detailed above have been consulted on widely as part of the service review green paper process, the budget consultation process and white paper. Cabinet members, employees, Schools and trades unions have been consulted on these proposals as part of the process.

Members of the public including service users (attending Outdoor Learning Centres), families and carers have been consulted on these proposals as part of the service review. A summary of responses to these proposals has been collated within the OLS Consultation Report.

Events include: Questionnaires, surveys, Focus Groups Formal Consultations and Briefings with Staff Groups.

## 4. Who are the main stakeholders and what are their requirements?

1. Service users (Schools, Academies, Disabled Children and their families and Wider Community) - They will need to be aware that potentially services they have accessed may no longer be provided by Birmingham City Council and could be withdrawn from certain locations. Short Breaks is currently a subsidised service so if this is removed there could potentially be some additional charges for this service.
2. Carers – As above.
3. Staff – Potential changes of contract within TUPE considerations, part time workers being able to transfer hours, consider over half the staff aged over 50 and some staff may require redundancies.
4. Commissioners – Developing a contractual agreement for delivery of services.
5. Trade Unions – Information on changes and any effect on members terms and conditions.
6. Special Schools – Link with SEN strategy about use of assets.
7. Hams Hall Environmental Centre – Partnership with E.ON UK & OLS so they will need to

be aware of future of the service i.e. additional resource implications.

8. BOEC Clifton Road – Provider of activities at centres and school sites. Shared with Community Services so there will be implications for building sharing.
9. Mount Pleasant School Farm – Joint venture between OLS & Worgans Trust - will need to be aware of future of the service.
10. Birmingham Nature Centre – Partnership, (internal arrangement), with OLS so they will need to be aware of future of the service
11. Springfield House – On special school site and cater for children with special educational needs. There will be implications for access route sharing.
12. Coopers Mill Cottage – Subleased by Birmingham City Council from Natural England.
13. Birmingham Botanical Gardens - Partnership with OLS so they will need to be aware of future of the service.
14. Bell Heath Study Centre– Venue of OLS so they will need to be aware of future of the service i.e. additional resource implications.
15. Bockleton Study Centre– Venue of OLS so they will need to be aware of future of the service i.e. additional resource implications.
16. Ogwen Outdoor Centre - Venue of OLS so they will need to be aware of future of the service i.e. additional resource implications. Additional consideration for volunteer leaders, mentoring, coach education, equipment loans service required.
17. Stansfield Study Centre – Venue of OLS so they will need to be aware of future of the service i.e. additional resource implications.
18. Cropwood Trust as owners of The Stables Outdoor Centre- Partnership with OLS so they will need to be aware of future of the service.
19. Local Authorities (Gwynedd Council, Bethesda Council, Gwynedd Council, Gwynedd county Council, Conwy County Council, Snowdonia National Park, Bromsgrove District Council, Local Parish Council, Oxford City Council, Malvern Hills district Council, Solihull Council, Snowdonia National Park Authority, Oxford City Council) - OLC sites in their area.
20. DSD / City Serve (Internal)– Suppliers of catering and cleaning.
21. Any other suppliers of goods and services.
22. Any other providers of outdoor learning activities.

**5. Amongst the identified groups in the previous question, what does your information tell you about the potential take-up of resulting services?**

The result of the consultations and analysis it has been established that the Outdoor Learning Centres remain a valued service.

More services would not necessarily be taken up by existing schools, as alternatives and substitutes are easily available.

There may be opportunities to integrate with similar service providers.

Within the Wider Community there is a need for Disabled children to have the opportunity to be involved in Outdoor Learning activities to avoid limiting independence and confidence building when engaging with challenging experiences within the community.

The proposed options will allow staff to potentially TUPE across into the organisation/s that take over the Outdoor Learning Centres and keep the service operating with experienced staff in place.

Additional Commissioning of Short Breaks for Disabled children will be required from elsewhere.

The Education Programme Review will have an impact on the Outdoor Learning Service with 30-50% of schools potentially becoming academies, there will be continued uncertainty regarding academies taking up this service.

### Step 3 – Assessing Impact and Strengthening the Policy

#### **6. What will be done to improve access to, and take-up of, or understanding of the policy, strategy, function or service?**

NB: These are the measures you will take to mitigate against adverse impact.

BCC Commissioning will need to make sure a Short Breaks service is available following potential future changes.

A project group will oversee any changes from current governance.

The Project Board represents a key communication channel, and the Project Team will report project progress and key issues to the Board on a regular basis.

Opportunities around advertising, disabled access, consultations, promotion of services, literature in different formats and making people aware of the alternatives has been exhausted over the past 3 years.

### Step 4 – Procurement and Partnerships

**7. Is this project due to be carried out wholly or partly by contractors?**

Yes X

No

**If 'yes', have you done any work to include equality considerations into the contract already? Specifically you should set out how you will make sure that any partner you work with complies with equality legislation (employment practice/service provision)**

Any potential transfer of assets and / or sale of some of the Outdoor Learning Centres may involve the use of external finance and legal services to ensure the agreement is fair to both parties and will be managed by Property Services.

Any Short Breaks contracts offered will be according to the City Council's procurement processes, which have equality considerations incorporated and follow social value considerations.

### **Step 5 – Making a Decision**

**8. Summarise your findings and give an overview of whether the policy, strategy, function or service will meet the authority's responsibilities in relation to equality and support the council's strategic outcomes?**

Based on the OLS Consultations the following is being recommended to minimise impact to key groups with protected characteristics:

- That the Cabinet report states the positive view that the public has of outdoor learning, the benefits that this brings and the high regard that the BCC Outdoor Learning Service is held within.
- That the project team look for a sustainable solution that retains as much of the of the current outdoor provision as possible, including residential, day centres, short breaks and EVC training as possible regardless of which of the three options is chosen.
- That as part of this solution, the utmost is done to retain as much of the current staffing resources as possible in order to help ensure that underpinning service standards and quality levels are maintained and trust in the provision upheld regardless of who own the asset or manages the centre.
- That the solution looks to build upon the strength of the current partnerships with stakeholders that is evident and the team work closely with these stakeholders to find a long term viable solution where possible.
- That the team highlights the feedback from families on the valuable role that the short

breaks service plays to the Commissioning Team in order that there are mechanisms and provision in place that meets these needs I.E. it will be sensitive to the needs of disabled children in receipt of services.

- That whatever the solution a model is put in place that ensures that the cost of outdoor learning is not prohibitive to schools that work with the most deprived areas of the City.
- The service will be reliable, of good quality and delivered consistently as agreed.

## Step 6 – Monitoring, Evaluating and Reviewing

Before finalising your action plan you must identify how you will go about monitoring the policy/function or the proposals, following the assessment, and include any changes or proposals you are making.

### 9. What structures are in place to monitor and review the impact and effectiveness of the new policy, strategy, function or service?

Existing communication mechanisms with schools used to monitor ongoing implementation of BCC withdrawal of OLS provision:

Primary Forum  
Secondary Forum  
Schools Forum  
Governors Network  
Bursar Network

Existing mechanisms for consulting with vulnerable groups used to monitor and evaluate Short Breaks service, including contract/Service Level Agreements reviews to monitor and track the provision of Short Breaks

## Step 7 – Action Plan

**Any actions identified as an outcome of going through the Steps 1 – 6, should be mapped against the headings within the Action Plan.**

NB: summarise/evidence actions taken to mitigate against adverse impact.

**10. Taking into consideration the responses outlined in the Initial Screening Stage and Steps 1-6 of the Full Assessment, complete the action plan below.**

	Ref (if appropriate)	Actions	Target date	Responsible post holder and directorate	Monitoring post holder and directorate (if appropriate)
<b>Involvement and Consultation</b>		<ul style="list-style-type: none"> <li>Public consultation undertaken using 'Be Heard'</li> </ul>	December 6th 2013 - January 19th 2014.	Nimmi Patel – People Directorate	Directorate
		<ul style="list-style-type: none"> <li>Children / Young People Consultation Questionnaires</li> </ul>	January 2014		
		<ul style="list-style-type: none"> <li>Children/Young People Consultation - Focus Group</li> </ul>	20 <sup>th</sup> January 2014		
		<ul style="list-style-type: none"> <li>Consultation/ briefings with Staff</li> </ul>	September 2013		
		<ul style="list-style-type: none"> <li>Consultations with Trade Unions</li> </ul>	Monthly ongoing from September 2013		
<b>Data Collection</b>		<ul style="list-style-type: none"> <li>Feedback from Consultations/ workshops (see above)</li> </ul>	Ongoing from October 2013 – January 2014	Nimmi Patel – People Directorate	Directorate
		<ul style="list-style-type: none"> <li>Services users using OLS services</li> </ul>			
		<ul style="list-style-type: none"> <li>Current Performance of services – financial and activities</li> </ul>	July/August 2013		
		<ul style="list-style-type: none"> <li>Audit of teaching and learning effectiveness</li> </ul>	2012		

<b>Assessing Impact</b>	<ul style="list-style-type: none"> <li>Briefing Paper to support the public consultation paper was produced.</li> </ul>	October 2013.	Nimmi Patel – People Directorate	Directorate
	<ul style="list-style-type: none"> <li>Customer surveys Analysis of customer returns by customer profile</li> </ul>	December 2013 – January 2014		
	<ul style="list-style-type: none"> <li>Auditing of Service Analysis results by equality and by customer profile</li> </ul>	December 2013 – January 2014		
<b>Procurement and Partnership</b>	<ul style="list-style-type: none"> <li>Setting up Governance Board – legal advisers, Finance adviser, governance, Human resource management, Property Services</li> </ul>	November 2013 – Ongoing	Nimmi Patel – People Directorate	Directorate
	<ul style="list-style-type: none"> <li>Post public consultation – Peter Hay used delegated authority to allow ongoing consultation/discussion</li> </ul>	January 2014 – Ongoing		
<b>Monitoring, Evaluation and Reviewing</b>	<ul style="list-style-type: none"> <li>Set up Contract/ Service Level agreement for Short Breaks</li> </ul>	April 2014	Nimmi Patel – People Directorate	Directorate
	<ul style="list-style-type: none"> <li>Governance Board</li> </ul>	November 2013		

## Step 8 – Sign-Off

The final stage of the Equality Assessment process is to formally sign off the document as being a complete, rigorous and robust assessment

**The policy, strategy or function has been fully assessed in relation to its potential effects on equality and all relevant concerns have been addressed.**

**Chairperson of Equality Assessment Task Group**

Name: Richard Batty	Job Title: Head of Outdoor Learning Service	Directorate People	Sign-off Date: 26/02/14
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Concluding statement: I agree with this assessment as Head of Outdoor Learning Service and Chairperson of EA task group.

### Quality Check and Review by the Directorate Contact Officer:

Name: Veronika Quintyne	Directorate Team: Peoples Directorate – Children`s Services	Review Date: 24.2.2014
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Summary of strengths and area(s) for improvement:

The equality assessment identifies a wide range of protected groups with whom in depth consultation has been carried out to gauge support and identify the impacts of change for the respective OLS budget saving proposals.

Members of the public, including service users and families have been consulted on the review of the service via Be heard.

A number of part time workers may be able to transfer their hours of working and it is recognised others may be subject to voluntary redundancy.

Although there are proposed budget savings options on the table the equality assessment acknowledges that the options will allow staff to potentially TUPE across into organisations that take over the activities thereby keeping the service operating with experienced staff in place.

In mitigation the result of public consultation and analysis undertaken establishes that the Outdoor Learning Centres remain a valued service.

### Service Director or Senior Officer (sign-off)

Name: Sue Twells	Job Title: Acting Assistant Director Education & Skills	Date: 3.3.14
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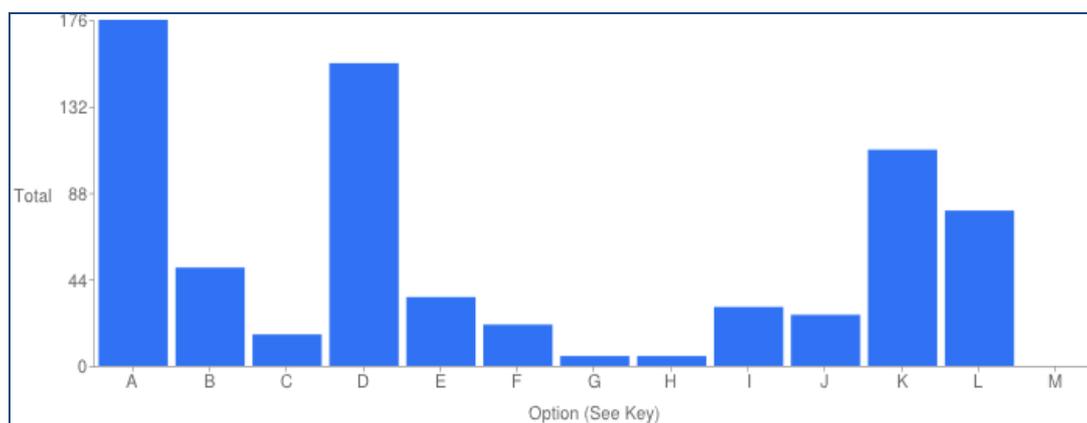
This assessment has been robust and thorough. The proposed model takes account of the views of all stakeholders. I agree with the summary of strengths and areas for improvement outlined above.

## Appendix 1a

### Results

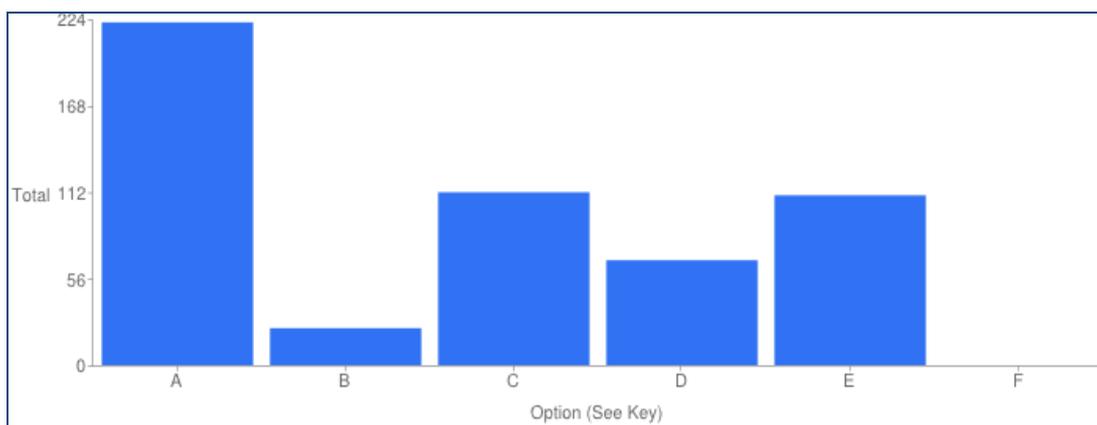
423 people responded to the Be Heard survey.

1. We asked respondents ‘**Could you tell us about your interest in the Outdoor Learning Service?**’. Respondents could answer more than one category and the following responses were received. It can be seen that service user (41%), school staff member from Birmingham based school (36%) and member of the general public were the most prevalent responses.



Key	Option	Total	%
A	User of service	176	41
B	Parent/carer of user of the service	50	12
C	Parent/carer of young disabled person	16	4
D	School staff member (Birmingham based school)	154	36
E	School staff member (school outside Birmingham)	35	8
F	School governor (Birmingham based school)	21	5
G	School governor (school outside Birmingham)	5	1
H	Elected representative	5	1
I	Representative of an Outdoor Learning Service partner	30	7
J	Birmingham City Council staff member	26	6
K	Member of the general public	110	26
L	Other	79	18
M	Not Answered	0	0

2. The survey then asked ‘**What services you / your family / your organisation have used in the past 3 years?**’ The response shows that just over ½ have used one of the residential centres and just over a ¼ have used a day centre. 68 people had not used the service during this time period.

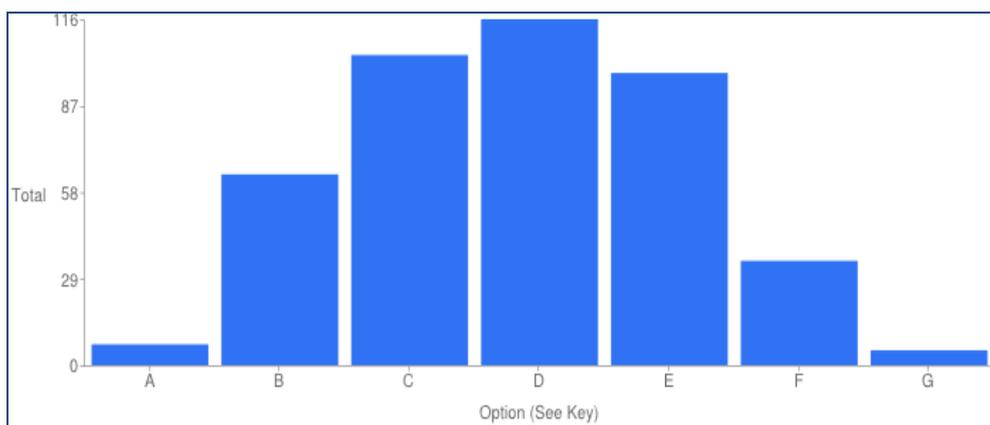


Key	Option	Total	%
A	Residential Centre	222	52
B	Short breaks for disabled children and their families	24	6
C	Day centre	112	26
D	Not used the service in the past 3 years	68	16
E	Other	110	26
F	Not Answered	0	0

3. The survey asked '**what is your ethnicity?**', the responses are broken down in the table below with White British the most prevalent group at just under 90%.

Key	Option	Total	%
A	White British	377	88
B	White Irish	6	1
C	Other White	9	2
D	Black or Black British African	0	0
E	Black or Black British Carribean	3	1
F	Other Black background	0	0
G	Asian or Asian British Bangladeshi	1	0.5
H	Asian or Asian British - Indian	3	1
I	Asian or Asian British – Pakistani	7	2
J	Other Asian	0	0
K	Mixed – White and Asian	0	0
L	Mixed – White and Black African	0	0
M	Mixed – White and Black Carribean	1	0.5
N	Mixed Other	3	1
O	Chinese	0	0
P	Other ethnic group	3	1
Q	Rather not declare	9	2
R	Not answered	8	2

4. The survey asked for the age of the respondent, the age profile is shown in the figure below.

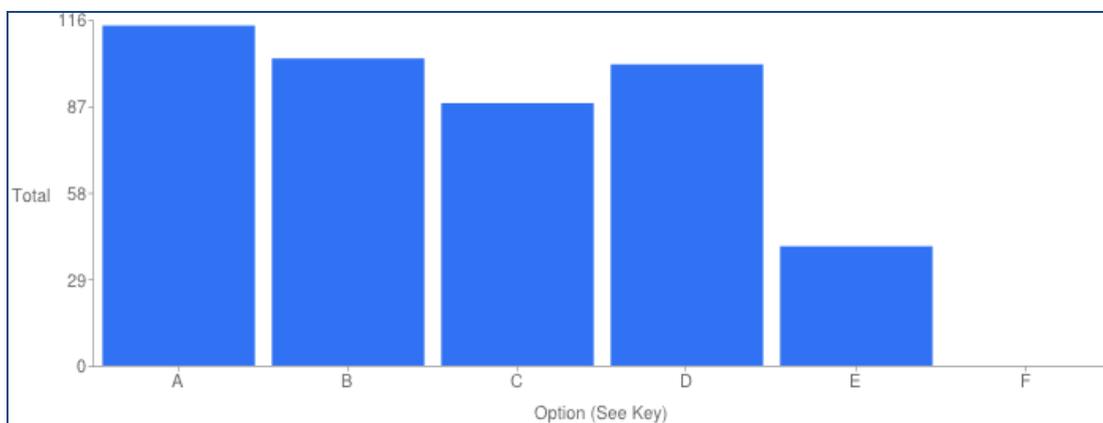


Key	Option	Total	%
A	0-18	7	2
B	19-30	64	15
C	31-40	104	24
D	41-50	116	27
E	51-60	98	24
F	60+	8	8
G	Not Answered	5	1

## Appendix 1b

### Option A

The survey asked “what impact would option A have on you?” Under this option the council would continue to provide all of the OLS service and incur the losses.

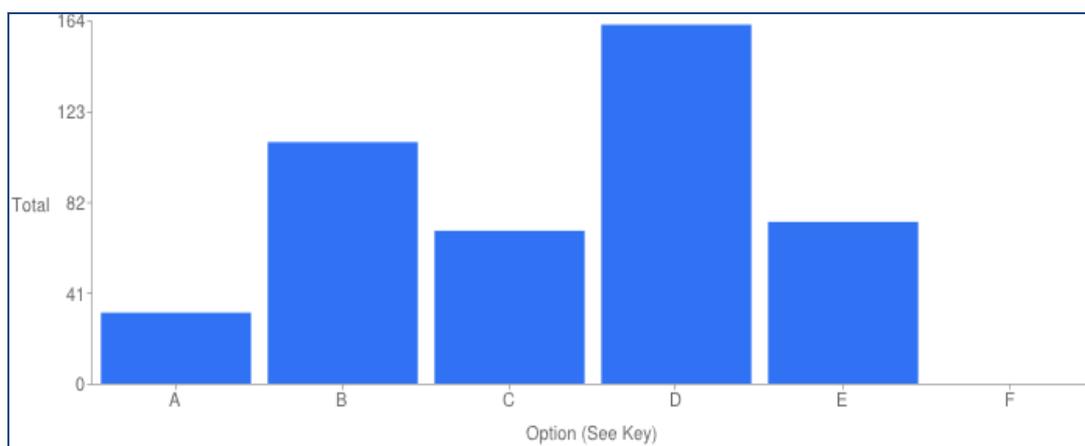


Key	Option	Total	%
A	Major impact (positive)	114	27
B	Some impact (positive)	103	24
C	No impact	88	21
D	Some impact (negative)	101	24
E	Major impact (negative)	40	9
F	Not answered	0	0

- Over half of the respondents stated that retaining provision in its current form would have a positive impact on them with 27% stating a major positive impact and 24% stating some positive impact.
- For approximately a quarter of respondents keeping the centre open would have no impact, positive or negative.
- For a third of respondents retaining current provision and incurring any losses would

### **Option B**

The survey asked “what impact will option B have on you?” Under this option the Council would stop providing parts of service, consolidating provision in fewer centres to reduce the overall losses incurred.

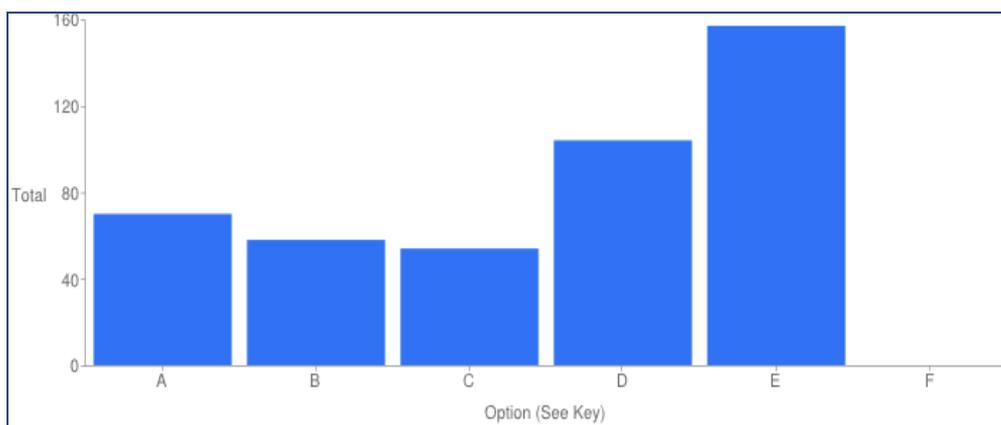


Key	Option	Total	%
A	Major impact (positive)	32	7
B	Some impact (positive)	109	25
C	No impact	69	16
D	Some impact (negative)	162	38
E	Major impact (negative)	73	17
F	Not answered	0	0

- The responses show that for just over half of the respondents stopping providing part of the service would have a negative impact on them (17% major negative impact and 38% some).
- For a further 16% of respondents the impact of this option would be neither positive nor negative with just under a 1/3 of respondents stated that this option would have a positive impact on them (7% major positive impact and 25% some positive impact).
- Perceptions are then that Option B would have a greater negative impact and less of a positive impact overall than option A.

### **Option C**

The survey asked “**what impact will option C have on you?**” Under this option the Council would stop providing the service and where possible transfer the function or the asset to another provider.



Key	Option	Total	%
A	Major impact (positive)	70	16
B	Some impact (positive)	58	14
C	No impact	54	13
D	Some impact (negative)	104	24
E	Major impact (negative)	157	37
F	Not answered	0	0

- The findings show that 61% of respondents state that this option would have a negative impact on them (37% major negative impact and 24% some negative impact).
- 13% of respondents stated that the option would have no impact on them, neither positive nor negative.
- Just under a 1/3 of respondents (30%) stated that the option would have a positive impact.

### Appendix 1c

Table 1	Age and Gender of Children and Young People Accessing OLC's														
	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
<b>Age</b>															
<b>No of Boys</b>	1	0	0	2	2	1	4	3	5	4	3	2	2	0	1
<b>No of Girls</b>	0	0	1	0	0	1	1	2	1	0	2	1	1	0	0
<b>Total number of responses</b>	1	0	1	2	2	2	5	5	6	4	5	3	3	0	1

Table 2	Able to access similar services elsewhere?					
	Don't Know	No	Yes	Maybe	Not Answered	If So Where?
<b>Answers</b>						

<b>Total Number of Responses</b>	4	28	5	2	1	Park x 2 PGL Sutton Not much out there
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<b>Table 3</b>		<b>Children and Young People's Feelings if the OLC's were closed</b>									
<b>Feelings</b>	1	Happy	2	Don't Know	3	Sad	4	Disappointed	5	Angry	<b>Selection of Additional Comments Made by Children and Young People</b>
	<b>No of Boys</b>	0		1		9		13		8	
<b>No of Girls</b>	0		1		2		2		4		I like being with my friends. It is good and I want it to stay open so I can go with my Mum. My friends go, there are good activities and everyone has fun. Mixing with friends without being judged Open space in safe environment
<b>Total Number of responses</b>	0		2		11		15		12		I feel safe and my friends are there.. It's fun you can make friends. It's a great place to have exciting adventures with my friends If you close it, it will ruin my life! It's fun and you can make friends with people. Enjoy mixing with other siblings in same situation. Feel more relaxed as no one judges my sister, Love It! Freedom. Safe environment. Spending time with friends and family. Helps me have fun and interact with other children who are the same as me. I don't feel judged. I want to have fun and exciting with my friends. Love going, staff are fantastic, going to the Centre I have got more confident. I don't want it to close. It is a fantastic experience and a great opportunity. David always has a fantastic time at the OLC . It always gives him a huge boost to his confidence.

Table 4	Range of Activities and Ratings																					
Ratings & Number of Responses	Orienteering	Zip wire	Mountain Bikes	Archery	Canoeing	Abseiling	Rock Climbing	Power Fan	Leap of Faith	Night Line	Pond dipping	Egg Drop	Crate Stacking	Shelter Building	Tunneling	Go Karts	Ping Pong	Low Rope	Jacobs Ladder	Outdoor cooking	Cinema/Movie	Discos
Most Important	7	10	10	9	8	3	9	12	9	3	3	14	12	11	6	6	2	7	3	10	9	9
OK	3	2	1	3	2	-	2	0	4	-	2	0	2	1	-	-	-	3	2	2	2	1
Least Important	4	2	3	2	3	-	3	2	1	-	1	0	0	2	-	-	-	4	9	2	3	4

Focus Group Table 5	Additional Benefits and feelings when using the Outdoor Learning Centre's																
Additional Benefits in going to the OLC's	Making New Friends	Spending time with family	Feeling Normal	Seeing Friends	Excited	Having good times	Feeling more confident	Family can go	Everything	It's enjoyable	Sleeping in the dorms	The food	Anticipation	Having fun	Feeling safe	Spending time with other sibling	Not feeling judged
Number of Respondents	12	10	5	14	9	11	6	8	7	10	5	8	1	12	9	5	6
Focus Group Table 6	Feelings of the Group if the Centre's were to close																
Feelings	Vexed	Depressed	Upset	Crying	Lost without it	Unhappy	Moody	Sad	Angry	Miserable	Distraught	Furious					
Number of Respondents	1	1	1	2	1	1	1	1	2	1	1	1					