

Stage two: form for carrying out a full equality impact assessment

1: Policy or function details

<p>Name of policy or function</p> <p><i>(Insert the name of the policy, strategy, project, funding application, initiative or financial decision)</i></p>	<p>Service Choices, Additional Support needs</p> <p>EDUC01a, EDUCO1b, EDUCO1c, EDUCO1d, EDUCO1e, EDUCO1h</p>
<p>Lead officer/person</p>	<p>David Bain, Education Manager: Inclusion and Equality.</p>
<p>Supporting team (names/job titles)</p>	<p>Ann Marie Knowles, Head of Service</p> <p>Eilidh Petro, Principal Accountant</p> <p>Susan Tyre, School Services Support Manager</p>

<p>What are the main aims of the policy?</p>	<p>The main aim of the Additional Support Needs Service Choices package is to meet the savings which are required to be made as part of Service Choices (Education Services Base Budget Service Choices Stage 2 Options review templates)</p> <p>Proposed target savings are required to be achieved between 2016 and 2021. With first year savings in 2016/2017 of £132K.</p> <p>No FTE post losses are anticipated as part of the proposal.</p> <p>Savings proposals:</p> <p>EDUCO 1a – reduction in the disability access budget by £20k to match current underspend</p> <p>EDUCO 1b – reduction in the home and hospital tuition budget by 25% (£3k)</p> <p>EDUCO1c – reduction in Quality Improvement Team materials by 60% (£15k)</p> <p>EDUCO1d – reduction in specialist equipment by 20% (£7k)</p> <p>EDUCO1e – reduce repairs to outside contractors for Special Education by 30% (£7k)</p> <p>EDUCO1h – remove central budget for additional ASN cover</p>
<p>Who will benefit?</p>	<p>This Service choices package will not benefit any specific equality group.</p>

Is the policy intended to increase equality of opportunity by permitting positive action or action to redress disadvantage?	This Service Choices package function is not intended to increase equality of opportunity.
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2: What are the likely impacts of the policy?

For each protected characteristic you should identify any particular impact that the policy may have for the group. Impacts could be positive or negative and both should be described.

If there are no impacts on a particular protected characteristic then state your reasons for this within the response box. This demonstrates that you have considered the impact on each characteristic.

Will the policy impact on the whole population of Argyll and Bute?	The proposal will not have an impact on the whole population of Argyll and Bute
Will the policy impact on particular groups within the population of Argyll and Bute?	The proposed reduction in service levels in the Inclusion and Integration Service may have a slight indirect impact on children and young people within Argyll and Bute who are affected by disability.

Consider the following protected characteristics. What are the likely impacts for the group or community?

List any positive and/or negative impacts.

Protected characteristic	Positive and/or negative impacts
Race: relating to people from different racial groups, ethnic or national origins, ethnic minorities, including gypsy travellers and migrant workers	None.
Gender: specific to women and/or men	None.
Disability: relating to people with either mental or physical disability	The reduction of aspects of the Inclusion and Integration Service may result in a slight negative impact for children and young people affected by disability.

Age: relating to different age groups e.g. older people or children and young people	None.
Religion or Belief: relating to a person's religion or belief (including non-belief)	None.
Sexual orientation: relating to whether a person is lesbian, gay, bi-sexual, heterosexual	None.
Marriage and civil partnership: relating to people who are married or are in a civil partnership	None.
Gender reassignment: relating to people who have proposed, started or completed a process to change his or her sex	None.
Pregnancy and maternity: relating to the condition of being pregnant or expecting a baby and the period after the birth	None.

3: Evidence used in developing the policy

Set out the evidence on impacts that you have collected in the development of the policy.

<p>Involvement and consultation</p> <p>In assessing the impact(s) set out above what evidence has been collected from involvement, engagement or consultation? Who was involved, when and how?</p>	<p>Planned discussions were held with head teachers, service managers to inform them of the requirements of Service Choices and provide an opportunity to discuss, contribute ideas to the proposed savings proposals.</p> <p>Public consultation was carried out on all the Service Choices options.</p> <p>Reducing disability access budget was agreed or strongly agreed by 52% of respondents and disagreed/strongly disagreed by 29%</p> <p>Reduction in home or hospital tuition was agreed or strongly agreed by 49% and disagreed/strongly disagreed by 28% of respondents.</p> <p>Consultation with Head teachers, Trade Unions and HR have taken place on several occasions as part of the Education Services budget working Group (representing all Schools and Services) between September 2015 and January 2016 to consider all options for those affected by the Service Choices package.</p>
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<p>Data and research</p> <p>Please specify what research was carried out or data collected, when and how this was done, and what other available research or data did you use?</p>	<p>As a core part of the Service Choices process Services were required to complete Stage 2 Option Review Templates.</p> <p>EDUCO 1a – reduction in the disability access budget Financial monitoring of this budget confirmed an ongoing underspend.</p> <p>EDUCO 1b – reduction in the home and hospital tuition budget by 25% (£3k) Review of current service delivery including revision of contract agreement with partner authorities.</p> <p>EDUCO1c – reduction in Quality Improvement Team materials by 60% Financial monitoring of this budget confirmed an ongoing underspend.</p> <p>EDUCO1d – reduction in specialist equipment by 20% Consideration of provision of specialist equipment, working with Health Boards.</p> <p>EDUCO1e – reduce repairs to outside contractors for Special Education by 30% Review of previous years spend in relation to ASN repairs.</p> <p>EDUCO1h – remove central budget for additional ASN cover Revision of school use of cover budget for ASN cover. Current Service review of ASN support.</p>
<p>Partners’ data and research</p> <p>What evidence has been provided by partners? Please specify partners.</p>	<p>Not applicable.</p>

<p>Gaps and uncertainties</p> <p>Have any gaps or uncertainties been identified in your understanding of the issues or impacts that need to be further explored?</p>	<p>None.</p>
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4: Detailed Action Plan to address gaps in evidence and to reduce negative impacts

No	Action	Responsible Officer(s)	Timescale
1	Review the prioritisation framework for home hospital tuition to ensure that any children children and young people who are affected by disability have their needs prioritised	David Bain	Feb 2016
2	Review framework for provision of specialist equipment to ensure that children and young people who are affected by disability have their needs prioritised	David Bain	Feb-March 2016
3	Work with NHS to identify any alternative sources and availability of specialist equipment	David Bain	March 2016

Note: Please add extra rows as required.

5: Performance monitoring and reporting

Please describe how the policy will be taken forward. This will act as a record for future reviews and the monitoring of the policy.

<p>When is the policy intended to come into effect?</p> <p><i>Insert the date and name of the Committee meeting that will approve</i></p>	<p>Proposed changes will be implemented with effect in 2016/2017.</p> <p>Decision will be made at council meeting on 11 Feb 2016</p>
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<i>the policy.</i>	
When will the policy be reviewed?	No planned review date at this stage.
Who is responsible for reviewing the policy?	David Bain, Education Manager, Inclusion and Equality.

6: Summary

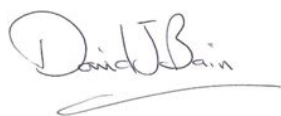
Name of policy:

This policy will help the council to meet the general equality duty to eliminate discrimination; advance equality of opportunity; and foster good relations by:

<p>Eliminate discrimination</p> <p>State how the policy will eliminate discrimination</p> <p>The savings proposals are not designed to eliminate discrimination, but seek to manage reductions in the education revenue budget with minimal impact on equality groups, ensuring that the overall education service is sufficiently resourced to deliver quality education.</p> <p>The impacts identified have associated mitigating actions.</p>
<p>Advance equality of opportunity</p> <p>State how the policy will advance equality of opportunity</p> <p>The proposal will result in savings to the education service, which will allow it to operate within budget and deliver equality of opportunity to all pupils across Argyll and Bute.</p>
<p>Foster good relations</p> <p>State how the policy will affect good relations</p> <p>The proposal will result in savings to the education service, which will allow it to operate within budget and ensure that it continues to foster good relations to all pupils across Argyll and Bute</p>

When completed, the assessment must be signed off by the lead officer and by the relevant Head of Service.

Signed:
Lead Officer



Date: 27 January 2016

A handwritten signature in black ink, appearing to be 'Stephen Colligan', written in a cursive style.

Signed:
Head of Service

Date: 27 January 2016

Completed assessments must be sent to: equality@argyll-bute.gov.uk or Stephen Colligan, Improvement and Organisational Development, for quality control, recording and publishing on the council's website.