Argyll and Bute Council: Equality and Socio-Economic Impact Assessment

Section 1: About the proposal

Title of Proposal
Reduction of the Educational Psychology Service by 22%.

Intended outcome of proposal
Budget reductions.

Description of proposal
Reduction of the number of educational psychologists from 6.8 full time equivalent (FTE) to 5.0 FTE with a continued expectation that services will be delivered across 80 schools and school communities. This will necessitate a complete service redesign to ensure that the service continues to deliver statutory duties with maximum impact for children and young people, including those with additional support needs and disabilities as well as working to reduce the poverty related attainment gap.

Business Outcome(s) / Corporate Outcome(s) to which the proposal contributes
BO108 All our Children and Young People are Supported to Realise Their Potential

Lead officer details:	
Name of lead officer	Roslyn Redpath
Job title	Principal Educational Psychologist
Department	Education
Appropriate officer details:	
Name of appropriate officer	Anne Paterson
Job title	**Head of Service**
Department	**Education**
Sign off of EqSEIA	*Anne Paterson*
Date of sign off	30.1.20

Who will deliver the proposal?
If the savings are taking the service redesign will be delivered by the Principal Educational Psychologist along with the wider team and in consultation with the Head of Service and partners.

Section 2: Evidence used in the course of carrying out EqSEIA

Consultation / engagement
Discussion with educational psychologists.

Data
Information from the Educational Psychology database and engagement with stakeholders.

Other information
Reference to legislation, including the Equality Act 2010 and Scottish Government policy drivers.

Gaps in evidence
Until any service redesign is required, evaluation of new models is not possible and therefore the full impact of a reduced Educational Psychology Service will not be clear until that time.

Section 3: Impact of proposal

Impact on service users:

	Negative	No impact	Positive	Don't know
Protected characteristics:				
Age	X			
Disability	X			
Ethnicity		X		
Sex	X			
Gender reassignment		X		
Marriage and Civil Partnership		X		
Pregnancy and Maternity		X		
Religion		X		
Sexual Orientation	X			
Fairer Scotland Duty:				
Mainland rural population	X			
Island populations	X			
Low income	X			
Low wealth	X			
Material deprivation		X		
Area deprivation	X			
Socio-economic background	X			
Communities of place?		X		
Communities of interest?		X		

Impact on service deliverers (including employees, volunteers etc):

	Negative	No impact	Positive	Don't know
Protected characteristics:				
Age		X		
Disability		X		
Ethnicity		X		
Sex		X		
Gender reassignment		X		
Marriage and Civil Partnership		X		
Pregnancy and Maternity		X		
Religion		X		
Sexual Orientation		X		
Fairer Scotland Duty:				
Mainland rural population	X			

	Negative	No impact	Positive	Don't know
Island populations		X		
Low income		X		
Low wealth		X		
Material deprivation		X		
Area deprivation		X		
Socio-economic background		X		
Communities of place?		X		
Communities of interest?		X		

If any 'don't know's have been identified, at what point will impacts on these groups become identifiable?
n/a

How has 'due regard' been given to any negative impacts that have been identified?
The risks of making the proposed budget savings and the likely consequences have been outlined clearly within the papers being submitted for consideration by Elected Members.

Section 4: Interdependencies

Is this proposal likely to have any knock-on effects for any other activities carried out by or on behalf of the council?	Yes

Details of knock-on effects identified
The educational psychology service works directly with school staff and partners to enhance skill and confidence in meeting the needs of children and young people with additional support needs and directing interventions to close the poverty related attainment gap. A 22% reduction to the educational psychology staffing will have a significant impact on the professional learning opportunities offered to staff within schools with a resulting knock on effect for learners and staff.

Section 5: Monitoring and review

How will you monitor and evaluate the equality impacts of your proposal?
The data collected by the educational psychology service will be carefully monitored to consider the impact on vulnerable groups by considering trends over time. There will be engagement with key stakeholders to consider the detail and effectiveness of changes to the service delivery model.