

EQUALITY IMPACT ASSESSMENT

Stage 1: Title and aims of the activity (“activity” is an umbrella term covering policies, procedures, guidance and decisions).	
Service	Education & Children’s Services
Section	Nursery Education
Title of the activity etc.	Early Learning and Childcare Strategic Review
Aims of the activity	<p>The Council provides Early Learning and Childcare (ELC) for approximately 6000 three and four year olds, and two year olds from vulnerable families in c160 facilities, half of which are independent ‘partner providers’ and half of which are directly delivered within primary schools. The Council also supports the infrastructure delivering childcare through child-minders, playgroups and out of school care provision, both directly and in partnership with the third sector. It is proposed to review the operation of this support.</p> <p>It is proposed to raise charges for Out Of School Care clubs to fully recover costs, and/or supporting the transfer of management to voluntary groups, and more widely by the market. A different approach will be taken in areas of multiple deprivation where the changes could allow a growth in targeted support for families, intervening at the earliest stage as part of the service’s approach to intervention and prevention. More widely, the service will rationalise the support to the childcare sector, established over a decade ago, procuring services which more clearly align to the needs of communities.</p>
Author(s) & Title(s)	<u>Audrey Hendry, Lead Officer Primary</u>

Stage 2: List the evidence that has been used in this assessment.	
Internal data (customer satisfaction surveys; equality monitoring data; customer complaints).	Gender monitoring data, ASN Assessments, Parental requests for provision, Family Information Service, Management Information from Local and National sources Intelligence gained from work with the voluntary sector, Information from Department for Work and Pensions (DWP)
Internal consultation with staff and other services affected.	<p>Staff of the Council and partners regularly engage with partners and head teachers to support provision. There is an annual conference on Early Years and Childcare to give staff up to date information and consult on new initiatives.</p> <p>Work of the Early Years Strategy Group (EYSG) provides information from a range of services.</p>
External consultation (partner organisations, community groups, and councils).	<p>Senior staff meet with Partner Providers and Voluntary Organisations on a regular basis to consider the provision of services for pre-school children. Work of the Early Years Strategy Group (EYSG) provides information from a range of services.</p> <p>Parent Council and PC Chair meetings to discuss educational provision.</p>

External data (census, available statistics).	Census data, school population data ,health statistics informal knowledge from schools and communities Survey of parents about extended hours and flexibility in response to the Children & Young Peoples Act 2014 HMle and Care Inspection Reports
Other (general information as appropriate).	Predicting pre-school numbers can be difficult. Some uncertainty still exists around the uptake of places for eligible 2 year olds. Mapping exercise to provide a profile of services at a local level by the Early Years' Forums will support targeting and ensure equality of provision including provision for those of protected characteristics

Stage 3: Evidence Gaps.

Are there any gaps in the information you currently hold?	Difficult to predict numbers for children and families, particularly for the uptake of new statutory entitlements for 2 year olds
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Stage 4: Measures to fill the evidence gaps.

What measures will be taken to fill the information gaps before the activity is implemented? These should be included in the action plan at the back of this form. THIS IS AN ONGOING SERVICE	Measures:	Timescale:
	Major review of all service in preparation for August 17 term	May 16
	Extended provision put in place 12/13 will be evaluated to see if we are able to identify early any additional support required for protected groups	December 16
	Gathering information on protected groups will be highlighted to ensure that the Service is able to better tailor services as appropriate.	March 17

Stage 5: Are there potential impacts on protected groups? Please complete for each protected group by inserting "yes" in the applicable box/boxes below.

	Positive	Negative	Neutral	Unknown
Age – Younger	Yes			
Age – Older			Yes	

Disability			Yes	
Race – (includes Gypsy Travellers)			Yes	
Religion or Belief			Yes	
Gender – male/female		Yes		
Pregnancy and maternity			Yes	
Sexual orientation – (includes Lesbian/ Gay/Bisexual)			Yes	
Gender reassignment – (includes Transgender)			Yes	
Marriage and Civil Partnership			Yes	

Stage 6: What are the positive and negative impacts?

Impacts.	Positive (describe the impact for each of the protected characteristics affected)	Negative (describe the impact for each of the protected characteristics affected)
<p>Please detail the potential positive and/or negative impacts on those with protected characteristics you have highlighted above. Detail the impacts and describe those affected.</p>	<p>Review of services will ensure that support is directed to the families which will benefit most from it. Evidence suggests this is the most effective form of early intervention for addressing inequality and promoting more equal outcomes. Age/ younger</p>	
		<p>Any staff changes in provision are more likely to affect females as the workforce in the sector is mainly female. Gender</p>

Stage 7: Have any of the affected groups been consulted?

<p>If yes, please give details of how this was done and what the results were. If no, how have you ensured that you can make an informed decision about mitigating steps?</p>	<p>The parents of young children with additional needs have been extensively consulted over the last year on future provision. This included on-line surveys, locally based parent meetings and individual sessions with affected parents.</p> <p>Parents are also consulted about the provision available when the first request for provision is made and then throughout their children's time with the early learning & childcare service, which has a full, formal consultation every two years.</p> <p>Staff have had access to consultation events. Proposed models will be fully consulted on.</p>
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Stage 8: What mitigating steps will be taken to remove or reduce negative impacts?

<p>These should be included in any action plan at the back of this form.</p>	<p>Mitigating Steps</p>	<p>Timescale</p>
	<p>Changes which are identified in having a negative impact on individual families can be phased over a term or several terms to give families time to make adjustments.</p>	
	<p>Staff changes will be subject to fair employment practices. Any changes will be dealt with within Council policies.</p>	

Stage 9: What steps can be taken to promote good relations between various groups?

<p>These should be included in the action plan.</p>	<p>Good early education naturally brings together families and children within communities. In developing expanded provision and thinking about the needs of parents and families as well as their children, this work should promote good relations.</p> <p>Consideration is being given to the provision of hours which best suits the needs of gypsy traveller families.</p> <p>Use the information gained in the consultation of parents with children with additional needs.</p> <p>Use existing consultation mechanism, parent groups, parent councils 121 support to individual parents and families and Getting it Right for Every Child (GIRFEC) Area Groups and Early Year Forum.</p>
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Stage 10: How does the policy/activity create opportunities for advancing equality of opportunity?

All evidence shows that early education results in better health and education later in life. While many of our children come from stable and comfortable homes, there are many who do not have that advantage. Offering supported childcare, early education and parental support and education can give the most vulnerable children a much better start in life, thereby reducing inequalities.

Stage 11: What equality monitoring arrangements will be put in place?

These should be included in any action plan (for example customer satisfaction questionnaires).

General monitoring of the pre-school population.
Monitoring of those children with additional support needs
Support to families as required.

Stage 12: What is the outcome of the Assessment?

Please complete the appropriate box/boxes	1	No negative impacts have been identified –please explain.
	2	Impacts have been identified, these can be mitigated- please explain
	Possible negative impacts have been identified. As various models of provision are likely to emerge impact assessments will be undertaken in relation to each proposed model.	
	3	The activity will have negative impacts which cannot be mitigated fully – please explain. * Please fill in Stage 13 if this option is chosen

* Stage 13: Set out the justification that the activity can and should go ahead despite the negative impact.

The objective of the intervention and national policy is to intervene early and focus on families which will benefit most from targeted support. In several areas this is governed by legislation – eg the extension of nursery provision to 2 year olds from families with specific characteristics. This intervention is designed to address inequalities and promote more equal outcomes over the long-term.

Stage 14: Sign off and authorisation.

1) Service and Team	Education, Learning and Leisure	
2) Title of Policy/Activity	Early Learning and Childcare Strategic Review	
3) Authors: I/We have completed the equality impact assessment for this policy/activity.	Name: Audrey Hendry Position: Lead Officer Primary Education 9.1.17 Date: Signature:	Name: Position: Date: Signature
	Name: Position: Date: Signature:	Name: Position: Date: Signature:
4) Consultation with Service Manager	Name: Date:	
5) Authorisation by Director or Head of Service	Name: Maria Walker Position: Director Date: 3.9.16	Name: Position: Date:
6) If the EIA relates to a matter that has to go before a Committee, Committee report author sends the Committee Report and this form, and any supporting assessment documents, to the Officers responsible for monitoring and the Committee Officer of the relevant Committee. E.g. Social Work and Housing Committee.		Date:
7) EIA author sends a copy of the finalised form to: eia@abdnshire		Date:
(Equalities team to complete) Has the completed form been published on the website? YES/NO		Date:

Action Plan

Action	Start	Complete	Lead Officer	Expected Outcome	Resource Implications
Generally Monitor the Pre-school Population to ensure that Protected Groups are supported			Gillian Milne	Staff work with good data to engage and consult with Protected Groups Provision is tailored to the greatest needs of vulnerable families and children	SEEMIS
Additional Support Needs		Ongoing	Audrey Hendry	Children with additional needs are identified as early as possible and provision made to support them in as local a setting as possible	Within staff costs
Family Support to those under the Protected Characteristics		Ongoing	Audrey Hendry	The Extended Provision for Nursery Education will ensure that families receive support from education, social work and health staff as appropriate.	Use of additional funding from Council and Scottish Government
Provision for Gypsy Travelling families		Ongoing	Audrey Hendry	When new provision is being put in place, there will consultation with Gypsy Travelling families to agree the best type of provision for their community	No additional resources

Use of existing consultation mechanisms to promote good relationships			Maria Walker	Ensure that the scheduled meetings with parents, Parent Councils, Parent Council Chairs and specific parent groups contain opportunities for formal and informal consultation on service provision	No additional resources
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