



EQUALITY IMPACT ASSESSMENT

Stage 1: Title and aims of the activity (“activity” is an umbrella term covering policies, procedures, guidance and decisions).	
Service	Education and Children’s Services
Section	Secondary Education and Additional Support
Title of the activity etc.	Budget Savings Proposal: Special Education Teacher Budget
Aims of the activity	This activity proposes a phased staffing reduction against the Special Education (Teachers) budget lines for <i>Networks</i> and <i>Other Special</i> . The first phase of staffing reduction (over two years) will result in the reduction of 30 FTE (from 329.FTE to 296.9 FTE) on full implementation of the Enhanced Provision staffing model. Alongside this a significant Career-Long Professional Learning strategy will be implemented, promoting capacity building in universal, targeted and specialist support for learners. Once the mainstream and Support for Learning workforce has developed appropriate skills, experience and expertise, further staffing reductions can be made against a backdrop of increased levels of staffing confidence and commitment resulting in an overall reduction of 90 FTE by 2019/20.
Author(s) & Title(s)	Head of Secondary Education and Additional Support

Stage 2: List the evidence that has been used in this assessment.	
Internal data (customer satisfaction surveys; equality monitoring data; customer complaints).	<p>Review and analysis of reporting on learner’s needs through Aberdeenshire’s Pupil Needs Analysis (March 2015)</p> <p>Feedback Team logged complaints re levels and capacity of Support for Learning staffing</p>

<p>Internal consultation with staff and other services affected.</p>	<p>Engagement and consultation on the Enhanced Provision staffing model with:</p> <ul style="list-style-type: none"> • Cluster HT groups • Local Management Groups • LNCT • ASHTA • PHTC • DHT Pupil Support group • PT SfL group <p>NB There has been no internal engagement/consultation with stakeholders regarding this budget savings proposal. We will engage with all key stakeholders and conduct a redundancy consultation in line with Council policy.</p>
<p>External consultation (partner organisations, community groups, and councils).</p>	<p>We will consult more widely with external groups as part of the overall Council and Authority budget efficiency savings proposals.</p>
<p>External data (census, available statistics).</p>	<p>Review and analysis of reporting on learner's needs through ScotXEd pupil census (September 2015)</p>
<p>Other (general information as appropriate).</p>	

Stage 3: Evidence Gaps.	
Are there any gaps in the information you currently hold?	<p>Stakeholder perceptions on levels of teaching Support for Learning staffing</p> <p>Stakeholder views on prioritisation and targeting of resources i.e. teaching against non-teaching staffing</p> <p>Other authority experiences in implementing similar staffing reductions</p>

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.	Measures:	Timescale:
	Stakeholder surveys	TBC
	Stakeholder consultation	TBC
	Stakeholder resource prioritisation and targeting activity	TBC

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	
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Impacts.	Negative (describe the impact for each of the protected characteristics affected)
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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.

The budget savings proposal could have a negative impact on children and young people with ASN/disabilities.

The reduction of SfL staffing could impact particularly on the provision of targeted and specialist support for learners with Additional Support Needs in Aberdeenshire Schools.

Such learners, at Levels 1, 2 and 3 of the Staged Intervention framework would receive less direct intervention from Support for Learning teachers through the provision of specialist services, tutoring and class teaching.

The class teachers and school staff who work with them would also receive less advice / consultation, cooperative teaching and capacity building which would also impact on their ability to meet learner's needs.

There would be a particular issue around generating negative feelings of parents and pupils. Such a reduction would need to impact most significantly on the many more Level 1 learners with ASN. There may be public perceptions that these children are being particularly disadvantaged with the reduced resources being targeted at a smaller albeit more vulnerable group.

There would be significant legal and reputational risks in terms of the authority's ability to fulfil its statutory duties within the Additional Support for Learning and equalities legislation. In turn, this could result in legal challenge and negative media coverage around any breach of our duties to individual or groups of vulnerable children and young people.

A reduction in cluster SfL staffing in mainstream schools could result in an increase in parental placing requests to both authority special schools and out-of-authority independent schools. Both could result in a higher spend per pupil, and increase pressure on the joint out-of-authority budgets, and not least, the removal of children and young people from their schools, families, homes and communities. The out-of-authority budget could be put under further pressure if authority schools experience challenges in supporting the most vulnerable children, and education and care placements become unsustainable.

Further, legal challenges could result in references to the ASN Tribunal around placing requests and disability discrimination. Such challenges present a significant reputational risk and can feed into negative relationships between internal and external stakeholders.

Further, a reduction in SfL staffing would impact on the authority's ability to respond to emerging national and local priorities, specifically the raising attainment and closing the gap agendas.

Finally an untimely reduction of staff would undermine implementation of the Enhanced Provision model, by impacting on staff capacity and stakeholder confidence. The model aims to enhance provision through equitable, transparent and consistent service development and delivery, and ultimately to improve educational outcomes for all learners.

Stage 7: Have any of the affected groups been consulted?	
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?	No

Stage 8: What mitigating steps will be taken to remove or reduce negative impacts?		
These should be included in any action plan at the back of this form.	Mitigating Steps	Timescale
	<p>A Career-Long Professional Learning and Training Strategy has been developed for all staff involved in meeting additional support needs of all learners. It identifies and sets out: roles and responsibilities; the priority areas under five key themes; the identification of learning and development needs; how learning and development needs will be addressed; how training needs will be reviewed.</p> <p>It is anticipated that as the strategy is implemented and embedded this could mitigate against negative impacts for children and young people (with ASN/disabilities). However, this will take time in building the workforces confidence and commitment. This further implies invest-to-save funding over a three year basis. It may be more prudent to initiate any SfL staffing reduction during the final year of implementation i.e. school session 2017-18.</p>	August 2015-July 2018
	<p>A review of Support for Learning staffing and management has been planned and a project officer appointed to progress this. This review will look at current provision and practice in the provision of Support for Learning and make recommendations for design and delivery. It is anticipated this may include recommendations to promote a shift from direct intervention to a consultation and advisory model of targeted (Levels 1 and 2) Support for Learning. However such a shift can only be based on increased capacity of mainstream class teachers to plan and provide for targeted support in the classrooms.</p>	January – December 2016

	Co-production of services for children and young people (with ASN/disabilities) through community, parent and pupil participation. Such an approach would involve paradigm shift from a service provider – service user model to shared ownership and responsibility for meeting learner’s needs	To be developed

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

These should be included in the action plan.	A political commitment to engage with internal and external stakeholders in a resource prioritisation and targeting exercise could promote good relations but this would need to be timely, transparent and responsive to feedback.
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Stage 10: How does the policy/activity create opportunities for advancing equality of opportunity?

In the short-term this activity could not progress opportunities for advancing equality of opportunity. Over the long-term, there may be opportunities as the authority’s provision for universal, targeted and specialist Support for Learning through mainstream schools might be enhanced. This would promote the rights of the child to an inclusive education, and ensure that children can be educated at their local schools.

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

These should be included in any action plan (for example customer satisfaction questionnaires).	Consultation with trade unions Consultation with head teachers, teachers and PSAs through questionnaires and focus group discussions Consultation with partners and pupils through focus group discussions Consultation with parents/carers and pupils through questionnaires and focus group discussions
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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	Negative Impacts have been identified, these can be mitigated - please explain. * Please fill in Stage 13 if this option is chosen.

	Negative impacts can be partially mitigated although time considerations will be key, as will be ensuring the goodwill of stakeholders	
	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 proposed budget savings could be progressed on the back of implementation of the CLPL strategy and the SfL staffing and management review although the timing will be an essential factor in terms of ensuring stakeholder confidence in the authority's commitment to meet learner's needs.

Stage 14: Sign off and authorisation

Sign off and authorisation.	1) Service and Team	Education and Children's Services, Secondary Education and Additional Support		
	2) Title of Policy/Activity	Budget Savings Proposal: Special Education Teacher Budget		
	3) Authors: I/We have completed the equality impact assessment for this policy/activity.	Name: Position: Head of Secondary Education and Additional Support Date: Signature:	Name: Position: Date: Signature:	
		Name: Position: Date: Signature:	Name: Position: Date: Signature:	
	4) Consultation with Service Manager	Name: Director of Education and Children's Services Date:		
	5) Authorisation by Director or Head of Service	Name: Position: Director, Education and Children's Services Date:	Name: Position: Date:	

	<p>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.</p>	<p>Date:</p>
	<p>7) EIA author sends a copy of the finalised form to: eia@abdshire</p>	<p>Date:</p>
<p>(Equalities team to complete) Has the completed form been published on the website? YES/NO</p>		<p>Date:</p>

Action Plan					
Action	Start	Complete	Lead Officer	Expected Outcome	Resource Implications
Career-Long Professional Learning and Training Strategy	August 2015	July 2018		Increased staffing confidence, competence and commitment	£375K above current budget allocation for 3 year time-frame
SfL staffing and management review	January 2016	December 2016		Shift from direct intervention to consultation/advisory model for SfL for children and young people for Levels 1 and 2	Salary costs for ASN Project Officer Costs associated with implementation of recommendations