



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 Service
Section	Secondary Education and Additional Support (SEAS)
Title of the activity etc.	Pupil Support Assistant Budget: Savings Delivery Plan
Aims of the activity	To propose budget savings through a phased reduction of 164 FTE over a 5 year period
Author(s) & Title(s)	Vincent Docherty, Head of Service, 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).	NB no internal data has been gathered with specific reference to the proposed budget saving
Internal consultation with staff and other services affected.	NB no internal consultation has been carried out with specific reference to the proposed budget saving
External consultation (partner organisations, community groups, and councils).	NB no external data has been gathered with specific reference to the proposed budget saving
External data (census, available statistics).	NB no external data has been gathered with specific reference to the proposed budget saving

Other (general information as appropriate).	
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Stage 3: Evidence Gaps.	
Are there any gaps in the information you currently hold?	There is no specific evidence (data/consultation) regarding the impact of such a reduction, specifically in terms of stakeholder perception/opinions. There has been no analysis of PSA support to children at Levels 1, 2 or 3.

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:



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	

Impacts.	Negative (describe the impact for each of the protected characteristics affected)
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<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>This budget savings proposal will have a NEGATIVE impact on the following protected characteristic groups: age/younger; and disability.</p> <p>PSAs provide support to children/young people with ASN/disability through Aberdeenshire's Staged Intervention model, specifically Levels 1 to 3. They provide support for learning and behaviour management, personal and intimate care, and medical supports, with specific reference to risk management and Health and Safety. Some PSAs provide intensive support to a small number of learners with complex needs; others support teachers to deliver group activities through a differentiated curriculum to children with a wider range of needs. A reduction in PSA numbers will necessitate prioritisation and targeting of the remaining resource. In order to ensure risk and H&S considerations, particularly in the playground, it would be anticipated the children/young people with the most complex needs would need to be prioritised, with significant implications promoting the support of children/young people at Levels 1 and 2 within mainstream classes and playgrounds, and a particular impact on small, rural schools. The nature and scope of the PSA support provided to children/young people would inevitably shift away from supporting learning and behaviour, resulting in a diminished curricular experience. There would be increased pressure on all stakeholders, which could contribute to a drop in parent/community confidence. The authority could be subject to increased legal challenges in terms of our statutory duties to meet ASN and make reasonable adjustments. Further the authority would be more vulnerable in terms of ensuring we meet our duty of care to ensure a learning environment which is safe and supported.</p> <p>This reduction could result in an increase of references to the ASN Tribunal, parental complaints and reputational risk. Further, increased pressure on teaching staff could result in increased absences and issues with staff retention.</p> <p>Increasing the professional grade of PSAs would contribute to an increased sense of value; however this would not fully mitigate against the negative reaction among the staff to the reduction of numbers. Again, up-skilling the PSAs would strengthen their capacity to support all aspects of children's learning and development, particularly around providing more niche support to children/young people with specific profiles of need. However, reduced numbers in the short-term would not allow for an embedding of these new skills-set which would further be diluted, particularly in small rural schools.</p>
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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 affected groups have been consulted on the proposed budget saving

Stage 8: What mitigating steps will be taken to remove or reduce negative impacts?		
	Mitigating Steps	Timescale
These should be included in any action plan at the back of this form.	Ongoing review of PSA job profile to promote more focussed role and remit	Ongoing
	Analysis of deployment of PSA against levels of need i.e. Level 1-3 to analyse how PSA should be more appropriately targeted	March-June 2016
	PSA induction and CLPL and Training strategy to ensure PSAs are more highly skilled	Ongoing
	Increase from Grade D to Grade E to promote increased goodwill and increase expectations that PSAs will move to higher level of qualification	2017
	Stakeholder resource prioritisation and targeting exercises	TBC

Stage 9: What steps can be taken to promote good relations between various groups?	
These should be included in the action plan.	Future work will involve continuing consultation with internal stakeholders (head teachers, teachers and PSAs) and external stakeholders (trade unions, partner agencies, parents/carers and pupils)



Stage 10: How does the policy/activity create opportunities for advancing equality of opportunity?

The PSA post contributes to meeting the needs of learners with disabilities. It is possible an upskilled and upgraded PSA post could better promote inclusive education, although this would be predicated on a timely and phased integration/

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

These should be included in any action plan (for example customer satisfaction questionnaires).	<p>Continuing consultation with head teachers, teachers, PSAs, pupils and parents through quality improvement processes.</p> <p>Continuing monitoring of parental complaints, ASN Tribunal references and media coverage</p>
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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	<p>Negative Impacts have been identified, these can be mitigated - please explain.</p> <p>* Please fill in Stage 13 if this option is chosen.</p>
	3	<p>The negative impacts could be mitigated to an extent, although the reputational risks would remain and confidence/capacity of the wider mainstream and ASL staffing workforce would be compromised in the short-to-medium term</p>
	3	<p>The activity will have negative impacts which cannot be mitigated fully – please explain.</p> <p>* Please fill in Stage 13 if this option is chosen</p>
Please see above		

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

Stage 14: Sign off and authorisation.			
Sign off and authorisation.	1) Service and Team	Education and Children's Service Secondary Education Additional Support (SEAS)	
	2) Title of Policy/Activity	PSA Post: Savings Delivery Plan	
	3) Authors: I/We have completed the equality impact assessment for this policy/activity.	Name: Position: Head of Service Date: 02 February 2016 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: 02 February 2016	
	5) Authorisation by Director or Head of Service	Name: Position: Director of Education & Children's Services Date: 02 February 2016	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
Ongoing review of PSA job profile to promote more focussed role and remit	Ongoing		QIO (ASN: Pupil Support)	Shared understanding of PSA remit facilitating prioritisation of tasks/support provided	None
Analysis of deployment of PSA against levels of need i.e. Level 1-3 to analyse how PSA should be more appropriately targeted	March-June 2016	July-September 2016	QIO (ASN: Pupil Support)	Shared understanding of PSA remit facilitating prioritisation of tasks/support provided	None
PSA induction and CLPL and Training strategy to ensure PSAs are more highly skilled	Ongoing			More effective targeted support for identified pupils	Cost of £78,022 in 2016-17 for additional 10 hours CLPL for each PSA pro rata

Increase from Grade D to Grade E to promote increased goodwill and increase expectations that PSAs will move to higher level of qualification	2017		QIO (ASN: Pupil Support)	PSAs have wider range and higher level of CLPL opportunities, improving skill-set and understanding of ASL	This would result in savings being reduced by £402K
Stakeholder resource prioritisation and targeting exercises	TBC		QIO (ASN: Pupil Support)	Shared understanding of PSA remit facilitating prioritisation of tasks/support provided	None