

## EQUALITY IMPACT ASSESSMENT

Stage 1: Title and aims of the activity (“activity” is an umbrella term covering policies, procedures, guidance and decisions).	
Service	Education Learning and Leisure
Section	Nursery Education Budget Currently
Title of the activity etc.	Providing pre school education and childcare support across Aberdeenshire
Aims of the activity	The aim is to offer pre school education, out of school care and family information and support across Aberdeenshire in Council, private and voluntary settings in over 200 settings and schools. The Service provides preschool education and care provision to 3 and 4 year olds, offers information on the choice of provision to families through the Family Information Service and makes direct provision of, and support to voluntary organisations for out of school provision which supports working parents by providing affordable childcare at school. Through a grants system the Council funds registered charities and local voluntary groups to support vulnerable children and families.
Author(s) & Title(s)	<span style="background-color: #cccccc; display: inline-block; width: 100px; height: 15px;"></span> , Director

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 Needs Assessments, Parental requests for provision, Family Information Service, Management Information from Local and National sources Intelligence gained from work with the voluntary sector
Internal consultation with staff and other services affected.	Staff of the Council and partners regularly engage in CPD opportunities to support the provision. There is an annual conference on Early Years and Childcare to give staff up to date information and consult on new initiatives. Senior staff meet with Partner Providers and Voluntary Organisations on a regular basis to look at the basis of the contract to provide services for pre-school children and to discuss access to provision as well as funding.
External consultation (partner organisations, community groups, and councils).	Parent meetings to discuss educational provision Budget simulator Community engagement events

<p>External data (census, available statistics).</p>	<p>Census data, school population data ,health statistics informal knowledge from schools and communities</p> <p>HMIe and Care Inspection Reports</p>
<p>Other (general information as appropriate).</p>	<p>Predicting pre school numbers can be difficult and as this is the first time children and families are accessing mainstream provision , knowledge will be necessary limited</p>

Stage 3: Evidence Gaps.	
Are there any gaps in the information you currently hold?	Difficult to predict numbers and we do not have adequate data on all protected characteristics, for children and families – see above However we have little details of single sex couples.

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. <b>THIS IS AN ONGOING SERVICE</b>	Measures:	Timescale:
	Major review of all service for August 15 as provision will be expanded by 600 hours per child	August 15
	Enhanced provision put in place 12/13 will be evaluated to see if we are able to identify early any additional support required	Dec 13
	All current users and providers being consulted on best fit for them of additional 600 hours. This evidence will be used to develop new provision	Dec 13
	Gathering information on protected groups will be highlighted as a priority to ensure that the Service is able to better tailor services as appropriate.	Aug 14

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	Not applicable			
Disability	Yes			
Race – (includes Gypsy Travellers)	Yes			
Religion or Belief				Yes
Gender – male/female			Yes	
Pregnancy and maternity	Not applicable			

Sexual orientation – (includes Lesbian/ Gay/Bisexual)				Yes
Gender reassignment – (includes Transgender)				Yes
Marriage and Civil Partnership	Not applicable			

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)
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.	Early education and childcare contributes to children having the best start in life <b>Age/ younger</b>	
	The new expanded provision gives children more access – 600 hours – to early years provision <b>Disability and Race</b>	
	Developing this work in a partnership approach allows universal services to support the most vulnerable children and their families earlier and allows multi disciplinary work with social work and health colleagues to be better targeted and work to professional strengths <b>This applies to each of the protected characteristics</b>	
	More locally based provision, offered over longer hours will support such protected groups as children with additional needs and gypsy travelling children <b>All</b>	

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 in pre school</p> <p>Key Findings of this include</p> <ul style="list-style-type: none"> <li>• expanding the service in local areas to ensure that the additional 600 hours are added to existing provision</li> <li>• working with key partners of Social Work and Health to provide one point of contact for services to families</li> </ul>
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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
	No negative impacts of this provision	

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 brings together naturally 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>Look at provision of gypsy travelling 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 and 121 support to individual parents and families.</p>

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

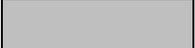
Stage 12: What is the outcome of the Assessment?

Please complete the appropriate box/boxes	1	No negative impacts have been identified –please explain.
	Based on the evidence found at Stage 2, Nursery Education positively impacts on the Protective Characteristics Groups. As there is an expansion in provision, there are no substantial negative impacts	
	2	Impacts have been identified, these can be mitigated- please explain
	The only negative impact is that the growing population in some areas is at present putting real strain on the provision. There are real dangers that the early education on offer is minimal and does not fulfil needs properly in these areas (A96 corridor)	
	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.

Stage 14: Sign off and authorisation.

Sign off and authorisation.	1) Service and Team	Education, Learning and Leisure	
	2) Title of Policy/Activity	Nursery Education (if appropriate)	
	3) <b>Authors:</b> I/We have completed the equality impact assessment for this policy/activity.	Name: <input type="text"/>	Name: <input type="text"/>
		Position: Director Date: Oct 2013 Signature:	Position: Head of Service Date: Oct 2013 Signature:
	4) Consultation with Service Manager	Name:	
		Date:	
	5) Authorisation by Director or Head of Service	Name:	Name:
Position: Date:		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	Ongoing			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	Jan 2013	Ongoing		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	June 2013	Ongoing		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	Aug 2014	Ongoing		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	ongoing			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