




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 & Leisure		
Section.	Special Education		
Title of the activity etc.	Special Education Budget		
Aims of the activity.	The aim is to meet children and young people’s needs in all our schools by providing support learning services as well as provide support through our enhanced provision centres. By doing this the full range of additional support needs are met by mainstream schools, special schools and specialised services. This includes responding to short-term needs as well as long-term conditions that may require the support of highly specialist and targeted services. The meeting of all our learners’ needs is enshrined in Scottish legislation as a requirement for all local authorities.		
Signature(s)		Date	20 November 2013

Stage 2: List the evidence that has been used in this assessment.

Internal data (customer satisfaction surveys; equality monitoring data; customer complaints).	Additional Support Needs assessments, parental complaints, compliments and placing requests. Management information from local and national sources, for example, national Additional Support Needs data; co-ordinated support plan tracking, Looked After Children tracking, school attendance, attainment and self-evaluation. Intelligence gathered from partnership work with the National Health Service, Housing and Social Work and the third sector.
Internal consultation with staff and other services affected	Consultation with teaching and non-teaching staff through the review of the post of Pupil Support Assistant. Regular liaison around Support for Learning issues at Aberdeenshire Primary Head Teachers’ Council and Aberdeenshire Secondary Head Teachers’ Association.
External consultation (partner organisations, community groups, and councils.	Parent meetings, Additional Support Needs parental forums, views of parents and partners through the review of enhanced provision.

External data (census, available statistics).	Census data, annual Additional Support Needs figures, Co-ordinated Support Plan data, health statistics, Quality Improvement data, HMIE Reports.
Other (general information as appropriate).	

Stage 3: Evidence Gaps.

Are there any gaps in the information you currently hold?	We do not have all data about all protected characteristics as much is dependent on people providing information. Staff vigilance is required to ensure potentially hidden protected groups or individuals are appropriately identified and supported.
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Stage 4: Measures to fill the evidence gaps.

	Measures:	Timescale:
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.	Better targeted stakeholder engagement.	Jan 2014 onwards as part of enhanced provision implementation.
	Gathering information on a protected groups will be highlighted as a priority. Awareness raising for staff to identify potential protected groups and individuals to be embedded in continuous professional development	February 2014 Inset Workshops

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>	Disability - The budget ensures Children and Young People with disabilities have their needs met.	
	All protected characteristics – the implementation of the new enhanced provision model will ensure more local access to required support. The special education budget provides targeted support for specific groups following comprehensive assessment. This means over time projects specific to raising boys' attainment all are underway or supporting pregnant young people, for example.	

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>Yes - The parents of children and young people with Additional Support Needs have been extensively consulted over the last year on future provision. This included online surveys, locally based parent meetings and individual sessions with affected parents. Parents are also fully consulted in relation to the individual enhanced support for their child through review meetings and school planning processes.</p>
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Stage 8: What mitigating steps will be taken to remove or reduce negative impacts?

	Mitigating Steps	Timescale
<p>These should be included in any action plan at the back of this form.</p>	N/A	

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 communication where the needs of the child and the views of their family is fully considered. Ongoing communication and liaison internally and externally to describe changes to enhanced provision. Continued use of all available consultation mechanisms. Clear understanding of everyone's responsibilities to meet learners' needs.</p>
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Stage 10: How does the policy/activity create opportunities for advancing equality of opportunity?

	<p>The right support, in the right place at the right time ensures everyone's needs are met. The correct balance of support at school can positively impact upon a child's home life. This budget provides support to reduce barriers to learning, thereby reducing inequalities.</p>
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Stage 11: What equality monitoring arrangements will be put in place?

<p>These should be included in any action plan (for example customer satisfaction questionnaires).</p>	<p>Based on the evidence found at stage 2, special education positively impacts on the protective characteristics. There are no negative impacts. All Additional Support Needs policies are equality monitored and the forthcoming area implementation plans for enhanced provision will be locally equality monitored.</p>
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Stage 12: What is the outcome of the Assessment?

Please complete the appropriate box or boxes	1	No negative impacts have been identified –please explain
		The special education budget funds a broad spectrum of support to meet all needs. The use of the budget reduces barriers and improves equality for all. There are no negative impacts identified.
	2	Negative Impacts have been identified, these can be mitigated - please explain
		*Please fill in Stage 13 if this option is chosen
	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.**

N/A

Stage 14: Sign off and authorisation.

Sign off and authorisation.	1) Service and Team	Education, Learning & Leisure		
	2) Title of Policy / Activity	Special Education Budget (if appropriate)		
	3) I/We have completed the equality impact assessment for this policy/activity.	Name: 	Name:	Position:
		Position: Head of Service Date:20/11/2013	Date:	
4) Consultation with Service Manager	Name:			
	Date:			

	5) Authorisation by Director or Head of Service	Name: Position: Director of Education, Learning & Leisure Date:
	6) If the EIA relates to a matter that has to go before a Committee, send this form, and any supporting assessment documents, to the Committee Officer of the relevant Committee, e.g. Housing and Social Work Committee.	Date:
	7) Send a copy of the finalised form to EIA@aberdeenshire.gov.uk	Date:
Has the completed form been published on the website (<i>Equalities team to complete</i>)	Date:	

Action Plan

Action	Start	Complete	Lead Officer	Expected Outcome	Resource Implications
Monitoring ongoing of Children and Young People in the Additional Support Needs. Improve data collection and management of information systems	Ongoing			<p>Staff have good data to inform interaction.</p> <p>This will allow better targeted information.</p>	Seemis development.
Effective communication ongoing regarding changes to enhanced provision. Use as many consultation methods as possible.	Ongoing			Reduced anxiety and increased clarity of understanding around change management.	Project Officer Enhanced Provision.
Use of existing consultation mechanisms.	Ongoing			Reduced anxiety and increased clarity of understanding around change management.	Project Officer Enhanced Provision.