

INTEGRATED IMPACT ASSESSMENT COVERING

- **EQUALITIES & SOCIO ECONOMIC DUTIES**
- **HUMAN RIGHTS AND RIGHTS OF THE CHILD**

STAGE 1 - DO I NEED A DETAILED IMPACT ASSESSMENT?

Service/department		
Name of policy or proposal	Removal of peripatetic pupil support post for children with additional support needs in early learning centres.	
Budget template reference		
Is this a		Mark X below
New activity, programme or policy?		
Change to an existing activity, programme or policy?		
Budget proposal?		x

Duties: tick the boxes you think apply	No	Maybe	Yes
Equalities: Will your proposal have an impact on groups with protected characteristics? <i>Consider the impact of your proposal on people and how they access your services and information without barriers.</i>			x
Socio-economic <i>Not every person/family has access to regular income or savings. Will your proposal have an adverse impact on them</i>		x	
Does your policy or proposal impact on the human rights of people?			
Does your policy proposal impact on the rights of children and young people		x	

Reasoning
Briefly describe your reasoning for the responses given above:

The EYES teaching posts support a variety of settings with both Early Intervention and Teaching and Learning. Whilst the children that the Early Intervention teachers work with may not have a discrete recognised Additional Support Need (ASN) the EI team support ELC settings to ensure the developmental needs are met and support with Child planning.
The Principal teacher of the Early Years team line manages the teachers and also has responsibility for supporting some ELC settings with both Early Intervention and Teaching and Learning.

If you have answered **maybe** or **yes** to any of the Stage 1 questions above then proceed to complete the Stage 2 Impact Assessment questions below.

If you have answered **no** to the Stage 1 questions above then please sign off by providing the details below and submit to don.toonen@moray.gov.uk

Lead Officer for developing the policy or proposal	
Other people involved in the screening (this may be council staff, partners or others i.e. contractor or community)	
Date	

STAGE 2: DETAILED IMPACT ASSESSMENT

Brief description of the affected service

1. Describe what the service does:

Early learning settings provide nursery care and education for children age 2 – 5.

Recent expansion in service with hours on offer =1140 per child

Service operates out of 63 centres (24 local authority and the remainder being privately run and in contract with Moray Council to offer funded hours) with setting capacities varying from as little as 16 to over 80 children at any one time.

The total number of service users (children accessing hours) is 1325 within our private nurseries and 637 in local authority nurseries (as of September 2023 however there is a January and April intake not factored in.)

The Early Years teaching team support all nurseries across Moray and all are allocated to specific Associated Schools Groups (ASG's) to provide continuity and consistency for children and staff teams.

2. Who are your main stakeholders?

The children themselves and their parents.

Total number of service users is noted above. The number of children in Child planning in June 2023 was;

Buckie ASG – 46

Elgin Academy ASG – 70

Elgin High ASG – 22

Forres ASG – 35

Keith ASG – 24

Lossiemouth ASG - 18

Milnes ASG – 13

Speyside ASG – 13

These child planning figures give an indication as to how many ELC children currently require either single or multi agency support across Moray to meet a variety of needs – the Early intervention teachers are pivotal in supporting the child planning process.

3. What changes as a result of the proposals? Is the service reduced or removed?

Total service staffing = The EYES team consists of 10.41 FTE staff of which the PSA is 0.41FTE and the remainder of FTE is for the teaching team.

If 2 Early Intervention teachers and the Principal teacher were to be taken as a saving this would reduce teacher FTE to 7.0.

This would result in the current allocation of one Early Intervention teacher per ASG being revisited and reduced as there would be less capacity amongst all of the team. Line management of the EYES team would be under Early Years' Service Manager if the Principal teacher post no longer exists which would create additional capacity challenges.

4. How will the proposals impact on your customers?

Less teachers will result in less visits to settings. This in turn will impact on Early Intervention support for children

5. Impact on staff providing the service

This would result in the current allocation of one Early Intervention teacher per ASG being revisited and reduced as there would be less capacity amongst all of the team. Line management of the EYES team would be under Early Years' Service Manager if the Principal teacher post no longer exists which would create additional capacity challenges.

6. How will your proposals impact on people with these protected groups?

(consider the impact on both customers and staff providing the service)

Protected groups	X	Potential impacts and considerations – give details
Race	x	A higher proportion of children with ASN come from ethnic minority groups with language barriers.
Disability	x	A proportion of children with ASN are viewed as having a disability with the terms of the Equalities Act
Carers (for elderly, disabled or minors)		
Sex		
Pregnancy and maternity (including breastfeeding)		
Sexual orientation		
Age (include children, young people, midlife and older people)	x	The service is specifically for children.
Religion, and or belief		
Gender reassignment		
Inequalities arising from socio-economic differences	x	There is a higher proportion of ASN children from poorer socio-economic backgrounds.

Human rights

Potentially relevant convention rights	X	Describe, where applicable, if and how specific rights are affected.
Article 5: Right to liberty and security		
Article 6: Right to a fair trial		

Potentially relevant convention rights	X	Describe, where applicable, if and how specific rights are affected.
Article 8: Right to respect for private and family life, correspondence and the home	x	Potential to put additional pressure onto parents/families of children with ASN
<i>Article 10: Freedom of expression</i>		
<i>Article 11: Freedom of assembly and association</i>		
<i>Article 12: Right to marry</i>		
<i>Article 14: Prohibition of discrimination (in relation to the convention rights)</i>	x	Potential to put additional pressure onto parents/families of children with ASN
<i>Article 1 of Protocol 1: Protection of property</i>		
<i>Article 2 of Protocol 1: Right to education</i>		
<i>Article 3 of Protocol 1: Right to free elections by secret ballot</i>		

Children's Rights and Wellbeing

Relevant articles – UNCRC	X	Describe, where applicable, if and how specific rights are affected.
Article 2 – Non discrimination		
Article 12 – Respect of the views of the child		
Article 3.1 – Best interest of the child	x	Potential to affect outcomes for children
Article 6.2 – Right to survival and development		

7. Evidence. What information have you used to make your assessment?

Performance data	
Internal consultation	
Engagement or consultation with affected groups	No consultation has taken place yet but will be required.
Local statistics	Information gathered by Early Intervention teachers on a termly basis and collated at the end of each academic year
National statistics	
Other	

8. Evidence gaps

Do you need additional information in order to complete the information in the previous questions?

Consultation with service users will help explain the changes proposed and give an opportunity for their views to be considered. Tease out any further issues which have not been identified.

9. Mitigating action

Can any negative impacts of the proposals be mitigated?

Role out of expanded hours of ELC is still fairly new. Consistent support for settings has taken time to establish particularly with COVID affecting ability to complete site visits.

10. Justification

If nothing can be done to reduce the negative impact(s) but the proposed proposal must go ahead:

Resources are a critical issue for the Council with a pressing need to reduce operating costs. Expanded ELC is a new service and element of settling in of service/budget. Budget currently overspent and reduction required.

With ELC a balance has to be struck between total available resources and money spent on ASN/non ASN whilst also meeting National Standard requirements/legislation.

Still same hours of contact given to children. Issues identified with staffing support will have an impact but proportionately not a major impact.

CONCLUSIONS:	Indicate with an X
1. The impact of the proposals were found to be positive in: <ul style="list-style-type: none"> • Reducing discrimination, harassment, victimisation or other conduct prohibited under the Equality Act 2010 • Promoting equality of opportunity and fostering good relations 	
2. No negative impacts were identified in the proposals/ any negative impacts were considered to be negligible	
3. Some potential negative impacts have been identified as outlined in question 6. <ul style="list-style-type: none"> • Protected characteristics under the Equalities Act • Socio Economic impact and inequality • Human rights/rights of the Child 	X
4. Negative impacts can be mitigated with the proposed actions outlined in question 8.	
5. The negative impacts cannot be fully mitigated but the proposals can be justified as outlined in question 9.	
6. Further consultation with affected groups is needed	X
7. It is advised not to go ahead with the proposals.	

Sign off and authorisation:

We have completed the integrated impact assessment for this policy/activity.	Name: Hazel Sly Position: Early Years' Service Manager Date: 2/10/23
Authorisation by head of service	Name: Vivienne Cross Position: Head of Education Date: 9/10/23
Permission to publish on website - yes	
Please return this form to the Equal Opportunities Officer, Chief Executive's Office.	

STAGED