



EQUALITY IMPACT ASSESSMENT

Stage 1: Title and aims of the activity (“activity” is an umbrella term covering policies, procedures, guidance and decisions).	
Service	Education & Children’s Services
Section	Education
Title of the activity etc.	Nursery
Aims of the activity	<ul style="list-style-type: none"> • Give children in Aberdeenshire the best start in life • Provide early learning and childcare for eligible families in Aberdeenshire • Contribute to the reduction of inequalities
Author(s) & Title(s)	Audrey Hendry, Lead Officer Early Years
Stage 2: List the evidence that has been used in this assessment.	
Internal data (customer satisfaction surveys; equality monitoring data; customer complaints).	2017 internal activity and impact report
Internal consultation with staff and other services affected.	ESC Senior Management Team Early Years officer team Cross service working groups
External consultation (partner organisations, community groups, and councils).	2017 internal activity and impact survey and individual provider meetings Service design sessions with family support workers, Quality Improvement Officers, Education Support Officers
External data (census, available statistics).	Care Commission inspection reports Education Scotland reports Admissions process ASN returns

Other (general information as appropriate).	
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Stage 3: Evidence Gaps.	
Are there any gaps in the information you currently hold?	No modelling has taken place at the level of individual establishments

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:
	Ongoing monitoring of levels of reported need	Present – June 18
	Ongoing monitoring of reports for support	Present – June 18
	Case study evidence from family nurture pilots	By June 18
	Qualitative data from 1140 pilot sites	By June 18

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	YES		
Age – Older			YES	
Disability	YES	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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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.	Younger Redesign of the out of School Care system should create opportunities to reinvest resources into supporting private providers and social enterprise groups to enter the OOSC market. At present the market in some areas is adversely effected by lower charges in LA settings. Changes may result in more provision.	Increased fees may not be affordable by some families.
		The redesign of support services for staff during a period of expansion in response to the Scottish Government's 1140 hours expansion may lead to reduction in hours available to individual settings. This may result in longer periods between quality assurance procedures. This could result in delays in identifying performance issues in some settings.
		The removal of direct support to families may impact on the protected characteristic younger and disability. Given that families access these services for a wide range of reasons, it is not possible to quantify the percentage of families where these characteristics are the reason for referral. It is however likely that a higher proportion of those accessing support will be within these groups. Thresholds for access to support are likely to be raised.

		The removal of support for families where children have disabilities will impact direct on this group. Families will need to access other supports through other routes.

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?

Not directly. However all agencies and third partner colleagues have robust evaluation processes in place. These are reported to the local authority on a regular basis. These evaluations highlight what is valued by service users and how they access services. The design of mitigating steps has been informed by these evaluations.

Mitigation steps are also based on knowledge of good practice in the service areas under consideration. It is also informed by delivery of similar services in other geographical areas.

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.	Some present service delivery arrangement have not been reviewed for more than five years. Service redesign will refocus existing resources and staff, eliminating overlaps and modernising processes. This will result in more efficient and effective interventions.	August 2018
	Improving processes around identification of needs and signposting to alternative, available services will be implemented.	Ongoing from April 2018
	Family nurture approaches will be developed as part of the 1140 expansion, encouraging families to seek support before it becomes critical. Family nurture will require ECS staff and partners to become more involved in community resilience and capacity building.	Ongoing from January 2018
	Increased expectations on ECS, schools and early years establishments to support family learning will increase access to support programmes for families, mitigating negative impacts on service users.	Ongoing from August 2017
	New management structures in 1140 sites will increase time available for managers to work directly in settings with families, particularly those in need.	Ongoing from April 2018

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

<p>These should be included in the action plan.</p>	
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Stage 10: How does the policy/activity create opportunities for advancing equality of opportunity?

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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>Quarterly evaluation of impact will be undertaken by early years officers. This will be carried out with existing groups of Head Teachers.</p>
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Stage 12: What is the outcome of the Assessment?

<p>Please complete the appropriate box/boxes</p>	1	No negative impacts have been identified –please explain.
	2	<p>Negative Impacts have been identified, these can be mitigated - please explain. * Please fill in Stage 13 if this option is chosen.</p>
	3	<p>The activity will have negative impacts which cannot be mitigated fully – please explain. * Please fill in Stage 13 if this option is chosen</p>
<p>Where services are being redesigned to ensure more efficient and effective service delivery any negative impact should be mitigated fully by the realigned services. Where services are being ceased impacts will be mitigated partially by sign posting, new approaches to family nurture and family learning. Support for families will be carried out through group interventions. No individual visits will be made to family homes.</p>		

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

Changes in support arrangements are to non-statutory provision. Staff in establishments will continue to provide levels of support and signposting to appropriate agencies and services.

Stage 14: Sign off and authorisation.

Sign off and authorisation.	1) Service and Team			
	2) Title of Policy/Activity	(if appropriate)		
	3) Authors: I/We have completed the equality impact assessment for this policy/activity.	Name: Audrey Hendry Position: Lead Officer Early Years Date: 24/01/18 Signature:	Name: Position: Date: Signature:	
		Name: Position: Date: Signature:	Name: Position: Date: Signature:	
	4) Consultation with Service Manager	Name: Date:		
	5) Authorisation by Director or Head of Service	Name: Andy Griffiths Position: Head of Education Date: 24/01/18	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: equalities@aberdeenshire.gov.uk			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
Redesign out of School Care provision	January 2018	August 2018	James Martin	Equalisation of charging structures with independent providers. Support for new groups to enter sector	Officer time from within existing budget
Realignment of central support roles for early years, include 1140 expansion	January 2018	August 2108	Audrey Hendry	Structures fit for purpose and aligned to key priorities	Officer time from within existing budget
Development of Family Nurture Approaches	January 2018	August 2020	Sylvia Rae	Family Nurture Policy and Guidelines developed and implemented	Lead Officer Time Family Nurture Steering Group
Implementation of 1140 Management Structures	January 2018	August 2020	Audrey Hendry	Management structures in place to support increased engagement with families	Additional management time allocated from 1140 revenue stream