



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 Provision
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 Education

Stage 2: List the evidence that has been used in this assessment.	
Internal data (customer satisfaction surveys; equality monitoring data; customer complaints).	1140 action plan report
Internal consultation with staff and other services affected.	ESC Senior Management Team Early Years officer team HT consultations Individual school based consultations Cross service working groups
External consultation (partner organisations, community groups, and councils).	1140 uptake survey and individual provider meetings Service design sessions with family support workers, Quality Improvement Officers, Education Support Officers Partner network meetings Quality partner steering group meetings 1140 partner provider engagement meetings Individual surgery events
External data (census, available statistics).	Care Commission inspection reports Education Scotland reports Admissions process Nursery Census NHS live birth data School roll forecasts ASN returns

Other (general information as appropriate).	National engagement events Northern Alliance events 1140 support visits
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Stage 3: Evidence Gaps.	
Are there any gaps in the information you currently hold?	Modelling has taken place at the level of individual establishments. However demand delay for uptake of places remained unknown. Apparent impact of downturn in demand for spaces related to oil down turn.

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 2020
	Ongoing monitoring of reports for support	Present – June 2020
	Case study evidence from family nurture pilots	By June 19
	Continuing qualitative data from 1140 pilot sites	Present - June 2020

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	
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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. Improved access to flexible, high quality childcare should improve outcomes for children.	

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?	<p>Not directly . Consultation have been with families rather than children.</p> <p>Changes 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.</p>
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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

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?

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

These should be included in any action plan (for example customer satisfaction questionnaires).

Quarterly evaluation of impact will be undertaken by early years officers. This will be carried out with existing groups of Head Teachers.

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	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
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.		

* 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