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**Multi-Equality
Impact Assessment**

Full MEIA Form

Name of Policy: SfL teaching support staffing budget efficiency saving
Date of Assessment: 11.01.11

Before commencing with this Full Multi-Equalities Impact Assessment (MEIA), please make reference to the Full MEIA Notes, which give guidance on each of the sections included.

Section 1: Function / Policy Details

Name of Function / Policy	SfL teaching support staffing budget efficiency saving
Lead Service / Partnership	Education, Learning and Leisure
Policy Officer (Name / Position)	Rhona Jarvis
Impact Assessment Team (Names / Positions)	Wilf Weir, Head of Service Heather Hamilton, Head of Service Rhona Jarvis, ASN Manager Mark Hearn, QIO Glenda Gray, HR Ian Stephen, Project Officer Elaine Duffy, Project Officer Pat Dinwoodie, Sensory Support Service Manager Pauline Stephen, Principal Educational Psychologist Glenda Fraser, ASN Project Officer

Is this function / policy...

New? (✓)	Existing? (✓)
✓	

What are the main aims of the policy?	To improve equity of, and access to, appropriate support for children and young people with additional support needs and to ensure the authority has a skilled workforce. The development of a new generic pupil support post will offer greater flexibility to headteachers. The reduction of the number of SfL auxiliaries and classroom assistants across Children's Services Networks will also help to align the ELL budget to available council resources and ensure long-term sustainability as set out in the Revenue Budget - Schedule of Service Efficiencies/cuts/income generation agreed at Full Council 10 th December, 2010 .
Who are the main target groups / beneficiaries?	Pupils with additional support needs arising from learning disability, English as an Additional Language (EAL), Looked After Children, sensory support needs, etc.

Appendix B

What are the intended outcomes of the policy?	A managed reduction in the workforce without compulsory redundancy whilst still ensuring high quality support and provision for pupils with additional support needs.
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Section 2: Information Gathering and Consultation

Gathering information and evidence used to assist the impact assessment process.

Information / Evidence	✓relevant box	List details (source, date, scale etc.)
Community consultation	√	There have been a series of corporate budget saving engagement and consultation events throughout the Aberdeenshire Council area. The Leader of the Council, the Chief Executive and Area Managers have met with Community Councils and the Chief Executive has met the Parent Council representatives at a meeting on 2 March 2011 re the Council's budget proposals.
Research (including websites & legislation)	√	CIPFA ratings National statistics Benchmarking with comparator authorities indicating higher levels of SfL resourcing in Aberdeenshire
Officer knowledge and experience	√	Extensive and service specific; Head of Service, Managers, QIOs, legal, finance, Human Resources (HR), Educational Psychology Service (EPS)
Equalities monitoring data	√	GREC data SCOTEXED data Statutory Performance Indicators on Looked After Children
Service user feedback (including complaints)	√	Councillor queries MSP queries via constituents Teaching and non-teaching Unions Freedom of Information (FOI) queries
Partner user feedback	√	Union engagement and consultation Joint Management Team engagement and feedback

Other	√	Media interest Parent Councils Headteacher and area team briefings Disability Groups
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Section 3: Assessing the Impacts

What likely impacts or issues does the function / policy have for different people and communities in the following group(s)?

3.1 Identify and describe any likely positive, negative or neutral impacts.

Equality Target Group	Positive Impact	Negative Impact	Neutral Impact
Race		Possible literacy/language issues where English is not first language for those with Additional Support Needs	
Gender		Reduction in the number of females as the majority of the SfL Auxiliary workforce is female.	
Disability	Support will be targeted	Change in Service delivery may alter support currently received	
Age	Support will be targeted across 3 – 18 age range		
Religion & Belief			No issues identified
Sexual Orientation			No issues identified
Other groups (please specify)			

If no impact has been identified, and this is justifiable, please go to Section 5.

3.2 Have any cross cutting issues been identified?

Possible cross cutting issues you should consider for the purpose of this MEIA are employees, health problems, access (including rural isolation), low income, unemployed, literacy difficulties, homelessness and caring responsibilities, or any other relevant issue(s).

The majority of SfL support employees are female.

Cumulative Impact of additional budget savings such as SfL teachers, classroom assistants and nursery teachers.

Deprivation factors and EAL will be included in the formula for the future allocation of support staff.

Section 4: Recommendations and Actions

4.1 As a result of this assessment, consultation, research and available evidence collected, state whether there will need to be any changes made / planned to the function / policy. Please clearly detail practical actions you would take to reduce or remove any identified adverse / negative impact. Please ensure that recommendations and actions are SMART.

Recommendation	Action	Who	When	Expected Outcome
Careful planning and management of process	Consider timescale for implementation of budget saving. Risk assessment log.	Head of Service plus ELL/ASN budget team	February 2011 – August 2011	Smooth implementation of budget saving supported by HR policies
Effective Consultation and Communication Strategy	Head Teacher (HT) support to ensure effective implementation	Head of Service plus ELL/ASN budget team	February 2011 – ongoing	Smooth implementation of budget saving supported by HR policies
Effective Consultation and Communication Strategy	Regular bulletins for stakeholders	HR/Departmental Management Team (DMT)/Additional Support Needs (ASN) budget team	February 2011 – ongoing	Smooth implementation of budget saving supported by HR policies
Address EAL support requirements	Include EAL in generic pupil support assistant job description with training	ASN Manager/ Project Officers	Aug 2011	More effective support for EAL pupils
Rationalise existing SfL base provision	Review enhanced provision	Head of Service/ASN Manager/ Principal Psychologist	February 2011 – August 2011	More effective range of support for ASN pupils
Introduce Generic Support role to create flexibility of resources available within Schools for the support of all children and to give greater protection to a core workforce	Develop Generic Job role in conjunction with HR. Consult with stakeholders including the trade unions.	Head of Service/ ASN Manager/HR	August 2011	Introduction of generic role across E,L&L Service in a phased way from August 2011.

Build capacity of workforce to meet the needs of all pupils	Develop on-line staff development programme	Educational Psychology Service	February 2011 – ongoing	Skilled and equipped workforce
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4.2 Detail any adverse impact that cannot be resolved, and justify the recommendation to continue with the policy.

Detail	Justification
NONE	N/A

Section 5: Performance Monitoring and Reporting

Please explain how monitoring will be undertaken, when it will take place and who is responsible for undertaking it, making reference to any equalities action plans / service plans.

The ASN Budget Group will meet regularly (at least fortnightly) to monitor progress of the budget saving implementation plan as set out in the;

Equalities Action Plan for E,L & L

ASN/GIRFEC Action Plan

Education, Learning & Leisure (E,L&L) Departmental Management Team

Section 6: Publishing the Results of the Assessment

Prior to publication, the MEIA need to be agreed and signed off by your Head of Service and Quality Assured by an MEIA Lead officer.

1. Head of Service or Service Representative

Signed:...Heather J Hamilton.. Name:.....HEATHER J HAMILTON Date: 10/03/11..

2. Quality Assurance

Signed:...Glenda M Gray..... Name:...GLENDA M GRAY..... Date: 14/03/11.

Please email the completed MEIA to the Policy Officer (Equalities), Chief Executive.

Multi-Equalities Impact Assessment Full MEIA Quality Assurance Form

The quality assurance role is to ensure that the **process** of impact assessment has been followed, as detailed in the Full MEIA Guidance Notes.

Quality Assurance should be undertaken by a 'buddy' who has been trained in MEIA. The 'buddy' should not be from the assessing Service, or a member of the MEIA team.

A copy of the completed Full MEIA form must be made available, and questions may be asked of the policy author, to clarify any areas if necessary.

Name of policy: __SfL teaching support staffing budget efficiency savings_____

Service of MEIA: _____ Education, Learning and Leisure_____

Section 1: Function / Policy Details

- | | |
|---|-----------------------------------|
| 1. Are you satisfied with the MEIA team membership?
(Number and relevance) | YES X NO <input type="checkbox"/> |
| 2. Are you satisfied with the outcome of the policy / function?
(The 'effect' or 'result' of the policy / function) | YES X NO <input type="checkbox"/> |

Section 2: Information Gathering

- | | |
|--|-----------------------------------|
| 1. Are you satisfied with the information gathering?
(Source and details) | YES X NO <input type="checkbox"/> |
| 2. Are you satisfied that, appropriate consultation and involvement has taken place? | YES X NO <input type="checkbox"/> |

Section 3: Assessing the Impacts

- | | |
|---|-----------------------------------|
| 1. Are you satisfied that all 6 strands have been considered?
(Race, gender, disability, etc.) | YES X NO <input type="checkbox"/> |
| 2. Are you satisfied that any cross cutting issues have been explored? (Health, unemployment, etc.) | YES X NO <input type="checkbox"/> |

Section 4: Recommendations and Actions

- | | |
|--|--|
| 1. If any, are you satisfied that the recommendations are SMART? | YES X NO <input type="checkbox"/> N/A <input type="checkbox"/> |
| 2. If any, are you satisfied that any adverse impact that cannot be resolved has been justified? | YES NO <input type="checkbox"/> N/A X |

Section 5: Performance Monitoring and Reporting

1. Are you satisfied with the proposed monitoring and reporting of the policy / functions? (How, when and who?) YES NO

Additional information

Please detail below any points for clarification and recommended actions.

Point for clarification/ Recommendation	Action	When	Who
Section 2 Partner User Feedback	Identify parties involved in the Joint Management Group	End March 2011	Rhona Jarvis

Signed by officer completing QA: ___ Glenda M Gray _____

Print name: _____ Glenda M. Gray _____

Service: _____ Human Resources, Corporate Services _____

Date of QA: ___ 10 ___ / ___ March ___ / ___ 2011 ___