

Aberdeenshire Council

Integrated Impact Assessment

FY25/26 budget savings proposal: Early Years: Integration of Excellence and Equity Lead post into Early Learning and Childcare staffing

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|------------------------|---|
| Assessment ID | IIA-002678 |
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1. Overview

This document has been generated from information entered into the Integrated Impact Assessment system.

The EEL posts were introduced in 2018 with the purpose of offering a high level of expertise and input to those young children accessing Early Learning and Childcare and their families who face the greatest disadvantages and where additional support will assist in closing the attainment gap. Currently there are 7 EEL Practitioners (5.8 FTE) working on a supernumerary basis across 9 ELC settings with two of the officers acting on a peripatetic basis. The proposal is to integrate these EEL posts into the ELC operational staffing across 7 settings, specifically those with higher levels of deprivation. Whilst it is recognised the impact of these posts may narrow as the deployment will be limited to a smaller number of settings, it is also recognised that the impact of these posts will be more significant for those settings where they are embedded into the core staffing team. The EELs will be on cluster contracts and so there will be scope to allow for change of deployment to another Council ELC setting depending on the changes to the needs of the setting for the academic year.

During screening 1 of 11 questions indicated that detailed assessments were required, the screening questions and their answers are listed in the next section. This led to 1 out of 5 detailed impact assessments being completed. The assessments required are:

- Equalities and Fairer Scotland Duty

In total there are 0 positive impacts as part of this activity. There are 0 negative impacts, all impacts have been mitigated.

A detailed action plan with 2 points has been provided.

This assessment has been approved by annemarie.daviesmacleod@aberdeenshire.gov.uk.

The remainder of this document sets out the details of all completed impact assessments.

2. Screening

| | |
|---|-----|
| Could your activity / proposal / policy cause an impact in one (or more) of the identified town centres? | No |
| Would this activity / proposal / policy have consequences for the health and wellbeing of the population in the affected communities? | No |
| Does the activity / proposal / policy have the potential to affect greenhouse gas emissions (CO2e) in the Council or community and / or the procurement, use or disposal of physical resources? | No |
| Does the activity / proposal / policy have the potential to affect the resilience to extreme weather events and/or a changing climate of Aberdeenshire Council or community? | No |
| Does the activity / proposal / policy have the potential to affect the environment, wildlife or biodiversity? | No |
| Does the activity / proposal / policy have an impact on people and / or groups with protected characteristics? | No |
| Is this activity / proposal / policy of strategic importance for the council? | No |
| Does this activity / proposal / policy impact on inequality of outcome? | No |
| Does this activity / proposal / policy have an impact on children / young people's rights? | No |
| Does this activity / proposal / policy have an impact on children / young people's wellbeing? | No |
| Does the activity / proposal / policy relate to budget proposals? | Yes |

3. Impact Assessments

| | |
|-------------------------------------|--------------------------------|
| Children's Rights and Wellbeing | Not Required |
| Climate Change and Sustainability | Not Required |
| Equalities and Fairer Scotland Duty | No Negative Impacts Identified |
| Health Inequalities | Not Required |
| Town Centre's First | Not Required |

4. Equalities and Fairer Scotland Duty Impact Assessment

4.1. Protected Groups

| Indicator | Positive | Neutral | Negative | Unknown |
|-------------------------------|----------|---------|----------|---------|
| Age (Younger) | | Yes | | |
| Age (Older) | | Yes | | |
| Disability | | Yes | | |
| Race | | Yes | | |
| Religion or Belief | | Yes | | |
| Sex | | Yes | | |
| Pregnancy and Maternity | | Yes | | |
| Sexual Orientation | | Yes | | |
| Gender Reassignment | | Yes | | |
| Marriage or Civil Partnership | | Yes | | |

4.2. Socio-economic Groups

| Indicator | Positive | Neutral | Negative | Unknown |
|--------------------------|----------|---------|----------|---------|
| Low income | | Yes | | |
| Low wealth | | Yes | | |
| Material deprivation | | Yes | | |
| Area deprivation | | Yes | | |
| Socioeconomic background | | Yes | | |

4.3. Evidence

| Type | Source | It says? | It Means? |
|---------------|--------------------|--|---|
| External Data | Education Scotland | EELs provide increased clarity and focus on the use of data and intelligence in supporting improvement, particularly in benefiting those families who are disadvantaged to a greater degree. | Embedding EELs in the ELC operational staffing in addition to their current role will allow for greater integration to a setting, in getting to know the children and the families. |

4.4. Engagement with affected groups

No engagement has been progressed with staff members or stakeholders. Engagement will be progressed subject to the budget saving proposal being approved by Full Council.

4.5. Ensuring engagement with protected groups

N/A

4.6. Evidence of engagement

N/A

4.7. Overall Outcome

No Negative Impacts Identified.

Although there will be redeployment of EEL from supernumerary to being partly deployed as part of the operational staffing function in a Council ELC setting, this will not necessarily result in a reduction in capacity or support for children and families. It is recognised that good practice, leadership and change is best facilitated from within staffing teams and through on-the-job modelling of behaviours, attitudes and practice. Embedding E&E Practitioners in staff teams will facilitate this.

4.8. Improving Relations

N/A

4.9. Opportunities of Equality

N/A

5. Action Plan

| Planned Action | Details | |
|---|---|--|
| <p>Analysis of a range of statistical and qualitative data in order to create an agreed data review process for determining the ELC settings that the EELs are to be deployed to.</p> | <p>Lead Officer Repeating Activity Planned Start Planned Finish Expected Outcome Resource Implications</p> | <p>James Martin No Monday February 24, 2025 Friday March 14, 2025 That there will be a robust and consistent approach to determining which settings are to be allocated an EEL. Staff time</p> |
| <p>Engagement with EELs and key ELC stakeholders.</p> | <p>Lead Officer Repeating Activity Planned Start Planned Finish Expected Outcome Resource Implications</p> | <p>Denise Lorimer No Friday February 28, 2025 Friday April 25, 2025 To have a clear understanding of the key areas for focus for the EELs, given that elements of their capacity will be reduced to allow them to support the operational staffing requirement in their base setting. Staff time</p> |