

Integrated Impact Assessment Form

Promoting Equality, Human Rights and Sustainability



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Title of Policy/ Proposal	Report on demographic growth and the increase in the percentage of pupils with additional support for learning (ASL) needs and Complex needs (CN) in Midlothian
Completion Date	18/06/18
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Type of Initiative:

Policy/Strategy ☐

Programme/Plan ☐

Project ☐

Service ☐

Function ☐

Other

New or Proposed ☐

Changing/Updated ☒

Review or existing ☐

1. Briefly describe the policy/proposal you are assessing.

Set out a clear understanding of the purpose of the policy being developed or reviewed (e.g. objectives, aims) including the context within which it will operate.

A review of the growth in pupil population and proportion with identified ASL and CN and a request to increase provisions, staffing and budgets in line with this.

Children or young people may require additional support for a variety of reasons and may include those who:

- have motor or sensory impairments
- have low birth weight
- are being bullied
- are children of parents in the Armed Forces
- are particularly able or talented
- have experienced a bereavement
- are affected by imprisonment of a family member
- are interrupted learners
- have a learning disability
- have barriers to learning as a result of a health need, such as fetal alcohol spectrum disorder
- are looked after by a local authority or who have been adopted
- have a learning difficulty, such as dyslexia
- are living with parents who are abusing substances
- are living with parents who have mental health problems
- have English as an additional language
- are not attending school regularly
- have emotional or social difficulties
- are on the child protection register
- are refugees
- are young carers

2. What will change as a result of this policy?

Planning will commence to open a minimum of 1 additional primary and 1 additional secondary complex needs provisions. There will be an increase in ASL budget, an increase in CN staffing and a change in budget setting going forward to align it with the % ASL needs identified for that year.

3. Do I need to undertake an Integrated Impact Assessment?

High Relevance	Yes/no
1. The policy/ proposal has consequences for or affects people	Yes
2. The policy/proposal has potential to make a significant impact on equality	Yes
3. The policy/ proposal has the potential to make a significant impact on the economy and the delivery of economic outcomes	No
4. The policy/proposal is likely to have a significant environmental impact	No
Low Relevance	
5. The policy/proposal has little relevance to equality	No
6. The policy/proposal has negligible impact on the economy	Yes
7. The policy/proposal has no/ minimal impact on the environment	Yes
If you have identified low relevance please give a brief description of your reasoning here and send it to your Head of Service to record.	

If you have answered yes to 1, 2, or 3 above, please proceed to complete the Integrated Impact Assessment.

If you have identified that your project will have a significant environmental impact (4), you will need to consider whether you need to complete a Strategic Environmental Assessment.

4. What information/data/ consultation have you used to inform the policy to date?

Evidence	Comments: what does the evidence tell you?
Data on populations in need	NRS figures record Midlothian as having the fastest-growing population of all local authority areas in Scotland between mid-2016 and mid-2017, the second fastest between mid-2007 and mid-2017 and forecast the county to be the fastest growing by some margin for some time to come. In conjunction with this, the percentage of pupils with identified ASL has increased significantly, for example ASL has increased from 18.6% of pupils in 2014/15 to 26.53% in 2017/18.
Data on service uptake/access	Although it has been increased in line with population, since the ASL %-based budget was set in 2014/15 the percentage of pupils in Midlothian with identified ASL needs has increased from 18.6% to 26.53%. In addition, there has been an exceptional number of children with complex needs moving in to P1 this year: 37 compared to an average of 15 per year.
Data on quality/outcomes	<p>This increase in percentage and numbers has resulted in the complex needs provisions and classes becoming full. An additional teacher is required in order to reintroduce some resilience to the workforce to deal with absences as well as additional learning assistant hours being required to achieve a minimum of 2 hours per week support per pupil with ASL. These additional resources improve the quality of the educational experience for these pupils and improve outcomes.</p> <p>Reducing inequality will impact upon closing the gap and therefore outcomes for all.</p>
Research/literature evidence	<p>At the complex needs provisions the staff:pupil ratio is at the highest level based on the SNCT guidance document.</p> <p>National figures for ASL have increased</p>

	significantly also, reaching 24.89% in 2017, with Midlothian slightly above this national average.
Service user experience information	If there is insufficient support in line with national policy the council will be unable to provide the presumption of mainstream education or ensure the equity of access to curriculum for the most vulnerable young people.
Consultation and involvement findings	Schools will work with parents and wider partners to ensure best use and allocation of support and resources.
Good practice guidelines	At the complex needs provisions the staff:pupil ratio is at the highest level based on the SNCT guidance document. Nationally, legislation presumes that pupils will receive mainstream education.
Other (please specify)	N/a
Is any further information required? How will you gather this?	N/a

5. How does the policy meet the different needs of groups in the community?

	Issues identified and how the strategy addresses these
Equality Groups <ul style="list-style-type: none"> Older people, people in the middle years, Young people and children 	<p>No disproportionate impact identified. An increase in spend/budget is likely to require an offset from another budget in due course but it is not possible to speculate as to which budget this might be and therefore the impact it would have.</p> <p>This change in resource allocation and budget along with the increase</p>

	<p>in primary and secondary provisions will have a positive impact upon young people and children who have identified ASL and CN needs, and the proportion of young people and children so identified is increasing year on year.</p>
<ul style="list-style-type: none"> • Women, men and transgender people (includes issues relating to pregnancy and maternity) 	<p>No disproportionate impact identified. See first note above.</p>
<ul style="list-style-type: none"> • Disabled people (includes physical disability, learning disability, sensory impairment, long-term medical conditions, mental health problems) 	<p>A proportion, but not all, of the pupils with ASL will have a disability. A high proportion of CN pupils will have one or more disability. The increase in provisions, teachers and learning assistant hours will improve outcomes for these pupils.</p>
<ul style="list-style-type: none"> • Minority ethnic people (includes Gypsy/Travellers, migrant workers, non-English speakers) 	<p>Children or young people require additional support for a variety of reasons and may include those who have English as an additional language, therefore the changes proposed will improve outcomes for these pupils.</p>
<ul style="list-style-type: none"> • Refugees and asylum seekers 	<p>Similarly pupils who are, or are children of, refugees and asylum seekers may be identified as requiring additional support for learning and would therefore benefit from the changes.</p>
<ul style="list-style-type: none"> • People with different religions or beliefs (includes people with no religion or belief) 	<p>No disproportionate impact identified. See first note above.</p>
<ul style="list-style-type: none"> • Lesbian, gay, bisexual and heterosexual people 	<p>No disproportionate impact identified. See first note above.</p>
<ul style="list-style-type: none"> • People who are unmarried, married or in a civil partnership 	<p>No disproportionate impact identified. See first note above.</p>

<p>Those vulnerable to falling into poverty</p> <ul style="list-style-type: none"> • Unemployed • People on benefits • Single Parents and vulnerable families • Pensioners • Looked after children • Those leaving care settings (including children and young people and those with illness) • Homeless people • Carers (including young carers) • Those involved in the community justice system • Those living in the most deprived communities (bottom 20% SIMD areas) • People misusing services • People with low literacy/numeracy • Others e.g. veterans, students 	<p>Looked after children are automatically deemed as having an ASL need unless determined otherwise.</p> <p>As stated earlier, children or young people may require additional support for a variety of reasons and these include many of the categories identified as being vulnerable to poverty, such as young carers, learning difficulties etc.</p> <p>No disproportionate impact identified for the other categories.</p>
<p>Geographical communities</p> <ul style="list-style-type: none"> • Rural/ semi rural communities • Urban Communities • Coastal communities 	<p>No disproportionate impact identified for any geographical community type. An increase in the number of provisions will improve geographical proximity with some communities.</p>

6. Are there any other factors which will affect the way this policy impacts on the community or staff groups?

None identified.

7. Is any part of this policy/ service to be carried out wholly or partly by contractors?

None of the services will be carried out by contractors.

If yes, how have you included equality and human rights considerations into the contract?

N/a

8. Have you considered how you will communicate information about this policy or policy change to those affected e.g. to those with hearing loss, speech impairment or English as a second language?

Due to their needs, appropriate communication routes are in place for these pupils and their parents and these will be used to advise them, as necessary.

9. Please consider how your policy will impact on each of the following?

Objectives	Comments
Equality and Human rights	
Promotes / advances equality of opportunity e.g. improves access to and quality of services, status	These changes will assist with providing the presumption of mainstream education and ensure equality of access to curriculum for our most vulnerable young people.
Promotes good relations within and between people with protected characteristics and tackles harassment	These changes will assist with providing the presumption of mainstream education and ensure equality of access to curriculum for our most vulnerable young people, including those with a disability, thereby improving understanding, good relations and reducing harassment.
Promotes participation, inclusion, dignity and self control over decisions	These changes will assist with providing the presumption of mainstream education and ensure equality of access to curriculum for our most vulnerable young people, promoting participation, inclusion, dignity and self-control over decisions.

Builds family support networks, resilience and community capacity	No disproportionate impact identified.
Reduces crime and fear of crime	No disproportionate impact identified.
Promotes healthier lifestyles including <ul style="list-style-type: none"> • diet and nutrition, • sexual health, • substance misuse • Exercise and physical activity. • Lifeskills 	No disproportionate impact identified.
Environmental	
Reduce greenhouse gas (GHG) emissions in East Lothian/Midlothian (including carbon management)	<p>Increasing the number of complex needs provisions will result in a reduction in the need to travel for some children and their parents/carers.</p> <p>Aside from this, no disproportionate impact identified.</p>
Plan for future climate change	
Pollution: air/ water/ soil/ noise	
Protect coastal and inland waters	
Enhance biodiversity	
Encourage resource efficiency (energy, water, materials and minerals)	
Public Safety: Minimise waste generation/ infection control/ accidental injury /fire risk	
Reduce need to travel / promote sustainable forms of transport	
Improves the physical environment e.g. housing quality, public and green space	

Economic	
Maximises income and /or reduces income inequality	The changes will improve outcomes for these pupils: improving their literacy and numeracy, helping them into positive destinations, help them access jobs and maximising their income.
Helps young people into positive destinations	
Supports local business	
Helps people to access jobs (both paid and unpaid)	
Improving literacy and numeracy	
Improves working conditions, including equal pay	
Improves local employment opportunities	

10. Action Plan

Identified negative impact	Mitigating circumstances	Mitigating actions	Timeline	Responsible person
No identified negative impact, although undetermined budget reductions may be required to offset the increase.				

11. Sign off by Head of Service

Name

Date