

## Equality Impact Assessment Template – Stage Two

Please complete this template if completion of the Stage 1 template has identified that a full Equality Impact Assessment is required.

Before proceeding with the Stage 2 Equality Impact Assessment, you should discuss the scope of the analysis with service managers in your area. You will also need to refer to the equality impact assessment guidance.

<b>Name of item being assessed:</b>	Pre School Teacher Counsellor Service
<b>Version and release date of item (if applicable):</b>	
<b>Owner of item being assessed:</b>	
<b>Name of assessor:</b>	Jane Seymour
<b>Date of assessment:</b>	11 <sup>th</sup> January 2016
<b>Date Stage 1 EIA completed:</b>	October 2015

### STEP 1 – Scoping the Equality Impact Assessment

<b>1. What data, research and other evidence or information is available which will be relevant to this Equality Analysis? Please tick all that apply.</b>			
Service Targets		Performance Targets	
User Satisfaction		Service Take-up	
Workforce Monitoring		Press Coverage	
Complaints & Comments		Census Data	
Information from Trade Union		Community Intelligence	
Previous Equality Impact Analysis	x	Staff Survey	
Other (please specify) Consultation on 2016-17 budget conducted in November / December 2015			x

<b>2. Please provide details on how you have used the available evidence, information you have selected as part of your Impact Assessment?</b>
<p>The impact assessment is based on the responses of parents, early years settings, schools and other professionals to the public consultation on the Council's 2016-17 budget. This consultation was published on the Council's website on 3<sup>rd</sup> November 2015 and closed on 14<sup>th</sup> December.</p> <p>The proposal consulted upon was to reduce the PSTC Service budget from £170,000 to £85,000.</p> <p>In order to ensure that those with a direct interest in the service were aware of the consultation, parents who are current service users (and some previous service users) were directly contacted and sent the link to the on line consultation plus a hard copy of the consultation documents. Similarly, direct contact was made with all early years settings, all primary and</p>

infant schools and also agencies with a specific interest in this service such as Health.

The feedback given by the above groups has been summarised in a document entitled Summary of feedback received and key findings: Pre School Teacher Counsellor Service”.

**3. If you have identified any gaps in relation to the above question, please detail what additional research or data is required to fill these gaps? Have you considered commissioning new data or research? If ‘No’ please proceed to Step 2.**

No

## STEP 2 – Involvement and Consultation

**1. Please use the table below to outline any previous involvement or consultation with the appropriate target groups of people who are most likely to be affected or interested in this policy, strategy, function or service**

<b>Target Groups</b>	<b>Describe what you did, with a brief summary of the responses gained and links to relevant documents, as well as any actions</b>
<b>Age</b> – relates to all ages	
<p><b>Disability</b> - applies to a range of people that have a condition (physical or mental) which has a significant and long-term adverse effect on their ability to carry out ‘normal’ day-to-day activities. This protection also applies to people that have been diagnosed with a progressive illness such as HIV or cancer.</p>	<p>A public consultation was held as described above. Service users and those with a direct interest in the service were specifically targeted.</p> <p>63 responses were received. Of these, 20 responses were from organisations and 43 were from individuals.</p> <p>The majority of responses were from parents and they focused on:</p> <ul style="list-style-type: none"> <li>(a) the importance of the service in facilitating successful transition (in to early years settings or from early years settings to schools) for very young children with SEND</li> <li>(b) the positive impact on children’s progress and outcomes</li> <li>(c) the risk of more expensive interventions being needed if this early intervention service is reduced</li> <li>(d) the value parents place on having someone in a key working role who is able to provide information and advice and emotional support and who can coordinate other services and generally help parents to navigate the system.</li> </ul>
<b>Gender reassignment</b> - definition has been	

expanded to include people who chose to live in the opposite gender to the gender assigned to them at birth by removing the previously legal requirement for them to undergo medical supervision.	
<b>Marriage and Civil partnership</b> –.protects employees who are married or in a civil partnership against discrimination. Single people are not protected.	
<b>Pregnancy and Maternity</b> - protects against discrimination. With regard to employment, the woman is protected during the period of her pregnancy and any statutory maternity leave to which she is entitled. It is also unlawful to discriminate against women breastfeeding in a public place	
<b>Race</b> - includes colour, caste, ethnic / national origin or nationality.	
<b>Religion and Belief</b> - covers any religion, religious or non-religious beliefs. Also includes philosophical belief or non-belief. To be protected, a belief must satisfy various criteria, including that it is a weighty and substantial aspect of human life and behaviour.	
<b>Sex</b> - applies to male or female.	
<b>Sexual Orientation</b> - protects lesbian, gay, bi-sexual and heterosexual people.	

## 2. Who are the main stakeholders and what are their requirements?

The main stakeholders of this service are parents of children under five with special educational needs and/or disabilities.

Other stakeholders are early years settings and primary / infant schools.

The requirements of parents are:

- To receive information, advice and practical support to promote their child's educational development
- To receive support in arranging placements for their children in early years settings and schools
- To receive emotional support and help to coordinate the various agencies who may be working with the child.

The requirements of early years settings and schools are:

- To receive information, advice and training relating to the needs of children with SEND who will be entering the setting or school
- To receive advice and support on how to access additional one to one support for the child if needed.

**3. Amongst the identified groups in the previous question, what does your information tell you about the potential take-up of resulting services?**

The impact on parents of reducing the service is likely to be less direct contact with a PSTC following the initial home visit.

The impact on early years settings and schools is likely to be less involvement of a Pre School Teacher Counsellor following the initial transition support.

**STEP 3 – Assessing Impact and Strengthening the Policy**

**What will be done to improve access to and take-up of, or understanding of the policy, strategy, function or service?** (these are the measures you will take to mitigate against adverse impact)

In order to mitigate against adverse impact of a reduction in service budget, we will consider all of the following:

- Reduce the number of home visits following the initial visit but ensure support is provided by phone / e-mail
- Bring children together for group sessions
- Prioritise direct intervention to times of transition in to early years settings or from settings to schools. (Parents who responded to the consultation identified this as having particularly high importance).
- Offer more workshops / training for parents to support them in promoting their child's educational development
- Extend availability of support groups for parents, specifically targeting parents of children under 5
- Link the PSTC Service with Children's Centres in order to optimise other sources of support for parents
- Review SEND training available for early years settings and develop more written / web based guidance
- Develop some early years settings as centres of excellence
- Potentially remodel the service to include fewer qualified teachers and more early years practitioners working under the supervision of teachers, in order to increase capacity.

**STEP 4 – Procurement and Partnerships**

**Is this project due to be carried out wholly or partly by contractors?** Yes/No (please delete)

**If 'yes', have you done any work to include equality considerations into the contract already? Specifically you should set out how you will make sure that any partner you work with complies with equality legislation.**

No

**STEP 5 – Making a Decision**

**Summarise your findings and give an overview of whether the policy, strategy, function or service will meet the authority's responsibilities in relation to equality and support the Council's strategic outcomes?**

A reduced level of service could still meet the Authority's obligations to children under 5 with SEND. There will be less direct support to children and parents following the initial home visit, but some level of support can be provided by e-mail and phone calls and also through parent workshops, support groups and access to Children's Centre services. Support at times of transition would be prioritised and maintained.

#### **STEP 6 – Monitoring, Evaluating and Reviewing**

**Before finalising your action plan, you must identify how you will monitor the policy/function or the proposals following the Equality Impact Assessment and include any changes of proposals you are making.**

**What structures are in place to monitor and review the impact and effectiveness of the new policy, strategy, function or service?**

**The impact of changing the service will be monitored through**

- Regular meetings between the Service Manager, Learning Support Services Manager and PSTC Coordinator (or equivalent)
- Surveys of parents and early years settings / schools
- Data on activity and outcomes including caseload, waiting list, contact time, transitions

#### **STEP 7 – Action Plan**

**Any actions identified as an outcome of going through Steps 1-6 should be mapped against the headings within the Action Plan. You should also summarise actions taken to mitigate against adverse impact.**

	<b>Actions</b>	<b>Target Date</b>	<b>Responsible post holder &amp; directorate</b>
<b>Involvement &amp; consultation</b>	Analyse consultation responses	8.1.16	Service Manager, SEN & Disabled Children's Team, Communities Directorate
<b>Data collection</b>	Ensure systems are in place to collate data on service activity and outcomes including caseload, waiting list, contact time, transitions etc	1.9.16	Learning Support Services Manager, SEN & Disabled Children's Team, Communities Directorate
<b>Assessing impact</b>	The following will be considered:		

	<ul style="list-style-type: none"> <li>• Reduce the number of home visits following the initial visit but ensure support is provided by phone / e-mail</li> <li>• Bring children together for group sessions</li> <li>• Prioritise direct intervention to times of transition in to early years settings or from settings to schools.</li> <li>• Offer more workshops / training for parents to support them in promoting their child's educational development</li> <li>• Extend availability of support groups for parents, specifically targeting parents of children under 5</li> <li>• Link the PSTC Service with Children's Centres in order to optimise other sources of support for parents</li> <li>• Review SEND training available for early years settings and develop more written / web based guidance</li> <li>• Develop some early years settings as centres of excellence</li> <li>• Potentially remodel the service to include fewer qualified teachers and more early years practitioners working under the supervision of teachers, in order to increase capacity</li> </ul>		
<b>Procurement &amp;</b>			

<b>partnership</b>			
<b>Monitoring, evaluation and reviewing</b>	Hold regular meetings between the Service Manager, Learning Support Services Manager and PSTC Coordinator (or equivalent)	From September 2016 on a monthly basis	Service Manager, SEN & Disabled Children's Team, Communities Directorate
	Survey parents and early years settings / schools	Summer 2017	Learning Support Services Manager, SEN & Disabled Children's Team, Communities Directorate
	Collate and monitor data on activity and outcomes including caseload, waiting list, contact time, transitions	From September 2016 on a monthly basis	Service Manager, SEN & Disabled Children's Team, Communities Directorate

#### STEP 8 – Sign Off

The policy, strategy or function has been fully assessed in relation to its potential effects on equality and all relevant concerns have been addressed.

<b>Assessor</b>		
<b>Name:</b> Jane Seymour	<b>Job Title:</b> Service Manager, SEN & Disabled Children's Team	<b>Date:</b> 11.1.16

<b>Service Director or Senior Officer (sign off)</b>		
<b>Name:</b>	<b>Job Title:</b>	<b>Date:</b>

Please email a copy of the EIA to Rachel Craggs, Principal Policy Officer (Equality & Diversity): [Rachel.craggs@westberks.gov.uk](mailto:Rachel.craggs@westberks.gov.uk)