

Equality Impact Assessment Template – Policy, Function or Strategy

This document should be completed when a new policy, function or strategy is introduced or when a substantive change to an existing policy, function or strategy is recommended. This will ensure equality considerations are taken into account before a decision is made and the policy, function or strategy can be altered, if required.

1. Policy, function or strategy		
a.	Name/description of the policy, function or strategy ¹	Additional Support for Learning Policy (2022)
b.	Responsible organisation(s)/Lead Service	Education, Communities and Organisational Development.
c.	Lead Officer	Michael Roach, Head of Education
d.	Date of Impact Assessment	14/10/22
e.	Partners/other Services involved in the development of the policy, function or strategy	Inverclyde Educational Psychology Service
f.	Is the policy, function or strategy?	<input checked="" type="checkbox"/> New
		<input type="checkbox"/> Reviewed/Revised
g.	What is the purpose of the policy, function or strategy (include details of any new legislation which prompted the introduction of the policy, function or strategy or the substantive change to the policy, function or strategy)?	Inverclyde has an array of policies and practice guidance (e.g. Anti-Bullying policy, Positive Relationships policy, Bereavement, Change and Loss policy, GIRFEC Pathway, Dyslexia Pathway, ASN Forum Guidance etc) that currently exist in isolation from each other. This policy will bring all of these aspects already in use in Inverclyde together under a unitary policy framework that is linked to legislation - primarily the Education (Scotland) (Additional Support for Learning) Act (2004 – updated 2009) as well as national policy and guidance. It also references the processes that ensure that these are implemented as well as

¹ Please attach details of the policy, function or strategy to this Template

		the support services that can be accessed to assist with implementation.
h.	What are the intended outcomes of the policy, function or strategy?	That staff in education will have access to a unitary policy document thus enabling ease of access to pre-existing policies and guidance.
i.	Geographical area (Inverclyde-wide or a specific location)	Inverclyde wide
j.	Which parts of the Equality Duty will the policy, function or strategy impact on?	X Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by The Equality Act 2010
		X Advance equality of opportunity between people of different groups
		X Foster good relations between people from different groups
k.	Will those who may be directly or indirectly affected by the policy, function or strategy be involved in its development?	Education staff have been consulted on the policy and changes made due to feedback. The other policies housed within this one e.g. Anti-Bullying policy and the Bereavement, Change and Loss policy also had a wider consultation that involve service users.

2. Does the policy, function or strategy impact on:		
	Yes	No
a. Protected Characteristics under The Equality Act 2010: Age; Disability; Gender Reassignment; Pregnancy and Maternity; Race; Religion and Belief; Sex; Sexual Orientation (see Section 3)	X	
b. Reducing inequalities of outcome caused by socio-economic disadvantage – Fairer Scotland Duty ² (see Section 6)	X	
c. Local Outcomes Improvement Plan (LOIP) 2017/22 ³ (see Section 7)	X	
d. Corporate Plan 2018/22 ⁴ (see Section 8)	X	
3. If ‘Yes’ is selected for any part of Section 2, please populate the other relevant Sections of this Template.		
4. If ‘No’ is selected for <u>every part</u> of Section 2, please state the reasons for this.		
<p>Please sign below and email a copy of this Template to Karen Barclay, Corporate Policy and Performance Officer:</p> <p><u>karen.barclay@inverclyde.gov.uk</u></p>		
Signature:	Date:	

² [Fairer Scotland Duty: guidance for public bodies](#)

³ [Local Outcomes Improvement Plan 2017/22](#)

⁴ [Corporate Plan 2018/22](#) (agenda item 5)

3. Impact – Protected Characteristics

Which of the Protected Characteristics will the policy, function or strategy have an impact upon?

Protected Characteristic	Impact					Reasons/Comments
	Positive High	Positive Low	Neutral	Negative High	Negative Low	
Age		X				The provisions within the Anti-Bullying policy (2021) around protected characteristics are promoted by this policy.
Disability		X				The provisions within the Anti-Bullying policy (2021) around protected characteristics are promoted by this policy. This policy also explicitly references the original ASL Act (2004 updated 2009), which advances assessment and pupil planning based on need.
Gender Reassignment		X				The provisions within the Anti-Bullying policy (2021) around protected characteristics are promoted by this policy.
Marriage and civil partnership			X			
Pregnancy and maternity			X			
Race		X				The provisions within the Anti-Bullying policy (2021) around protected characteristics are promoted by this policy.
Religion and belief		X				The provisions within the Anti-Bullying policy (2021) around protected characteristics are promoted by this policy.

Sex		X				The provisions within the Anti-Bullying policy (2021) around protected characteristics are promoted by this policy.
Sexual orientation		X				The provisions within the Anti-Bullying policy (2021) around protected characteristics are promoted by this policy.
Other groups to consider Carers			X			

4. Which parts of the Equality Duty will the policy, function or strategy have an impact upon?	
X	Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equality Act 2010
X	Advance equality of opportunity between people from different groups
X	Foster good relations between people from different groups

5. Impact – groups	
From the information you have highlighted above, describe the positive and negative impacts and the groups affected under The Equality Act 2010.	
Positive impacts + <i>(Describe groups affected.)</i>	Negative impacts - <i>(Describe groups affected.)</i>

<p>The key protected characteristics that this policy will aim to support are highlighted above. As this policy references and promotes pre-existing policies and practice guidance the policy in itself will not have as high a positive impact as those. However, it will allow education staff ease of access to pre-existing strategies, which will improve implementation – hence the impact will be positive but low.</p>	
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6. Impact – Fairer Scotland Duty

What impact will this policy, function or strategy have on reducing inequalities of outcome caused by socio-economic disadvantage?

Positive impact +	Neutral impact =	Negative impact -
X		

Briefly describe how the policy, function or strategy will impact on reducing inequalities of outcome.

The whole ethos of the ASL legislation (and consequent national and local strategy) has been driven with a desire to reduce inequalities of outcome. For example the Getting it Right for Every Child (GIRFEC) agenda, which was legislated for in the Children and Young People (Scotland) (Act) 2014 aims to enhance multiagency assessment and planning approaches to meeting need and thus reducing inequalities of outcome. This was responded to in Inverclyde via the creation of the GIRFEC Pathways model in 2015. The integration of the GIRFEC Pathways guidance into this policy is one of many examples of cross referencing that has taken place between ASL and the array of consequent strategies that have taken place to ensure successful implementation.

7. Impact – LOIP 2017/22

Which Priority/Priorities from the LOIP 2017/22 will this policy, function or strategy impact on?

<input type="checkbox"/>	1. Population: Inverclyde's population will be stable and sustainable with an appropriate balance of socio-economic groups that is conducive to local economic prosperity and longer term population growth
X	2. Inequalities: There will be low levels of poverty and deprivation and the gap between the richest and poorest members of our communities will be reduced (This may already have been highlighted at Section 6.)
<input type="checkbox"/>	3. Environment, culture and heritage: Inverclyde's environment, culture and heritage will be protected and enhanced to create a better place for all Inverclyde residents and an attractive place in which to live, work and visit
<input type="checkbox"/>	4. The local economy: Inverclyde has a thriving and diverse local economy, economic activity is increased and skills development enables both those in work and those furthest from the labour market to realise their full potential

Briefly describe how the policy, function or strategy will impact on the LOIP Priority/Priorities.

Priority 2: The ASL Act (2004 updated 2009) is seen as seminal legislation that had clear goals that supported social inclusion. Inverclyde has responded to these challenges over the years through the development of policies, processes and practice guidance that has aimed to foster social inclusion (e.g. Anti-Bullying policy, 2021) and reduce inequalities. This policy will bring these under a unitary policy framework allowing for ease of access for education staff. The consultation with staff suggested that this would positively impact on their ability to continually implement pre-existing policies and practice frameworks, aimed at reducing inequality, through having ease of access to the information they require.

8. Impact – Corporate Plan 2018/22

Which Priority/Priorities from the Corporate Plan 2018/22 will the policy, function or strategy impact on?

<input type="checkbox"/>	1. To promote Inverclyde, to both residents and visitors alike, as a great place to live, work and visit
<input type="checkbox"/>	2. To work collaboratively, to enable strong, connected and empowered communities, particularly in areas of deprivation, so that residents have influence and control over the things that matter to them
<input type="checkbox"/>	3. To grow the local economy in a way that creates opportunities for all our residents, including access to good quality jobs
<input type="checkbox"/>	4. To reduce the prevalence of poverty and, in particular, child poverty in our communities
X	5. To safeguard, support and meet the needs of our most vulnerable families and residents
<input type="checkbox"/>	6. To improve the health and wellbeing of residents so that people live well, and for longer
<input type="checkbox"/>	7. To protect and enhance our natural and built environment
<input type="checkbox"/>	8. To preserve, nurture and promote Inverclyde's unique culture and heritage
<input type="checkbox"/>	9. To deliver services that are responsive to community needs and are underpinned by a culture of innovation, continuous improvement and effective management of resources
<input type="checkbox"/>	10. To develop motivated, trained and qualified employees who deliver quality services that meet current and anticipated service needs

Briefly describe how the policy, function or strategy will impact on the Corporate Plan Priority/Priorities.

Priority 5: This policy aims to provide education staff with a holistic and connected approach to the supporting inclusion and protecting, supporting and promoting the most vulnerable pupils in our education settings.

9. Evidence

What evidence do you have to help identify any potential impacts of the policy, function or strategy?

Note: Evidence could include information from consultations, surveys, the Citizens' Panel, focus groups, interviews, projects, user feedback, complaints, Officers' knowledge and experience, equalities monitoring data, publications, research, reports, and local and national groups.

Evidence	Details
Consultation/Engagement (including any carried out while developing the policy, function or strategy)	Consultation took place with education staff who entirely agreed that the pre-existing policies, practice guidance and strategies would benefit from being housed under a unitary policy that made connections between all of the constituent parts – legislation/policy, processes, support services and materials.
Research	A member of Inverclyde Educational Psychology Service approached peers in other local authority areas. Only one other local authority reported that they had a singular policy framework in this area and could positively comment on its success in providing ease of access and a singular and coherent vision to social inclusion.
Officers' knowledge and experience (including feedback from frontline staff)	The policy was led by the Principal Educational Psychologist in collaboration with staff in education.
Equalities monitoring data	
User feedback (including complaints)	Feedback has been universally positive for the reasons laid out above.
Stakeholders Other	Stakeholders have been involved in the generation of policies that fall within the ASL policy e.g. Anti-Bullying policy and Bereavement, Change and Loss policy.

Are there information gaps and, if so, what are these?	

10. Consequences of analysis

What steps will you take in response to the findings of your analysis? Please select at least one of the following and provide a brief explanation.

a.	Continue development with no changes	<input checked="" type="checkbox"/>	Feedback has been universally positive.
b.	Continue development with minor alterations	<input type="checkbox"/>	
c.	Continue development with major changes	<input type="checkbox"/>	
d.	Discontinue development and consider alternatives (where relevant)	<input type="checkbox"/>	

How will the effect of the policy, function or strategy be monitored following implementation?

The policy will continually be monitored via staff members of Inverclyde Educational Psychology Service who are central to policy development in an array of other areas that involve the implementation of ASL legislation.

When is the policy, function or strategy due to be implemented?

January 2023.

When will the policy, function or strategy be reviewed?

Review will be ongoing and will respond to changes in the national landscape and Inverclyde's response.

What resources are available for the implementation of the policy, function or strategy? Have these resources changed?

This policy will have an electronic format and be accessed via the national electronic portal *Glow*. As such, the only resource implication will have been human in nature in terms of the creation of the policy.

11. Please use the space below to detail any other matters arising from the Equality Impact Assessment process, including what action could be taken to mitigate the impact of the policy, function or strategy.

Details of the Person(s) who completed the Assessment:	
Name:	Laurence Reilly
Position:	Principal Educational Psychologist
Date:	14/10/22
Authorised by:	
Name:	Ruth Binks
Position:	Corporate Director – Education, Communities and Organisational Development
Date:	13/2/23

Thank you for your assistance with the completion of this task.

Please send a copy of the completed Template to Karen Barclay, Corporate Policy and Performance Officer at karen.barclay@inverclyde.gov.uk.