

# 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.

1. Policy, function or strategy		
a.	Name/description of the policy, function or strategy <sup>1</sup>	Inverclyde Additional Support for Learning (ASL) Policy
b.	Responsible organisation(s)/Lead Service	Education, Communities and Organisational development.
c.	Lead Officer	Michael Roach, Head of Education
d.	Date of Impact Assessment	16 <sup>th</sup> April 2025
e.	Partners/other Services involved in the development of the policy, function or strategy	
f.	Is the policy, function or strategy?	<input type="checkbox"/> New
		<input checked="" 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)?	This policy acts as an umbrella under which an array of procedures, guidance documents and other policies sit that are complementary to it.
h.	What are the intended outcomes of the policy, function or strategy?	To support education establishments in their drive to improve outcomes for children and young people who have additional support needs.
i.	Geographical area (Inverclyde-wide or a specific location)	Inverclyde-wide

<sup>1</sup> Please attach details of the policy, function or strategy to this Template

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?	Yes	

2. Does the policy, function or strategy impact on:		
	Yes	No
a. Protected Characteristics under The Equality Act 2010: Age; Care experienced; Disability; Gender Reassignment; Marriage and Civil Partnership; Pregnancy and Maternity; Race; Religion and Belief; Sex; Sexual Orientation <b>(see Section 3)</b>	X	
b. Reducing inequalities of outcome caused by socio-economic disadvantage – Fairer Scotland Duty <sup>2</sup> <b>(see Section 6)</b>	X	
c. Inverclyde Alliance Partnership Plan 2023/33 <sup>3</sup> <b>(see Section 7)</b>	X	
d. Council Plan 2023/28 <sup>4</sup> <b>(see Section 8)</b>	X	

<sup>2</sup> [Fairer Scotland Duty: guidance for public bodies](#)

<sup>3</sup> [Inverclyde Alliance Partnership Plan 2023/33](#)

<sup>4</sup> [Council Plan 2023/28](#)

<b>3. If ‘Yes’ is selected for any part of Section 2, please populate the other relevant Sections of this Template.</b>	
<b>4. If ‘No’ is selected for <u>every part</u> of Section 2, please state the reasons for this.</b>	
 <b>Please sign below and email a copy of this Template to Karen Barclay, Corporate Policy and Performance Officer:</b>  <b><u><a href="mailto:karen.barclay@inverclyde.gov.uk">karen.barclay@inverclyde.gov.uk</a></u></b>	
Signature:	Date:

3. Impact – Protected Characteristics						
Which of the Protected Characteristics will the policy, function or strategy have an impact upon?						
	Impact					
Protected Characteristic	Positive		Neutral	Negative		Reasons/Comments
	High	Low		High	Low	
Age			x			
Care experienced	x					The policy provides guidance to education establishments on inclusion that is pertinent to care experienced children and young people e.g. consideration of Coordinated Support Plans.
Disability	x					It tasks education establishments with meeting additional support needs that may be related to disabilities.

Classification: Official

Gender Reassignment	x					The policy specifically references this Protected Characteristic and recommends that schools tackle discrimination that can lead to bullying behaviour in this area.
Marriage and Civil Partnership			x			
Pregnancy and Maternity			x			
Race			x			
Religion and Belief			x			
Sex			x			
Sexual Orientation			x			
Other groups to consider <ul style="list-style-type: none"><li>Carers</li><li>The Armed Forces Covenant Duty</li></ul>						

<b>4. Which parts of the Equality Duty will the policy, function or strategy have an impact upon?</b>	
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

<b>5. Impact – Groups</b>	
From the information you have highlighted above, describe the positive and negative impacts and the groups affected under The Equality Act 2010.	
<div>Positive impact + (Describe groups affected.)</div> <div>The policy recommends that schools continue to implement The Education (Scotland) (Additional Support for Learning) Act, (2004 revised 2009) that supports inclusivity, spanning many aspects of The Equality Act (2010).</div>	<div>Negative impact - (Describe groups affected.)</div>

**6. Impact – Fairer Scotland Duty**

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

Positive impact +	Neutral impact =	Negative impact -
X		
<b>Briefly describe how the policy, function or strategy will impact on reducing inequalities of outcome.</b> Through fostering inclusivity outcomes for the most marginalised groups should improve.		

7. Impact – Inverclyde Alliance Partnership Plan 2023/33

Which Themes from the Inverclyde Alliance Partnership Plan 2023/33 will the policy, function or strategy impact on?

X	<b>Theme 1: Empowered people</b> <ul style="list-style-type: none"><li>Communities can have their voices heard, and influence the places and services that affect them</li><li>Gaps in outcomes linked to poverty are reduced</li></ul>
<input type="checkbox"/>	<b>Theme 2: Working people</b> <ul style="list-style-type: none"><li>More people will be in sustained employment, with fair pay and conditions</li><li>Poverty related gaps are addressed, so young people can have the skills for learning, life and work</li><li>Businesses are supported and encouraged to reduce their carbon footprint and develop green jobs</li></ul>
X	<b>Theme 3: Healthy people and places</b> <ul style="list-style-type: none"><li>People live longer and healthier lives</li><li>Supportive systems are in place to prevent alcohol and drug misuse</li><li>Our natural capital is looked after, and we are effectively adapting and mitigating the effects of climate change</li></ul>

X	<b>Theme 4: A supportive place</b> <ul style="list-style-type: none"><li>• Vulnerable adults and children are protected and supported, ensuring they can live safely and independently</li><li>• We recognise where people are affected by trauma, and respond in ways that prevent further harm and support recovery</li><li>• Public protection and community safety are improved through targeting our resources to reduce the risk of offending and harm</li></ul>
<input type="checkbox"/>	<b>Theme 5: A thriving place</b> <ul style="list-style-type: none"><li>• Growth in our working age population by encouraging people to stay here, and attracting new people to settle here</li><li>• Development of strong community-based services that respond to local need</li><li>• Homes are energy efficient and fuel poverty is reduced</li><li>• Increased use of active travel and sustainable transport options</li><li>• Easy access to attractive and safe public spaces, and high-quality arts and cultural opportunities</li></ul>
<b>Briefly describe how the policy, function or strategy will impact on the Inverclyde Alliance Partnership Plan 2023/22 Themes.</b>  <u>Themes 1, 3 and 4:</u> Through meeting the demands of ASL legislation access to wider societal opportunities should improve.	

8. Impact – Council Plan 2023/28

Which Themes from the Council Plan 2023/28 will the policy, function or strategy impact on?

X	<b>Theme 1: People</b> <ul style="list-style-type: none"><li>• Our young people have the best start in life through high quality support and education</li><li>• Gaps in outcomes linked to poverty are reduced</li><li>• People are supported to improve their health and wellbeing</li><li>• More people will be in employment, with fair pay and conditions</li><li>• Our most vulnerable families and residents are safeguarded and supported</li></ul>
<input type="checkbox"/>	<b>Theme 2: Place</b> <ul style="list-style-type: none"><li>• Communities are thriving, growing and sustainable</li><li>• Our strategic housing function is robust</li><li>• Our economy and skills base are developed</li></ul>

	<ul style="list-style-type: none"><li>• We have a sufficient supply of business premises</li><li>• Our natural environment is protected</li></ul>
X	<b>Theme 3: Performance</b> <ul style="list-style-type: none"><li>• High quality and innovative services are provided, giving value for money</li><li>• Our employees are supported and developed</li></ul>
<b>Briefly describe how the policy, function or strategy will impact on the Council Plan 2023/28 Themes.</b>  <u>Themes 1 and 3:</u> Through supporting education establishments to think and operate inclusively there should be a consequential improvement in the experiences of those establishments.	

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)	
Research	The policy is based on an array of guidance documents that are derived from research.



Officers' knowledge and experience (including feedback from frontline staff)	This has heavily influenced the development of practice over time and, this, shaped this policy.
Equalities monitoring data	Inverclyde constantly monitors the accessibility of diverse groups to educational success, and this shapes ongoing improvement work.
User feedback (including complaints)	Complaints and concerns are acted upon by the education central team and appropriate changes made to practice and policy as a result of this.
Stakeholders  Other	As cited above all stakeholders were given the opportunity to contribute to policy.
Are there information gaps and, if so, what are these?	None

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 type="checkbox"/>	
b.	Continue development with minor alterations	X	
c.	Continue development with major changes	<input type="checkbox"/>	

d.	Discontinue development and consider alternatives (where relevant)	<input type="checkbox"/>	
<p>How will the effect of the policy, function or strategy be monitored following implementation?</p> <p>Policy will be reviewed on a regular basis based on data.</p>			
<p>When is the policy, function or strategy due to be implemented?</p> <p>August 2025.</p>			
<p>When will the policy, function or strategy be reviewed?</p> <p>August 2028.</p>			
<p>What resources are available for the implementation of the policy, function or strategy? Have these resources changed?</p> <p>Access to training to roll out the new iteration of policy to Heads and Additional Support Needs Leads.</p>			

<p><b>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.</b></p>

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<b>Details of the Person(s) who completed the Assessment:</b>	
Name:	Laurence Reilly
Position:	Principal Educational Psychologist
Date:	16 <sup>th</sup> April 2025
<b>Authorised by:</b>	
Name:	Ruth Binks
Position:	Corporate Director – Education, Communities and Organisational Development
Date:	30 <sup>th</sup> April 2025

**Please send a copy of the completed Template to Karen Barclay, Corporate Policy and Performance Officer at [karen.barclay@inverclyde.gov.uk](mailto:karen.barclay@inverclyde.gov.uk).**