

Diversity Impact Assessment for the secondment of a full time equivalent Educational Psychologist to the Life Team.

1 What's it about?

The Educational Psychology Service is part of the Integrated Locality Service for children and young people aged 0-19 and their families. Its aim is to support the Local Authority, schools and Early Years Settings to meet the needs of children and young people with special educational needs (SEN) and disabilities.

It provides advice to the Local Authority for pupils under statutory assessment. It supports schools and early years settings with pupils with statements of special educational needs, educated both in and out of the Borough. It also aims to build capacity to meet the needs of children and young people with a wide range of additional needs by advising and training early years settings, schools other practitioners, parents and partner agencies.

Educational Psychologists have a degree in psychology and extensive experience in working with children and young people. They undertake specialist professional training in educational Psychology. They are registered or are entitled to register for Chartered Status with the British Psychological Society. They are all registered with the Health Profession Council (HPC).

The current Council budget reduction plans for 2012 – 2013 has resulted in the proposal to second a member of the Educational Psychology Service to 'Life'. 'Life' is an intensive intervention with families facing multiply challenges.

What is it there for? What is it set up to deliver? What is the proposed change?

The Educational Psychology Service works as part of an Integrated Team in partnership with children and young people, parents/carers, teachers, setting staff and other practitioners. Educational Psychologists promote child development and learning. They apply psychology to enable children and young people to get the best from their educational opportunities. They contribute to Children Services' initiatives and forums. For example, they provide representation on the Special Educational Needs Assessment Panel (SENRAP).

They work in a variety of ways which includes:

- Assessment of individual children or young people to provide advice on how best to meet their needs.
- Gaining the views of children and young people, parents/carers and other adults.
- Problem-solving with others to find workable solutions.
- Giving advice and training on a range of issues e.g. classroom management, teaching and learning strategies, emotional well-being etc.
- Monitoring progress and development.
- Writing a contribution for the Statutory Assessment of a child or young person.
- Monitoring the progress of children and young people who have a Statement of Special Educational Needs.
- Providing relevant training and support for staff and parents based on current research and good practice to build capacity in the community to meet needs.
- Responding to Critical Incidents in schools.
- Raising awareness of equal opportunities for all children and young people.
- Intervention work with individual or groups of children and young people.
- Working together with other Services and Agencies to ensure the needs of children, young people and their families are met by using the Common Processes for the Children's Workforce.

The current staff establishment consists of 8.3 fte Educational Psychologists. The Service is also attracting additional funding from Traded Services. All staff have permanent contracts.

The proposal is to second the equivalent of one fte to 'Life', commencing 1 April 2012, to support them in their work with vulnerable families. This represents 12% of the Service's time. The Service is currently made up of both male and female staff and full and part-time workers.

2. Who is it for?

The Service offers advice and support to promote the inclusion of children and young people with a wide range of special educational needs, disabilities and those who are vulnerable. They work within the SEN Code of Practice, and support children and young people with a statutory assessment, those under assessment and those at School Action and School Action Plus of the Code. Early Years Settings/ school staff and parents/carers are fully involved and supported.

Referrals to the service are made by Head teachers and Special Educational Needs Coordinators (SENCOs). Planning Meetings are held with schools to prioritise pupils for involvement. Heads of Early Years Settings also refer to the Service. The Local Authority requests advice as part of a Statutory Assessment. The Integrated Services can also request advice and support.

The Service is currently available to all early years settings and schools in Swindon. Some schools are choosing to buy in additional services through Traded Services.

The Service offers advice and training to a wide range of partners.

Changes to service delivery in the future may be required depending on the outcome of the SEN Green Paper 'Support and Aspiration: A New Approach to Special Educational Needs and Disability' and the New Academies funding of SEN still to be agreed.

3 Impact

Refer to dimensions of equality

We do not believe that implementing this decision will have an adverse impact on the grounds of age, disability, sex, gender, race, religion, sexual orientation, marriage/civil partnership status, pregnancy or maternity.

A secondment to 'Life' will require a reduction in the core offer, however, work will be allocated to ensure that no one area or group of clients is disadvantaged and that a fair and equitable service is received by all according to need.

A positive response from schools to trading additional services may mitigate against this reduction.

What consultation has taken place?

Consultation has commenced with service managers, the professional lead and staff.

Further consultation will be planned with early years settings, schools and other stakeholders.

4 So what?

Link to business planning process

It is important to ensure the Local Authority maintains its ability to meet its statutory commitment to children and young people with SEN and or disabilities.

The EPS is traded with a large number of schools and it is hoped that this will continue and enable the current staffing levels to be supplemented in the future.

We will respond to the outcome of the SEN Green Paper, 'Support and Aspiration: A New Approach to Special Educational Needs and Disability' due December 2011 and the New Academies funding in relation to SEN and implement any relevant actions.

The Diversity Impact Assessment will be reviewed in three months following the consultation period and any issues identified then will be addressed.

For the record

Name of person leading this DIA **Sara Tough**

Names of people involved in consideration of impact

Annette Allan / Sara Tough

Date Completed 28/10/11

Name of director signing DIA

Date DIA signed

Date approved by corporate group.

Strategic Planning Framework – Diversity Impact Assessments



1 What's it about?

- What is it there for? What is it set up to deliver? What is the proposed change?
- What potential is there to meet the equality duties?
- What equality benefits does it create?
- What are the barriers to meeting this potential?

2 Who's it for?

- Who is expected to benefit or use the service (internal/external)?
- What do you know about them (evidence)?
- Who is missing or may find it difficult to use the service?
- Do you know why?

3 Impact

- How will this service be successfully delivered to a diverse group of people? (positive impact)
- Is there any innovative thinking, working or technology that could improve delivery?
- Is there anything about the way you deliver your service which may stop people getting involved? (negative impact)
- Is that reasonable or justified? How can it be resolved?
- What consultation has taken place? How has the consultation influenced the service?

4 So what?

- What changes have you identified?
- What will you do now and what will be included in future planning?
- When will this be reviewed?
- How will success be measured?
- Who is signing this off/taking responsibility?

Considerations

Our equality duties

1. Eliminate Discrimination
2. Promote Equal Opportunities
3. Promote Good Relations
4. Prevent Harassment
5. Encourage Participation in Public Life

In the areas of: age, disability, gender (including transgender), race, religion/belief and sexual orientation (socio-economic status).

Dimensions of equality How will the service affect the life chances of different groups? Consider how the service will impact

1. **Longevity:** e.g. premature mortality.
2. **Physical security:** e.g. freedom from violence and physical and sexual abuse.
3. **Health:** e.g. well-being and access to high quality healthcare.
4. **Education:** e.g. being able to be creative, to acquire skills and qualifications, and having access to training and life-long learning.
5. **Standard of living:** e.g. being able to live with independence and security; and covering nutrition, clothing, housing, warmth, utilities, social services and transport.
6. **Productive and valued activities:** e.g. access to employment, a positive experience in the workplace, work/life balance, being able to care for others.
7. **Individual, family and social life:** e.g. self-development, having independence and equality in relationships and marriage.
8. **Participation, influence and voice:** e.g. participation in decision-making and democratic life.
9. **Identity, expression and self-respect:** e.g. freedom of belief and religion.
10. **Legal security:** e.g. equality and non-discrimination before the law and equal treatment within the criminal justice system.

For up to date information and advice contact equality@swindon.gov.uk or check swindon.gov.uk/dia