

Swindon Borough Council and NHS Swindon Diversity Impact Assessment for reducing funding to the Early Years Team

1 What's it about?

Refer to equality duties

What's it there for? What's it set up to deliver? What's the proposed change? What do you want to achieve?

The role of the Early Years (EY) is primarily focused on supporting private, voluntary and maintained settings in the delivery of the Early Years Foundation Stage as part of our commitment to achieving the best outcomes for children under 5.

This could include working directly with settings' staff to support their planning for activities such as play, working directly with staff to develop their ability to use assessment effectively and ensure intervention is timely and effective.

A key element of the role is to support staff in the identification of children with special educational needs and, as appropriate make referrals to the Early Support Pathway.

There are: 79 private/voluntary settings; 14 Children's Centres and 15 schools with maintained nurseries.

As we are facing a major reduction in the Council's financial resources in its budget for 2012/2013 and beyond it is proposed that the service be reduced by 0.6fte Consultant making a saving of £32K.

Performance is judged at the end of the Foundation Stage in key areas of performance. In 2011 the LA performance in the key indicator of % of children achieving 78+ and 6+ in PSE and CLL rose by 6 percentage points. In the 2nd key indicator the % gap between the median and bottom 20% increased by 1%.

School data outcomes for Foundation Stage - **Summary Appendix 1**

The reduction in staff can be accommodated by reducing the number of visits to high performing settings, working in inverse proportion to success and, facilitating an increased level of setting to setting support drawing on the expertise available in both non-maintained and school settings.

In addition, the settings can, and do draw on support from the Locality Teams to support children with SEN; this will continue to be a strong partnership within the Children's Services Directorate.

What potential is there to meet the equality duties?

The service operates to support the early identification of underperformance and therefore advance equality of opportunity for all children under 5. This strengthens life chances and the risk of underachievement when children reach school age.

What equality benefits does it create? (for people, organisation etc...)

Despite the reduction in funding the service will continue to operate and support private, voluntary and maintained settings in the delivery of the Early Years Foundation Stage.

What are the barriers to meeting this potential?

Currently we have a number of strong settings that can provide setting to setting support; if this number were to be reduced it would impact on the "inverse proportion to success" model.

2 Who's it for?Refer to equality groups

Who is expected to benefit or use the service (internal/external)?

Private, voluntary and maintained (school) settings in Swindon where there are children under 5.

The aim of the EY Team is to work with early years practitioners, teachers, teaching assistants and leadership teams to improve opportunities and outcomes for children under 5.

The service provides:

- CPD for staff in private, voluntary and maintained (school) settings in Swindon
- Support for settings with children who need SEN identification/support
- Bespoke and targeted setting support if the setting is in need of improvement

What do you know about them (evidence)?

We know which schools have children under 5 (Appendix 1) and the private and voluntary settings (list can be made available).

Who is missing or may find it difficult to use the service?

Private, voluntary and maintained (school) settings in Swindon where there are children under 5.

Do you know why?

3 Impact

Refer to dimensions of equality and equality groups

Show consideration of: age, disability, sex, transgender, marriage/civil partnership, maternity/pregnancy, race, religion/belief, sexual orientation and if appropriate: financial economic status, homelessness, political view

Is there any potential or real issue which will stop some groups or people getting involved? (adverse impact)

There is the potential for a reduction in the service to young children and to staff in schools. This will impact on the age group 3-5.

There are Children's Centres located in areas of social deprivation and where there are high numbers of BME children (e.g. Drove)

It is not anticipated that there will be any impact on groups as a result of: disability, sex, transgender, marriage/civil partnership, maternity/pregnancy or sexual orientation.

Is that reasonable? Can it be justified or mitigated?

The service has been working under capacity due to absence due to ill health and vacancy factors for some time and has already implemented the move to an "inverse proportion to success" model; we are also facilitating setting-to setting support and support from strong professionals from successful settings working with less strong settings. It is advised that a sum of £3-5K be used

from the Schools & Learning Budget 2011/12 (from generated income) to facilitate setting to setting support. This would help to reduce the potential risk.

How will this service be successfully delivered to a diverse group of people? (positive impact)

The EY service in service is well advertised through Sure Start publications e.g. training programme and through termly cluster meetings and network meetings. Information is also put on Schoolsonline.

Is there any innovative thinking, working or technology that could improve delivery?

What consultation has taken place? How has the consultation influenced the service?

Reductions in the service were considered as part of the re-structuring of Schools & Learning in 2010/11.

4 So what?

[Link to business planning process](#)

What changes have you identified?

There is a need for the service to use a model of inverse proportion to success and to facilitate setting to setting support. It is also necessary to continue to promote the partnership with the Locality Teams.

What will you do now and what will be included in future planning?

The service will be reviewed as part of the development of the 3rd/4th tier of the Stronger together programmes.

When will this be reviewed?

As per the Stronger Together timetable.

How will success be measured?

Success criteria identified on the One Swindon Delivery plan.

For the record	
Name of person leading this DIA Gill Ilic	Date completed 24/10/11
Names of people involved in consideration of impact Paddy Bradley	
Name of director signing DIA Paddy Bradley	Date signed

Strategic Planning Framework - Diversity Impact Assessments

1 What's it about?

refer to equality duties

- What is it there for? What is it set up to deliver? What is the proposed change? What do you want to achieve?
- 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?

refer to equality groups

- 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

refer to dimensions and equality groups

- Is there any potential or real issue which will stop some groups or people getting involved? (adverse impact)
- Is that reasonable? Can it be justified or mitigated?
- 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?
- 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, harassment and victimisation
2. Advance equality of opportunity
3. Foster good relations

In the areas of age, disability, sex, transgender, marriage/civil partnership, maternity/pregnancy, race, religion/belief, sexual orientation.

Extended by SBC policy to include: financial or economic status, homelessness, political view.

Dimensions of equality

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

1. **Life expectancy**
2. **Physical security:** e.g. freedom from violence and physical and sexual abuse.
3. **Health and well-being:** e.g. 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.