

**FULL EQUALITY IMPACT ASSESSMENT LOCAL EDUCATION AUTHORITY RESIDUAL FUNCTIONS
SUSTAINABLE COMMUNITY STRATEGY OUTCOMES:**

| Outcomes | Impact | Score | Detail of impact/mitigation |
|--|---------------|--------------|---|
| People in Darlington are healthy and supported | No impact | 0 | No specific impact identified at this stage |
| | | | <p>Update 08/02/11: Following a meeting of service managers involved in the provision of LEA Residual Functions additional comments about the impacts have been added to this assessment.</p> <p>School Improvement: No specific impact identified as this is about whole school management and standards, not individual children.</p> <p>SEN: Currently 400 Pupils with Statements of SEN. The implications for children with SEN status will vary from school to school. It should be noted that the schools have held 80% of the budget since 2007. The national Code of Practice outlines legislative requirements for SEN provision/services. Government Green Paper due in March about the review of SEN nationally. The results of this will impact on all Local Authorities.</p> <p>Potential difficulties involving disabled children and/or their parents/carers in impact assessment as the impacts of the proposals will not become clear until implementation. High possibility of distressing people unnecessarily about impacts which won't occur.</p> <p>Impacts on Schools: Key issue is the way in which schools commission services and prioritise their budgets.</p> |

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| Outcomes | Impact | Score | Detail of impact/mitigation |
|--|-----------------------------|----------|---|
| <p>People in Darlington are educated and skilled</p> | <p>High negative impact</p> | <p>5</p> | <p>Update 08/02/11: Impacts on Schools: Key issue is the way in which schools commission services and prioritise their budgets.</p> <p>Educational Psychology: Statutory Assessment function remains in the new structure. However, main impact will be reduced coverage for all schools, voluntary, private and independent schools and any child who is placed outside the Borough.</p> <p>Educational Psychologists currently manage the Autism Service (Resources and Advisory Stage Teacher), Speech and Language Outreach, Low Incidence Needs (including Cognition and Learning, Social Communication Outreach Service (SOCOS) which support 180+ pupils).</p> <p>All these pupils fall within the Disability Discrimination Act definition of disability. Potentially high impact on low number of pupils. However, impacts may only be realised or change as implementation begins.</p> <p>Potential difficulties involving disabled children and/or their parents/carers in impact assessment as the impacts of the proposals will not become clear until implementation. High possibility of distressing people unnecessarily about impacts which won't occur.</p> |

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| <p>People in Darlington are educated and skilled</p> | | | <p>Update 01/02/11: The impact continues to be assessed as HIGH in view of the uncertainties around provision by external providers/partners. Caution is required when assuming that services which schools have expressed a preference for providing directly outside of the local authority remit. This may alter following further in depth assessment of the service models with Service Managers (Feb 2011). A number of negative impacts have been identified relating to the LEA Residual Functions proposals following Talking Together Events involving the general public, disabled people and children, young people and families. These discussions involved a small number of people primarily parents and staff. The main areas of concern related to:</p> <ul style="list-style-type: none"> • School Improvement Support where it was felt the removal of this would have a negative impact on disabled children. Particularly, pupils with Autism, ADHD, etc. Further investigation of this is required as part of the Type 2 Disability Equality Impact Assessment. • SEN - Fears of negative impact on disabled children as Special Educational Needs is a confusing term to some, this will hand all power over to the schools, are they able to deal with it? Who will decide this? Legal issues and implications of this. |

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| <p>People in Darlington are educated and skilled</p> | | | <ul style="list-style-type: none"> • Educational Psychology – reduction in services will affect the most vulnerable children. How will a reduction in staffing levels not affect pupils and families requiring help and support? • Impacts on schools - how will schools be supported to develop their capacity for commissioning and/or providing services? <p>Further investigation of these impacts will be undertaken as part of the Type 2 Disability Equality Impact Assessment.</p> <p>Update 26/01/11: Local Education Authority (LEA) Residual Functions impact on several areas of learning and skills. These impacts have been assessed across the full range of equality impacts. Disability Equality Impact Assessments are being carried out where specifically identified within this process.</p> <p>17/12/10: The impacts for children and young people are potentially high. However, it should be noted that this overall assessment relates to the whole population of children in Darlington. This will change as the detailed structures of the proposal fall into place. The range of services covered by this proposal is wide and diverse. Some services included in the proposal have now been mitigated through alternative funding regimes put in place. Other aspects of the proposal will require Disability Impact Assessment due to the client group affected by the proposals e.g. SEN/Educational Psychology.</p> |
| <p>People in Darlington are financially secure</p> | <p>No impact</p> | <p>0</p> | <p>No specific impact identified at this stage</p> |

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| Individuals are not disadvantaged by their family circumstances at birth, or by where they reside. People live in cohesive and resilient communities | Small negative impact | 1 | The proposal may result in reduce choice for parents/families in some areas of educational services. However, there is no intention at present to withdraw statutory provision. |
| People in Darlington live in sustainable neighbourhoods | No impact | 0 | No specific impact identified at this stage |
| Our communities are safe and free of crime | No impact | 0 | No specific impact identified at this stage |
| Darlington is an ambitious, entrepreneurial place in which businesses thrive and create wealth | No impact | 0 | No specific impact identified at this stage |
| | | 6 | |

FINANCIAL IMPACT:

| Considerations | Impact | Score | Detail of impact/mitigation |
|--|----------------------------------|-----------|--|
| What are the potential monetary efficiency savings? | High Saving - £1m+ | 1 | The potential monetary savings have been identified in excess of £1M. |
| How much of an investment is needed to realise the saving? | Small investment - £0-£20k | 1 | |
| How easy is it to implement the option? | Difficult to implement | 5 | |
| When will the savings be realised? | Savings to be made over 6 months | 5 | Update 18/01/11: Some savings will be realised following the end of the current academic year (August 2011) which mitigates effects during an academic year. |
| | | 12 | |

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COUNCIL WIDE IMPACT:**

| Considerations | Impact | Score | Detail of impact/mitigation |
|--|---------------------------------|--------------|--|
| Economic | | | |
| Will jobs be lost by the change? | More than 5 jobs lost by change | 5 | 94 staff impacted with a reduction of 47 posts within the service areas identified in the proposal. Mitigation around redeployment and assistant to develop business and employment opportunities for staff. |
| Socio-cultural Will the change detrimentally affect vulnerable groups or Equality Act 2010: Protected Characteristics such as below: | | | |
| Older People | No impact | 0 | No specific impact identified at this stage |
| Children | High negative impact | 5 | <p>Update 08/02/11:</p> <p>EOTAS/Elective Home Education: These two services are combined under the new structure. The reference to the management post needs clarification as to the function and purpose. Elective Home Education – is there a need for a specific post? Clarification required about who responsible for what.</p> <p>Behaviour and Attendance Review: As the Behaviour and Attendance Partnership develops provision across schools will be clarified.</p> <p>14-19 Development/Adult Learning and Work Based Learning: Implications for Learning Disabled/Difficulty (LDD) young people as funding not enough to go round. Young People Learning Agency (YPLA) will deal with appeals and their role is going to grow as government moves other responsibilities into its remit.</p> |

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| <p>Children</p> | | | <p>14-19: Impact of the cessation of Education Maintenance Allowance (EMA) nationally on young people together with the rise in the participation age to 17 from 2013 and 18 from 2015.</p> <p>Update 01/02/11: A number of negative impacts have been identified relating to the LEA Residual Functions proposals following Talking Together Events involving the general public, disabled people and children, young people and families. These discussions involved a small number of people primarily parents and staff. See reference above - People are educated and skilled.</p> <p>Update 26/01/11: Low Incidence Needs- this provision has been removed from the Local Authority structure. The staff and provision is now designated by schools for Designated Schools Grant (DSG) funding. Original proposal was for a reduction in the team to 2 full time equivalents (FTE) now the team will be maintained in full through the alternative funding proposal.</p> <p>Ethnic Minority Traveller Advisory Service - see Black and Minority Ethnic (BME) and Gypsy Traveller section.</p> <p>Learning Technologies - SLA proposal by schools. Possible risk if full cost recovery not possible.</p> <p>Playing for Success – Service Level Agreement (SLA) proposal by schools.</p> <p>Home and Hospital Teaching Service - reviewed since initial proposal tabled. This service will remain in its current format with no changes to the existing staff and resource. Funded through DSG.</p> |

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| <p>Children</p> | <p>High negative impact</p> | | <p>Education Other Than At School (EOTAS) - Lead post created which will provide improved support to schools. The functions of Elective Home Education will become part of the EOTAS provision; strengthening support to families and formalising arrangements for parents and schools to a high risk group of pupils.</p> <p>14-19 Development/Adult Learning and Work Based Learning (WBL) No reduction in WBL as this is funded entirely from external grants which have stringent accountability mechanisms. Reduced capacity in 14-19 - national policy review around Diplomas. Changes to the operation of the 14-19 Partnership. Further impact information required for potential impacts on disabled young people aged 14-19 accessing provision.</p> <p>Early Years – Reduction in number of Foundation Stage Advisory Teachers from 5 to 3 (FTE). These posts will be based with the Area Teams. Child Care Development Officers will reduce from 5 to 3 (FTE) and also be based within Area Teams.</p> |

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| <p>Children</p> | <p>High negative impact</p> | | <p>Early Years Inclusion Service (EYIS) is part of the new LEA Residual Functions structure. The staff numbers have reduced from 11 to 3 (FTE) and will be based in the three Area Teams.</p> <p>Following consultation and comments from parents the changes to this service will not commence until after the current academic year ends (31 July 2011). The number of families affected is currently 22. The families have been invited to meet with the Director and Proposal Owner to discuss the new service options and impacts.</p> <p>The EYIS is being considered as a separate proposal C4 with the required EIA and Disability Equality Impact Assessment (DEIA) in progress.</p> <p>Healthy Schools this service is now within the proposed structure for Early Intervention and Prevention Services (C2) and will impact assessed accordingly.</p> <p>22/12/10: The assessment of HIGH negative impact is an overall assessment of the proposal in its entirety. As work develops on the proposal and some areas of service included in the original proposal have been superseded. Others will not impact as highly. Those areas which have significant/high impacts on CYP will be subject to a more in depth consideration of the impacts and mitigations.</p> |

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| Disabled People | Medium negative impact | 3 | <p>Update 26/01/11: Early Years Inclusion Service (EYIS) are part of the new LEA Residual Functions structure. The staff numbers have reduced from 11 to 3 (FTE) and will be based in the three Area Teams.</p> <p>Following consultation and comments from parents the changes to this service will not commence until after the current academic year ends (31 July 2011). The number of families affected is 22 and each family has been contacted about this change.</p> <p>The EYIS is being considered as a separate proposal C4 with the required EIA and Disability Equality Impact Assessment (DEIA) being undertaken.</p> <p>The services included in the C1 proposals which directly affect disabled pupils and include Special Educational Needs and Educational Psychology services. These services provide support to disabled children and their families. A Disability Equality Impact Assessment is required for these areas of the proposal.</p> |
| People with a long term limiting illness | Medium negative impact | 3 | See note above re disabled children and their families |
| BME communities | No impact | 0 | <p>Update 26/01/11: Negotiations are ongoing around the provision of the EMTAS service by Corporation Road and Dodmire Primary Schools. No change to service provision if alternative arrangements put in place.</p> |
| BME communities | | | <p>Update 11/01/11: Negotiations are ongoing around the provision of the EMTAS service by Corporation Road and Dodmire Primary Schools. No change to service provision if alternative arrangements put in place.</p> |

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| Faith Communities | No impact | 0 | No specific impact identified at this stage |
| Unemployed or Low Income | No impact | 0 | No specific impact identified at this stage |
| Carers | No impact | 0 | No specific impact identified at this stage |
| LGBT People | No impact | 0 | No specific impact identified at this stage |
| People with criminal convictions | No impact | 0 | No specific impact identified at this stage |
| Refugees and Asylum Seekers | No impact | 0 | No specific impact identified at this stage |
| Gypsies and Travellers | No impact | 0 | Update 26/01/11: Negotiations are ongoing around the provision of the EMTAS service by Corporation Road and Dodmire Primary Schools. No change to service provision if alternative arrangements put in place. |
| | | | Update 08/12/10: The impact for this group was originally assessed as 3 however; this will be mitigated to no impact if the ongoing negotiations for the EMTAS service are implemented. |
| People with mental health | No impact | 0 | No specific impact identified at this stage |
| Men | No impact | 0 | No specific impact identified at this stage |
| Women | No impact | 0 | No specific impact identified at this stage |
| Pregnant women or those accessing Maternity Services | No impact | 0 | No specific impact identified at this stage |
| Those from disadvantaged areas: List as appropriate | No impact | 0 | No specific impact identified at this stage |

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OTHER CONSIDERATIONS:

| Considerations | Impact | Score | Detail of impact/mitigation |
|---|-----------------------------|----------|--|
| <p>Impact on Partners Service Delivery</p> | <p>High negative impact</p> | <p>5</p> | <p>Update 08/02/11: Impacts on post 16 sectors are subject to external forces such as YPLA, Colleges, Quality and Withdrawal of EMA.</p> <p>Update 26/01/11: School partners have agreed alternative funding of some provision which has reduced the impact of some elements of the proposal e.g. Playing for Success; Low Incidence Needs; EMTAS; HHTS etc. The high negative impact score remains until confirmed arrangements in place.</p> <p>Update 18/01/11: Following reassessment with Proposal Owner (18/1/11) the impact on partners' service delivery has been reviewed and revised to HIGH IMPACT due to the high profile nature of some of the services within the scope of the proposal. The partners primarily affected by the proposal are schools. The change in the way that the LA provides services to support schools may impact negatively if alternative ways of providing the services are not developed. Schools commissioning services directly, pooling resources etc are options which will mitigate the effects of services no longer provided from the central hub. As stated earlier as a whole the impacts may be medium however, certain aspects of the proposal will be lower or higher depending upon the services and the client groups e.g. SEN/Ed Psychology.</p> |

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|---|-------------------------------|-------|--|
| Public Perception | High negative impact | 5 | <p>Update 26/1/11: Continues as high impact see note below. High profile areas within LEA Residual Functions include SEN, Educational Psychology and services supporting vulnerable children and their families. Further investigation of these impacts will be undertaken as part of the Type 1 Disability Equality Impact Assessment.</p> <p>Update 18/01/11: Following reassessment with Proposal Owner (18/1/11) the impact on public perception and reputation has been reviewed and revised to HIGH IMPACT due to the high profile nature of some of the services within the scope of the proposal.</p> <p>Some impact may be felt in the perception of the public if alternative service provision is not adequately supported.</p> |
| Other unintended consequences: list as appropriate | None | 0 | No specific impact identified at this stage |
| Technological: Will the change be technologically difficult to implement? | No technological difficulties | 0 | No specific impact identified at this stage |
| Legal: Does the change have a legal impact? | Some legal impact | 3 | <p>Update 26/1/11: A medium impact may arise if challenges received from parents and organisations around impact assessment. The proposal assessment has identified those elements which require DEIA and where legal challenge may occur against changes to statutory services.</p> |
| | | | Some legal impacts may occur if challenge is received from parents who feel their child is not receiving statutory provision or support which was previously available under the current arrangements. This will require specific investigation and advice from legal services. |

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| Health and Safety: Will the change have a negative impact on health and safety considerations? | No impact on health and safety | 0 | No specific impact issues identified at this stage. |
| | Total Impact Score | 29 | |