

## Section 4 Integrated Impact Assessment

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### Summary Report Template

Each of the numbered sections below must be completed

Interim report	<input type="checkbox"/>	Final report	<input checked="" type="checkbox"/>	(Tick as appropriate)
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**1. Title of proposal**

Audit Formula

**2. What will change as a result of this proposal?**

Funds to support children with Additional Support Needs will be distributed more transparently to schools based on the formula that will be applied equally to all schools. A small fund will be retained centrally for children with the greatest physical or medical need.

Schools will therefore be able to plan their support more strategically over time. Schools may also then be able to retain their most effective staff and the children may benefit from support which is targeted and successful.

Time will be saved on completion of individual paperwork and bureaucracy.

All funds will go to school (save for the small amount retained centrally for physical/medical need). No funds will be spent on bureaucracy.

**3. Briefly describe public involvement in this proposal to date and planned**

Public involvement has been at a whole school level (Leith Primary meetings regards support) and at individual pupil level. CEC staff will engage with elected members and the parental bodies in the future.

**4. Is the proposal considered strategic under the [Fairer Scotland Duty](#)?**

The formula to distribute funds contains a factor for Looked After Children. Also all schools are treated equally under the formula (regardless if they already receive funding linked to SIMD)

**5. Date of IIA**

27 May 2020

**6. Who was present at the IIA? Identify facilitator, Lead Officer, report writer and any partnership representative present and main stakeholder (e.g. NHS, Council)**

Name	Job Title	Date of IIA training
Martin Gemmell (facilitator)	PEP	June 2019

Graham Hamilton (lead officer)	Head Teacher Firrhill HS	
Jacqueline Scott (main stakeholder)	Head Teacher Trinity PS	

## 7. Evidence available at the time of the IIA

Evidence	Available – detail source	Comments: what does the evidence tell you with regard to different groups who may be affected?
Data on populations in need	Scottish Government data/ :Local Government data	Disability affects all groups with a mild correlation with poverty. The formula has factors to address this. (ASN on SEEMIS)
Data on service uptake/access	Local authority	Schools who apply often for funds can skew resources. The formula addresses this phenomenon
Data on socio-economic disadvantage e.g. low income, low wealth, material deprivation, area deprivation.	SIMD data	The formula also has factors for LAC and SIMD
Data on equality outcomes	Scottish Government	SAC and PEF reports look at what practice is effective and what isn't. If possible the formula for allocation may allow for analysis of effective practice rather than a focus on how funding is distributed
Research/literature evidence	Institute of Education	Papers look t effective use of funding.
Public/patient/client experience information	Mixed findings	The literature is varied on best use of funds
Evidence of inclusive engagement of people who use the service and involvement findings	Committee papers	Parental lobbying is strong
Evidence of unmet need	Audit spreadsheets	Funds were at risk of being skewed previously to schools who spent more time on the bureaucracy
Good practice guidelines	This model is in line with those in many other LAs	All formulas will produce winners and losers so the formula is staggered to prevent any big gains or losses
Carbon emissions generated/reduced data	School transport data	If effective support is provided equally at local schools then fewer placing requests may result and fewer car journeys may ensue
Environmental data	School transport	Better local solutions may lead to fewer taxi journeys
Risk from cumulative impacts	n/a	

Evidence	Available – detail source	Comments: what does the evidence tell you with regard to different groups who may be affected?
Other (please specify)	n/a	
Additional evidence required	n/a	

**8. In summary, what impacts were identified and which groups will they affect?**

<b>Equality, Health and Wellbeing and Human Rights</b>	<b>Affected populations</b>
<p>Positive The overall population of children in schools. School managers being better able to plan ahead. School staff being able to devote time to support rather than bureaucracy</p> <p>Negative Individual children will be part of an overall approach using ASN data on SEEMIS rather than identified discretely</p>	

<b>Environment and Sustainability including climate change emissions and impacts</b>	<b>Affected populations</b>
<p><b>Positive:</b> The potential for fewer car and taxi journeys?</p> <p><b>Negative:</b> Cannot identify any negative factors.</p>	

<b>Economic including socio-economic disadvantage</b>	<b>Affected populations</b>
<p><b>Positive:</b> Employment may become more secure in deprived areas.</p> <p>Numbers of children at schools in lowers SIMD deciles will be a factor in the formula</p> <p><b>Negative:</b> Cannot identify any negative factors.</p>	

**9. Is any part of this policy/ service to be carried out wholly or partly by contractors and if so how will equality, human rights including children’s rights, environmental and sustainability issues be addressed?**

No.

**10. Consider how you will communicate information about this policy/ service change to children and young people and those affected by sensory impairment, speech impairment, low level literacy or numeracy, learning difficulties or English as a second language? Please provide a summary of the communications plan.**

N/A. We will communicate with parents and carers on this.

**11. Is the policy likely to result in significant environmental effects, either positive or negative? If yes, it is likely that a [Strategic Environmental Assessment \(SEA\)](#) will be required and the impacts identified in the IIA should be included in this.**

NO

**12. Additional Information and Evidence Required**

**If further evidence is required, please note how it will be gathered. If appropriate, mark this report as interim and submit updated final report once further evidence has been gathered.**

**13. Specific to this IIA only, what recommended actions have been, or will be, undertaken and by when? (these should be drawn from 7 – 11 above) Please complete:**

<b>Specific actions (as a result of the IIA which may include financial implications, mitigating actions and risks of cumulative impacts)</b>	<b>Who will take them forward (name and job title)</b>	<b>Deadline for progressing</b>	<b>Review date</b>
All mainstream schools will have funds allocated by formula	Martin Gemmell PEP. (primary/secondary)	June 2020	June 2021
All pre-school setting funds will also in future become part of this formula where feasible	Nicola Hammond Evans DHT ASL Service	June 2021	June 2022

**14. Are there any negative impacts in section 8 for which there are no identified mitigating actions?**

No.

**15. How will you monitor how this proposal affects different groups, including people with protected characteristics?**

We will undertake regular monitoring and reviews with schools, heads of service and finance managers.

**16. Sign off by Head of Service**

**Name:** Bernadette Oxley



**Date:** 27 May 2020

**17. Publication**

Completed and signed IIAs should be sent to [strategyandbusinessplanning@edinburgh.gov.uk](mailto:strategyandbusinessplanning@edinburgh.gov.uk) to be published on the IIA directory on the Council website [www.edinburgh.gov.uk/impactassessments](http://www.edinburgh.gov.uk/impactassessments)