

## Section 4 Integrated Impact Assessment

### Summary Report Template

Each of the numbered sections below must be completed

Interim report		Final report	x	(Tick as appropriate)
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**1. Title of plan, policy or strategy being assessed**

Communities and Families Moving and Handling Procedure

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

School staff will have a clear system of work to follow in relation to the moving and handling of children and young people with physical disabilities. This emphasises a child-centred approach to ensure that children's mobility is encouraged and to promote their wellbeing, as well as promoting the safety of staff. This is a rights-based approach that will result in staff assisting children and young people to move as safely as possible with dignity.

- **Rights-based:** based on the principles of the United Nations Convention of the Rights of the Child and built around the child's strengths;
- **Equitable:** improved practice in meeting the mobility needs of children with physical disabilities and their families;
- **Sustainable:** developing staff skills and confidence to meet the needs of learners with a physical disability in inclusive learning environments;
- **Responsive:** to the physical needs of the child and staff supporting them. Designing and/or adapting schools so that they meet the needs of children and young people with a physical disability.

The Individual Moving and Handling Risk Assessment and Handling Plan has been developed and trialled across special and mainstream schools to ensure it is effective. The procedure and associated documents are essential to ensuring City of Edinburgh Council complies with its statutory duties for children with disabilities.

The impact of the new procedure will vary across schools, depending on the school environment and the child's level of physical support need.

The Moving and Handling Service provide high-quality training for school senior leaders, mainstream and specialist teachers and support staff, relating directly to this procedure, enabling them to meet the additional support needs of children and young people with physical disabilities.

Senior leaders in schools will quality assure the implementation of the procedure as part of the wider school self-evaluation process, to ensure they are meeting their statutory duties.

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

The initial review of the procedure in January 2010 included an Additional Support for Learning Coordinator, Professional Services Manager and the NHS Lothian Moving and Handling Lead. The ASL Steering group reviewed the procedure from 2010-2014, with representation from Senior Management, Health and Safety colleagues and Primary, Secondary and Special Schools.

Primary and Secondary Additional Support for Learning Team Leaders were consulted about the procedure through Additional Support for Learning conference events held over 2014-2019.

There has been individual communication with and feedback about the procedure from Headteachers and school staff when they have a child with physical disabilities on placement and on request.

Parents/carers have been consulted and involved with the procedure when the Moving and Handling Service is directly providing support to establishments for their child's placement.

Children and young people are consulted and involved to their level of ability.

**4. Date of IIA**

29.04.20

**5. 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	Email
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Kirsty Spence	HT ASL service	<b>2016</b>	Kirsty.spence@ea.edin.sch.uk
Lisa Olsson	MH lead		<a href="mailto:Lisa.olsson@ea.edin.sch.uk">Lisa.olsson@ea.edin.sch.uk</a>
Kym Taylor	MH lead		Kym.taylor@ea.edin.sch.uk

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

Evidence	Available?	Comments: what does the evidence tell you?
Data on populations in need	Y	The data from SEEMiS provides information about the number of children and young people with a physical disability. The data from the City of Edinburgh Council SHE portal provides information on the number and types of staff injuries relating to moving and handling, indicating where additional training is required.
Data on service uptake/access	Y	The Moving and Handling Service provides an annual report, which evaluates the strength of partnership working with families, schools and partner professionals and areas for development including staff training requirements. This data indicates the need for a clear framework for partnership working which involves active input and collaboration on the part of everyone involved in supporting the child or young person.
Data on equality outcomes	No	This data will be collected by the newly-established Equalities Lead in the Additional Support for Learning Service will address this.
Research/literature evidence	Yes	Health and Safety Executive, relevant legislation, Handling of People 6, Scottish Manual Handling Passport Scheme. This literature demonstrates the need for clear procedures for the development of moving and handling plans and monitoring and evaluation of these plans.
Public/patient/client experience information	Y	Individual feedback from Moving and Handling Service available, which demonstrates strengths and improvement areas in the delivery of Moving

Evidence	Available?	Comments: what does the evidence tell you?
		and Handling provision.
Evidence of inclusive engagement of service users and involvement findings	Y	Records of training, competency assessments, Moving and Handling Risk Assessments and Handling Plans, Form 10a, Healthcare plans, written records within Additional Support for Learning Service, Moving and Handling Service management feedback given and received. This shows the extent to which staff have engaged in training and allows for identification of ongoing training requirements.
Evidence of unmet need	Y	Course evaluations, Moving and Handling Service report logs, requests for service, feedback from schools, Moving and Handling Service management feedback following competency assessment and Moving and Handling Service annual review to Additional Support for Learning Service are used to evidence where there is unmet need to inform planning. This shows the extent to which staff have engaged in training and allows for identification of ongoing training requirements.
Good practice guidelines	Y	Handling of People 6, Scottish Manual Handling Passport Scheme, NHS Lothian, GIRFEC National Practice Model.
Environmental data	N	Data collected through environmental audits indicates which schools currently offer inclusive learning environments and which schools need support/adaptations to develop their inclusive learning environments.
Risk from cumulative impacts	Y	<p>Pathway for requesting building adaptations pathway developed for Communities and Families leadership teams, demonstrating to schools the process for requesting building adaptations to ensure accessibility. This was developed as a response to the risk of schools having difficulty making the required adaptations.</p> <p>Consultation underway regarding NHS Lothian Allied Health Professional collaborative working for</p>

Evidence	Available?	Comments: what does the evidence tell you?
		Moving and Handling risk assessment and handling plan relating to delegated tasks and appropriate information sharing.
Other (please specify)	N	
Additional evidence required	N	

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

It is anticipated that through the new Moving and Handling Procedure there will be a positive impact for the following population groups:

- Children and young people with disabilities, including those who are Care Experienced; Black and Minority Ethnic; Gypsy, Roma and Traveller; Lesbian, Gay, Bisexual and Transgender.
- Employees, particularly those under 20 and over 55 years of age, those with existing conditions and/or musculoskeletal disorders/injuries, pregnant or new and breastfeeding mothers and full, part time or shift working employees.
- Children transitioning early years to nursery to primary to secondary to Higher and/or Further Education Institutions/employment
- Carers, including those from vulnerable families
- People with low numeracy/literacy
- Urban or semi-rural community

Equality, Health and Wellbeing and Human Rights	Affected Populations
<p><b>Positive</b></p> <p>High-quality career long professional learning for Communities and Families staff leading to increased skills, knowledge and confidence in supporting learners with physical disability.</p> <p>Empowerment of schools to meet the needs of those learners with Moving and Handling needs, using</p>	<p>The following groups will be impacted by each element:</p> <p>Children and young people with physical disabilities</p> <p>Parents and carers</p>

<p>individual and whole-school approaches to inclusion and achievement.</p> <p>Improved collaboration between Moving and Handling Specialists and other practitioners (Additional Support for Learning Service, Psychological Services, Allied Health Professionals, Communities and Families staff, Occupational Therapists, Education staff) to address the gap in timely identification and appropriate planning/ support for learners with physical disabilities, including early intervention for our youngest learners with physical disabilities.</p> <p>Transition tools for children with physical disabilities in relation to Nursery, Primary, Secondary, outdoor education and Tertiary services.</p> <p>Personal Emergency Evacuation Plans for children with physical disabilities are developed in collaboration with Health and Safety leads.</p> <p style="text-align: center;"><b>Negative</b></p> <p>Mainstream School staff / senior management may have anxiety using the Moving and Handling procedure initially.</p> <p>School staff / senior management perception of risk for learner with physical disability.</p> <p>Schools' perception of their capacity to meet learners' needs in the context of the inclusion agenda and other school priorities.</p>	<p>Communities and Families staff NHS colleagues Corporate City of Edinburgh Council staff and external agencies</p>
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<p><b>Environment and Sustainability</b></p> <p><b>Positive</b></p> <p>Environmentally electronic documentation to be used to reduce physical resources. Use of documentation will facilitate placements from Early Years through to school leaving. Specialist equipment will be recycled through ATECH 24 where possible to maximise use of resources and minimise ongoing financial costs.</p> <p><b>Negative</b></p>	<p><b>Affected populations</b></p> <p>Children and young people with physical disabilities Parents and carers Communities and Families staff NHS colleagues Corporate City of</p>
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<p>There is no negative environmental impact.</p> <p>Maintaining high-quality moving and handling support for children with physical disabilities will require robust recruitment and retention, induction and professional development processes</p> <p><b>Economic</b></p> <p><b>Positive</b></p> <p>Capacity-building of Communities and Families staff and Communities and Families new and existing environments to better meet the needs of children with physical disabilities could result in less wastage of adaptations / specialist equipment and facilitate best use of accessible environments.</p> <p>The recycling of specialist equipment through NHS service areas reduces financial costs.</p> <p><b>Negative</b></p> <p>Lowest paid staff perform high risk tasks (musculo-skeletal) and have a high turnover. Staff absence could result in children not getting the care or support they need timeously and increase the risk of injury to existing staff</p> <p>Specialist equipment is expensive due to Medical Device regulations and some of it not available as core stock.</p> <p>New builds restricted budgets and lack of collaboration/ involvement with access consultants can affect provision of inclusive environments therefore negatively impacting Communities and Families retrospectively often at financial and human cost (i.e. stress/injury).</p>	<p>Edinburgh Council staff and external agencies</p>
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**8. Is any part of this policy/ service to be carried out wholly or partly by contractors and how will equality, human rights including children’s rights , environmental and sustainability issues be addressed?**

NHS Lothian provide the Moving and Handling Service to Communities and Families staff and have fully participated in this process.

**9. 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.**

- Continue to seek views of children/young people, parents and carers accessing moving and handling support through the Moving and Handling Risk Assessment and Handling Plan, staff feedback with appropriate support for children/carers.
- Translation of procedure into main community languages, available on the Orb and Inclusion Hub.
- Use of audio-visual aids or any individual communication aids.
- Use of translator where appropriate.

**10. Does the policy concern agriculture, forestry, fisheries, energy, industry, transport, waste management, water management, telecommunications, tourism, town and country planning or land use? If yes, a SEA should be completed, and the impacts identified in the IIA should be included in this.**

No

**11. Additional Information and Evidence Required**

No

**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.**

**12. Recommendations (these should be drawn from 6 – 11 above)**

- Providing data on the populations in need will inform the scope of the procedure.
- Consultation with ASL Equality lead is required to establish Equality impact and ensure the procedure is supported by a robust Equality strategy with particular reference to the protected characteristics of disability.
- Ensure the procedure is supported by robust Quality Assurance.
- Acting timeously on recommendations provided in the annual Moving and Handling Service report could improve outcomes and reduce the impact of unmet need within Communities and Families.



- Implementation of the Moving and Handling Risk Assessment and Handling Plan in all relevant establishments at the time of need.
- Continue to offer support to schools which have no previous experience of supporting a child with physical disabilities.
- Continue to deliver whole-school and bespoke training for staff supporting individual children with physical disabilities.
- Continue to develop joint working to ensure that children with physical disabilities are appropriately supported, in particular taking into account dynamic risk assessment to provide opportunities to gain/maintain physical skills.
- Review communication and engagement with parents so that they are informed and consulted, and their views are sought on their experience.
- Continue to engage with Head Teachers and Additional Support for Learning Team Leaders.
- Continue communication and consultation with relevant Communities and Families staff.
- Consult with NHS Allied Health Professionals on the procedure to agree and inform next steps for collaborative working to support children with physical disabilities.
- Continue to develop capacity of the Moving and Handling Service to deliver high quality professional training and support and recruit appropriately experienced and qualified staff.
- Continue to link with Local Authority Officers across Scotland to share best practice in Moving and Handling.
- Senior Leaders in Communities and Families to consider the applying advice from access consultants on new builds.

**13. Specific to this IIA only, what actions have been, or will be, undertaken and by when? 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 contact details)</b>	<b>Deadline for progressing</b>	<b>Review date</b>
Advice applied from Access consultants in new builds	Kirsty Spence 0131 469 2832	June 2021	
Liaison with Head Allied Health Professional NHS Lothian to agree joint working pathways for MHRax and Moving and Handling procedure	Lisa Olsson – 0131 469 2990 Lee Mackay 0131 -537 3222	March 2020	

**14. How will you monitor how this policy, plan or strategy affects different groups, including people with protected characteristics?**

- This procedure is designed to improve provision and outcomes for children and young people with physical disabilities who require moving and handling support. The main relevant protected characteristic is disability.

The procedure will be monitored through:

- School supported self-evaluation and quality assurance processes, supported by the Edinburgh 2.4 and 3.1 (Personalised Support; Wellbeing, Equality and Inclusion) Toolkit - linked to HGIOS? 4.
- Analysis of Leavers' attainment data for disability.
- Authority level tracking for children with physical disabilities.
- Annual audit and report from the Moving and Handling Service.
- Ongoing feedback from Communities and Families staff, children and carers.
- Recommendations from the Handling of people 7 and the Scottish Manual handling passport Scheme.

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

**Name: Bernadette Oxley**



**Date: 27 May 2020**

**16. Publication**

Send completed IIA for publication on the relevant website for your organisation. [See Section 5](#) for contacts.

## Section 5 Contacts

- **East Lothian Council**

Please send a completed copy of the IIA to [equalities@eastlothian.gov.uk](mailto:equalities@eastlothian.gov.uk) and it will be published on the Council website shortly afterwards. Copies of previous assessments are available via [http://www.eastlothian.gov.uk/info/751/equality\\_diversity\\_and\\_citizenship/835/equality\\_and\\_diversity](http://www.eastlothian.gov.uk/info/751/equality_diversity_and_citizenship/835/equality_and_diversity)

- **Midlothian Council**

Please send a completed copy of the IIA to [zoe.graham@midlothian.gov.uk](mailto:zoe.graham@midlothian.gov.uk) and it will be published on the Council website shortly afterwards. Copies of previous assessments are available via [http://www.midlothian.gov.uk/downloads/751/equality\\_and\\_diversity](http://www.midlothian.gov.uk/downloads/751/equality_and_diversity)

- **NHS Lothian**

Completed IIAs should be forwarded to [impactassessments@nhslothian.scot.nhs.uk](mailto:impactassessments@nhslothian.scot.nhs.uk) to be published on the NHS Lothian website and available for auditing purposes. Copies of previous impact assessments are available on the NHS Lothian website under Equality and Diversity.

- **The City of Edinburgh Council**

Completed impact assessments should be forwarded to [Strategyandbusinessplanning@edinburgh.gov.uk](mailto:Strategyandbusinessplanning@edinburgh.gov.uk) to be published on the Council website.

- **City of Edinburgh Health and Social Care**

Completed and signed IIAs should be sent to Sarah Bryson at [sarah.bryson@edinburgh.gov.uk](mailto:sarah.bryson@edinburgh.gov.uk)

- **Edinburgh Integration Joint Board**

Completed and signed IIAs should be sent to Sarah Bryson at [sarah.bryson@edinburgh.gov.uk](mailto:sarah.bryson@edinburgh.gov.uk)

- **West Lothian Council**

Complete impact assessments should be forwarded to the Equalities Officer.