

## 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

Therapy Inclusion Partnership (TIP) support to mainstream schools. The TIP team comprises a Speech and Language Therapist, an Occupational Therapist, a Physiotherapist and Administrative support. The team works two days per week.

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

- The Therapy Inclusion Partnership (TIP), which currently supports a small number of learners with additional support needs who attend mainstream schools will be discontinued.
- The resources provided by the incumbent provider (NHS) will still be available within the ASL Service and support for schools to implement these can be delivered in-house by ASL staff.
- The ASL Service has an Occupational Therapist and a Speech and Language Therapist who can provide additional advice and support if required.
- Schools which may previously have requested this support for children will access advice and strategies from specialist staff within the Additional Support for Learning Service. This service is already in place for those children who have not received a service from the TIP.

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

- Evaluation of impact of Therapy Inclusion Partnership input in terms of number of children supported and evaluation of progress has been undertaken by the TIP team.
- Consultation with TIP team manager for Speech and Language Therapy staff – Karen Allan.

#### 4. Date of IIA

25.05.20

**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)**

<b>Name</b>	<b>Job Title</b>	<b>Date of IIA training</b>	<b>Email</b>
Sean Bell	Senior Manager, Children with Additional Support Needs	15/11/2018	sean.bell@edinburgh.gov.uk
Laura Zanotti	Commissioning Officer		laura.zanotti@edinburgh.gov.uk
Anna Gray	Quality Improvement Manager		anna.gray@edinburgh.gov.uk
Iona Brockway	Depute Head Teacher		Iona.Brockway@ea.edin.sch.uk

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

<b>Evidence</b>	<b>Available?</b>	<b>Comments: what does the evidence tell you?</b>
Data on populations in need	Y	Data from SEEMiS indicates the number of children with additional support needs. This data suggests that there is an increase in the overall number of children with additional support needs nationally and within Edinburgh. However, this is a broad measure looking at additional support needs as a whole, so it does not indicate how many of these children would benefit from the support which would be provided by the Therapy Inclusion Partnership specifically.
Data on service uptake/access	Y	The data from 2018-19, the last date from which this data is available, indicates that a total of 24 individual children and young people, across five schools received support from the TIP team. From the documents provided by TIP it is not clear how many sessions were provided for the pupils in each

Evidence	Available?	Comments: what does the evidence tell you?
		<p>of these schools.</p> <p>Staff training was provided in 11 schools. It is not clear from the data provided by TIP how many staff were included in these training sessions.</p> <p>Taken as a whole, this data suggests that a very small number of children received support over session 2018-19, and a limited number of staff accessed training.</p>
Data on equality outcomes	N	Data on equality outcomes is not available in the TIP Evaluation of Impact report. The service is provided on the basis of assessed needs.
Research/literature evidence	Yes	<p>Presumption to Provide Education in a Mainstream Setting (2019); Equality Act (2010); ASL Act (2004) (as amended 2009).</p> <p>Research literature and national guidance emphasises the importance of children with additional support needs being supported by skilled staff within their school. The forthcoming report from the recent ASL Review guidance indicates that training for school staff can be an effective means of providing sustained and effective support, suggesting that training for staff, in line with wider school improvement planning priorities, would be the most effective model of support.</p>
Public/patient/client experience information	N	<p>Pupil and staff feedback has not been provided to date.</p> <p>Feedback from the child, parents and staff is reviewed via the planning process, involving the ASL service and Educational Psychologist as appropriate.</p>
Evidence of inclusive engagement of service users and involvement findings	Y	Some data available in TIP Annual Report, indicating number of children supported over session 2018-19 and number of schools in which staff have accessed training. This data does not indicate the extent to which there has been an improvement to engagement across the curriculum

Evidence	Available?	Comments: what does the evidence tell you?
		<p>for the pupils supported by TIP following the delivery of support.</p> <p>This data suggests that a very small number of children received support over session 2018-19, and a limited number of staff accessed training.</p>
Evidence of unmet need	N	<p>Schools are not currently able to request support due to school closure, so it is difficult to establish whether there is unmet need at present. As schools return in a blended learning model, it is unlikely that the current TIP model for direct work with pupils would be risk assessed as safe in terms of infection control, due to the equipment required. ASL staff are able to work with children and families remotely to offer therapeutic services remotely to children in need during lock down at a time when the TIP team are not operating during COVID 19.</p>
Good practice guidelines	Y	<p>Presumption to Provide Education in a Mainstream Setting (2019); Equality Act (2010); ASL Act (2004) (as amended 2009).</p> <p>These guidelines indicate that effective partnership working is required to effectively support children and young people with additional support needs.</p>
Environmental data	N	
Risk from cumulative impacts	Y	<p>City of Edinburgh Council does not have assurance that the service being delivered is efficient and effective nor whether it provides the support required by schools. City of Edinburgh Council does not have control over delivery of service or Quality Assurance processes. This impacts on the following areas:</p> <ul style="list-style-type: none"> <li>• Best Value principle – CEC not meeting principles of Best Value</li> <li>• Quality Assurance – lack of ability for CEC to measure performance</li> <li>• Benefits to CEC schools – this has not been evidenced therefore it cannot be demonstrated</li> </ul>

Evidence	Available?	Comments: what does the evidence tell you?
		<p>that we are providing a good service for children or schools</p> <ul style="list-style-type: none"> <li>• Changing educational landscape – availability of additional resources and Headteacher Empowerment means that schools should be fully involved in decision-making about services provided</li> <li>• The provider has indicated concerns about their ability to provide efficient service to meet requirements of purchaser, in terms of the balance of clinical supervision and management of service</li> </ul>
Other (please specify)	N	
Additional evidence required	N	

**7. 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><b>Positive</b></p> <p>Funding currently used for TIP service can be used differently to ensure that greater number of children and young people are supported.</p> <p>Greater involvement of schools in decision-making around how support for children and young people with these specific needs can be procured and delivered.</p> <p><b>Negative</b></p> <p>Disruption to service resulting from change to service provider. There is a potential impact on a small number of service users (pupils and schools accessing training). If the number of service users next session were similar to session 2018-19, this would be approximately 24 individual children and training for some staff in up to 11</p>	<p>Children and young people with additional support needs.</p> <p>Headteachers/school Senior Leadership Teams.</p> <p>Children and young people with additional support needs</p>

schools.

This will be mitigated against by access to advice and strategies provided by specialist staff in the Additional Support for Learning Service.

**Environment and Sustainability N/A**

**Affected populations**

**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?**

No

**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.**

This plan does not need to be communicated directly to children and young people with additional support needs as they will still be able to access support provided by the ASL Service.

**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, an SEA should be completed, and the impacts identified in the IIA should be included in this.**

No

**11. Additional Information and Evidence Required**

None.

**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)**

Edinburgh Council hopes to align specialisms within our in-house service, as well as providing greater transparency on the charges.

Following consideration of the available in-house resources it is recommended that the service is delivered by the ASL team support by specialist staff within the ASL Service.

**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>
Gather data on current provision and evidence of outcome	Laura Zanotti Laura.Zanotti@edinburgh.gov.uk	March 2020	
Discontinue current form of TIP provision	Sean Bell Anna Gray	August 2020	
Work with schools to establish model of support which more effectively meets pupils' needs	Iona Brockway Iona.Brockway@ea.edin.sch.uk	Academic session 2020-21	
Monitor closely the needs of the identified pupils during the transition between the commissioned service and in-house service delivery	Iona Brockway Iona.Brockway@ea.edin.sch.uk	Academic session 20-21	

**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 ASN. The main relevant protected characteristic is disability. The ASL is currently providing this service due to the limited number of children receiving contact from the TIP team. We will ensure this service continues to be provided by ASL staff and extended to cover the small amount of children who previously received a service from the TIP Team. The TIP team has not been delivering a service during the COVID pandemic, and does not deliver a service during school holidays.

**15. Sign off by Head of Service/ Project Lead**

**Name: BERNADETTE OXLEY –**



**Date: 13 July 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.