## INTEGRATED IMPACT ASSESSMENT SUMMARY REPORT TEMPLATE FOR EMERGENCY DECISIONS

## 1. Title of proposal

Holiday support for disabled children

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

The support children being offered will change and move from being universal to targeted. At the summer holiday period the support will be changed from offering $\mathbf{1 2 0}$ children a place to a around 50 , and this will depend on level of need. For other holiday periods the number was $\mathbf{8 0}$ children, and this will reduce depending on assessed need.
3. Briefly describe public involvement in this proposal to date and planned.

Parents and carers of children with a disability will be sent a letter and also an email about the changes. Information will be posted on Face Book and schools will be advised so that they can also inform families of the changes.
4. Date of IIA

24/4/20
5. Who was involved in carrying out the IIA? (please list lead officer and other staff)

| Name | Job Title |
| :--- | :--- |
| Karen Japp <br> Jennifer Grundy | Team Leader |
| Children's Practice Team Manager |  |

6. Evidence available at the time of the IIA

| Evidence | Available - detail <br> source | Comments: what does the evidence tell <br> you about different groups who may be <br> affected? |
| :--- | :--- | :--- |
| Data on populations in need | SEEMIS/SWIFT | Focuses on children with diagnosed <br> disability. |
| Data on service uptake/access | Numbers collate <br> by disability <br> services | Support is moving to being assessed and <br> targeted rather than universal and records <br> are kept of who attends or misses a place. |
| Data on socio-economic disadvantage e.g. <br> low income, material/area-based <br> deprivation. | n/a | Support offered covers all economic <br> groups |
| Data on equality outcomes | n/a | Support is targeted due to level of need |
| Research/literature evidence | SWIFT/FACEBOOK/ <br> Schools and other <br> professionals | Feedback is received from the families who <br> are involved - by various methods |
| Public/patient/client experience <br> information |  |  |


| Evidence | Available - detail <br> source | Comments: what does the evidence tell <br> you about different groups who may be <br> affected? |
| :--- | :--- | :--- |
| Insight from public / service user <br> engagement | As above | As above |
| Evidence of unmet need | Reduced numbers <br> of children <br> attending the <br> provision | Some children no longer received holiday <br> support as this is not being offered <br> universally |
| Good practice guidelines | n/a | Fewer children being transported around <br> the city |
| Carbon emissions generated/reduced | n/a |  |
| Environmental data | n/a |  |
| Risk from cumulative impacts |  |  |
| Other (please specify) |  |  |
| Additional evidence required? |  |  |

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

## Equality, Health and Wellbeing and Human Rights

Positive
The support being offered supports children with a disability and allows them access to support in the same way that children without a disability can access support.

## Negative

The numbers of children being supported are reduced And carers may be affected by this

## Affected populations

Children with a diagnosed disability

Carers of children with a diagnosed disability

Environment and Sustainability including climate change emissions and impacts

## Positive

The support is utilising resources that are already available and transporting fewer children across the city

## Negative

Reduced numbers of children mean that fewer buildings are being used when they are empty at school holiday times

Affected populations

Children with a diagnosed disability

Carers of children with a diagnosed disability

| Economic including socio-economic disadvantage | Affected populations |
| :--- | :--- |
| Positive <br> Children are supported regardless of their socio-economic <br> position | Children with a diagnosed <br> disability |
| Negative <br> $\mathrm{n} / \mathrm{a}$ | Carers of children with a <br> diagnosed disability |

8. Is any part of this policy/ service to be carried out wholly or partly by contractors and if so how will equality, human right, including socio-economic disadvantage, environmental and sustainability issues be addressed?

There may be staff recruitment that will be carried out by a contractor, but this has yet to be confirmed. This contractor is aware of the above issues.
9. Describe 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?

Information will be given out using social media/schools/social stories/easy read letters/translated letters if needed/phone calls/emails.
10. 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.

## N/A

11. What, if any, actions are recommended in response to the impacts identified above? This can include keeping the proposal under review, gathering more data, or specific actions to mitigate identified impacts.

| Specific actions (as a result of the IIA <br> which may include responding to <br> financial implications, mitigating <br> negative impacts, action to manage the <br> risk of cumulative impacts) | Who will take them <br> forward (name and <br> job title) | Deadline for <br> progressing | Review date |
| :--- | :--- | :--- | :--- |
| There may be financial issues to be <br> addressed as the costings of this | Sean Bell Senior <br> Manager | May 2020 | September <br> 2020 |


| Specific actions (as a result of the IIA <br> which may include responding to <br> financial implications, mitigating <br> negative impacts, action to manage the <br> risk of cumulative impacts) | Who will take them <br> forward (name and <br> job title) | Deadline for <br> progressing | Review date |
| :--- | :--- | :--- | :--- |
| reduced service and the staffing needed <br> to run it needs to be worked out <br> Also need to consider if we need to look <br> at funding other supports for the <br> families not accessing this one going <br> forward <br> Looking to other providers to see what <br> they can offer | Jennifer Grundy | Karen Japp |  |
| There will be families who cannot <br> access holiday support who previously <br> would have and this change will impact <br> on them | Karen Japp <br> Sean Bell | June 2020 | September |
| Families will be signposted to other <br> supports and we are working with other <br> providers to develop additional holiday <br> provision | Senndy |  |  |
| Support for carers will also need to be <br> considered and this would need to be <br> discussed with Health and Social Care <br> who undertake carers assessments | Jennifer Grundy <br> CPTM <br> Sean Bell SM | June 2020 | September |
| 2020 |  |  |  |

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

NO
13. How will you monitor how this proposal affects different groups, including people with protected characteristics?

Families will be asked to give feedback/professionals will be consulted/ there are regular meetings with managers who are the decision makers/review of self-directed support plans will also address holiday provision
14. Sign off by Head of Service

Name

## Bernadette Oxley

Berrvelelfe


Date: 6 May 2020
15. Publication

Completed and signed IIAs should be sent to strategyandbusinessplanning@edinburgh.gov.uk to be published on the IIA directory on the Council website www.edinburgh.gov.uk/impactassessments

