

Section 4 Integrated Impact Assessment

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

ASN Holiday Support

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

An open referral system which will be available for all families and carers to access with increased provision and inclusion for all.

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

10 Focus groups were held on the following dates.

1. Oaklands 8/3/22 at 12 noon - 1.30pm
2. St Crispin's 8/3/22 at 2pm - 3.30pm
3. Mainstream 9/3/22 at 12 noon - 1.30pm
4. Woodlands and Redhall 10/3/22 at 9.30am – 11am
5. Braidburn 10/3/22 at 11.30am – 1pm
6. Kaimes 10/3/22 at 1.30pm – 3pm
7. Rowanfield, Pilrig Park and Prospect Bank 11/3/22 at 10.30am – 12 noon
8. Enhanced Support bases and Hubs 15/3/22 at 9.30am – 11am
9. Carers and Foster Carers 15/3/22 at 12 noon - 1.30pm
10. Evening Focus Group 17/3/22 at 6.30pm – 8pm

A Holiday Hub newsletter has been shared with families and updates have been shared and discussed at the Citywide Special Schools meetings.

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

Yes

5. Date of IIA

23rd of November 2022

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
Jennifer Grundy	Team Manager Education and Children's Services	
Nichola Dadds	Operations Manager Education and Children's Services Facilitator	
Helen Hunter	Development Officer – ASN Holiday Support Lead Officer and Report Writer	

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	<p>Microsoft Form Spreadsheet of all applications.</p> <p>ASN transition + COVID 19</p> <p>SEEMIS and SWIFT</p>	<p>Application forms include information on varying disabilities. Due to the complex needs of some young people they require specific placements</p> <p>The application form includes data such as postcodes, disability, and details relating to financial capabilities</p> <p>COVID has had a huge impact on ASN children and their recovery. The need for support continues to be high and providers are struggling to find staffing to get back to 100% provision.</p> <p>Both SEEMIS and Swift have data on each child.</p>
Data on service uptake/access	<p>Microsoft Form Spreadsheet of all applications.</p>	<p>*In the summer of 2022 there were 540 applications submitted, some were duplicates.</p> <p>*533 families were offered a place. Some of these children had not completed a form but were referred through their school or social work.</p> <p>*89 declined (holiday booked, decided against it. this did not relate to financial barriers).</p> <p>*496 applications have been made for the full academic year 22/23 Holiday Support.</p> <p>*Transport has played a part in why some families have not accessed the service previously</p> <p>*Some families have indicated that they are struggling financially and might not accept the holiday support they have been allocated for the year.</p>
Data on socio-economic disadvantage e.g. low income, low wealth, material deprivation, area deprivation.	<p>Scottish Index of Multiple Deprivation</p>	<p>*The demand for Holiday Support varied across Edinburgh. The sliding scale for payment allows more families to access the support rather than having a set fee. The scale recognises those who are economically</p>

Evidence	Available – detail source	Comments: what does the evidence tell you with regard to different groups who may be affected?
		<p>disadvantaged unemployment, lone parents and what benefits are in receipt.</p> <p>*No child has been denied a provision due to finance.</p>
Data on equality outcomes	Numbers and data of children attending	<p>No young person was declined holiday support who met the ASN criteria for the Holiday Hub.</p> <p>The Equalities and Rights Impact Assessment (ERIA) was undertaken in March 2017, with due regards to the protected characteristics as detailed in the Equalities Act 2010. There were no negative impact outcomes.</p> <p>The application is open to all children who are registered at school</p>
Research/literature evidence	Play Schemes for children with disabilities progress report 2018	<p>The 2018 report states that the aim of the disability holiday support is to create opportunities for disabled children and young people to participate in activities during the school holidays and to enjoy relationships with peers.</p> <p>The number of eligible young people has increased as has the demand for provision.</p> <p>In 2022 there has been an increased number of Enhanced Support Bases created in mainstream schools across Edinburgh. They support a maximum of 10 learners at a time from S1 to S3. The focus is on supporting Early/First level Curriculum for Excellence levels for young people who have learning, and complex social communication needs where they require significant environmental adaptations.</p>
Public/patient/client experience information	SWIFT updates	Social workers update SWIFT on how the Holiday Provision went and if any changes are required.

Evidence	Available – detail source	Comments: what does the evidence tell you with regard to different groups who may be affected?
	<p>10 focus Groups were held in March 2022.</p> <p>TEAMS feedback form.</p> <p>Social Media</p>	<p>The focus group involved all mainstream and special school's parents and carers. They focused on what the client wanted the service to look like and how it would work best for them.</p> <p>117 Families completed the Feedback form giving advice on what worked well and how to improve the service. This feedback was then shared with each provider. We also had a provider's meeting where we could share good practice with each other.</p> <p>Parents and Carers often use this platform to share their views on the provision</p>
Evidence of inclusive engagement of people who use the service and involvement findings	Focus groups and questionnaires.	<p>The focus group allowed us to shape the provision to be what families wanted. There has been good engagement and attendance at both the summer and October holiday hubs.</p> <p>Feedback forms have been given to families and carers to review the provision. This way we are continually improving the service.</p> <p>To make the service more inclusive we have catered the support to individuals. For example, employing BSL workers.</p> <p>Parents and carers will be supported to complete application forms if needed, for example via the phone or a paper copy being sent home.</p>
Evidence of unmet need	Information from families.	<p>Some families and carers have asked for the hub to open earlier and to end later. This is to accommodate their work.</p> <p>Due to the increase in demand, we are only able to offer 4 weeks out of a</p>

Evidence	Available – detail source	Comments: what does the evidence tell you with regard to different groups who may be affected?
		possible 10 weeks provision. Some families and carers are keen for more.
Good practice guidelines	Good practice in Early Education	Warm and loving and foster a sense of belonging. Sensitive and responsive to the child's needs, feelings, and interests. Supportive of the child's own efforts and independence. Consistent in setting clear boundaries. Stimulating.
Carbon emissions generated/reduced data	Sustainable travel	The majority of families have been allocated the hub which is closest to their home. This allows some families to walk and reduce carbon footprint. In some cases, travelling is required but the overall carbon emissions have been reduced by the allocation of a hub close to home.
Environmental data		No significant environmental impacts are expected to arise from this provision
Risk from cumulative impacts		The lack of provision in the past has led to some frustration. The new system is transparent and accessible for all. The impact of COVID put a lot of families in crisis and families and carers are glad to see the return of the provision.
Other (please specify)		Consultations with potential providers is ongoing. The aim is to continue to increase provision.
Additional evidence required		

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

Equality, Health and Wellbeing and Human Rights	Affected populations
Positive	Young People with a disability. These Young

<p>This policy will allow all ASN children the chance to apply for Holiday Support whether they are at a Special School or Mainstream School.</p> <p>The cost of the provision is individual and reflective of the benefits and resources received. This allows for greater support for families who are on a low or no income.</p> <p>Provision will be known in advance allowing families and carers to plan their breaks. This will increase positive health and well-being.</p> <p>Negative</p> <p>Provision is affected by difficulties providers have faced in recruitment.</p> <p>Poor access to reasonable costing accessible transport packages internally and external. Minimal funding available. Lack of cross directorate support and budget sharing internally.</p>	<p>People, for example, may also be Care Experienced, transitioning, living in poverty, have poor mental health, on the CP register, EAL etc</p> <p>Unpaid carers.</p> <p>Young people with disabilities, Families, Carers, Employees.</p>
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<p>Environment and Sustainability including climate change emissions and impacts</p> <p>Positive</p> <p>Holiday Support has been matched where possible closest to the young person's home. This has reduced emissions as the distance in many cases is reduced.</p> <p>Negative</p> <p>Some young people need to attend the Oaklands provision due to their high medical needs. This can mean travelling long distances.</p>	<p>Affected populations</p> <p>Young People attending the Holiday Hubs.</p> <p>Their family or carers who transport them.</p>
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<p>Economic including socio-economic disadvantage</p> <p>Positive</p> <p>The sliding scale allows for families and carers to apply for the support and not be disadvantaged due to finance. Families who have no income can still access the support.</p> <p>Negative</p> <p>Some families and carers are struggling financially and are not always open with their worries. This can make supporting these families difficult.</p>	<p>Affected populations</p> <p>Young people with a disability, their families and carers.</p>
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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?

We are currently going through a procurement process where providers will submit a proposal. Most of the provision is delivered by third party providers. Part of their proposals will include the above points.

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.

Communication will mainly be via all Edinburgh schools and social work colleagues will share information with families. We will ask our providers to share through their family and carer links also. The Council also have a Facebook page for ASN Families, we would highlight changes to the service online to ensure that this information reaches all relevant groups outlined above.

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:

Specific actions (as a result of the IIA which may include financial implications, mitigating actions and risks of cumulative impacts)	Who will take them forward (name and job title)	Deadline for progressing	Review date
Procurement process has started with contracts allocated to third parties. Contracts to be in place for	Helen Hunter Development Officer -Holiday Support	May 2023	Summer 2023

Specific actions (as a result of the IIA which may include financial implications, mitigating actions and risks of cumulative impacts)	Who will take them forward (name and job title)	Deadline for progressing	Review date
the next 3 years. Starting in the financial year 22/23.	Luan Sanderson Strategic Planning and Commissioning Officer John Young Procurement Specialist		

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?

Continue to review the process. Have regular focus groups and communication with all schools and social work.

16. Sign off by Head of Service/ NHS Project Lead

**Name Amanda Hatton,
Executive Director for Education and Children's Services**

Date 7 December 2022

17. 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