

Section 4 Integrated Impact Assessment

Summary Report Template

Each of the numbered sections below must be completed

Interim report	X	Final report		(Tick as appropriate)
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1. Title of proposal – Young People with a Disability Transitioning from Schools to Adult Life - Policy

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

Strengthen and improve the Integrated pathways for children transitioning into adult services.

Social care teams and school staff with responsibility for post school transitions will have clearer roles and responsibilities in post school transition pathways (from age 14). In addition, third sector service providers will have a greater understanding of these duties which should help them to shape and adapt their services to meet with any future demand.

Families and young people will have greater clarity and access to information about transitional support, which will be linked with school leaving age and their individual needs.

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

Parent Focus Group this session meeting roughly every 8 weeks (so far has been August 15th, September 30th; 8th December to date).

Development Officer has been going into schools and third sector service provider meetings (e.g.Thistle) to meet with parents at information evenings/coffee mornings etc to give information and seeking feedback.

Principles into Practice Group meets 6 weekly and are inclusive of representation from the Scottish Transitions Forum to discuss areas for improvement and engagement connected to the 7 principles.

Development officer attends City Wide Special Schools roughly every 8 weeks meeting to provide updates and seek feedback.

Parent questionnaire (pre pandemic)

Parent questionnaire for last years' leavers.

Parent questionnaire currently gone live for this years' leavers.

4. Is the proposal considered strategic under the [Fairer Scotland Duty](#)? Yes
5. Date of IIA – 11 January 2023
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
Nichola Dadds	Operations Manager & Equality, Diversity and Rights Advisor	23/06/2021
Leanne McQuade	Development worker	
Carol Wilson	Team leader	
Jennifer Grundy	Practice Team Manager	

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>SWIFT and SEEMIS</p> <p>School spreadsheets</p> <p>Development Officer Spreadsheets</p> <p>Census 2011</p> <p>Decreasing the Disability Participation Gap – ENABLE Scotland 2018</p>	<p>Both SEEMIS and Swift have data on each</p> <p>As part of the consultation year, mainstream schools have had help to create their own lists (spreadsheets) of young people who should be targeted for enhanced transition support (from S3/age 14) to help monitor progress and review their transition plans. This will take time to embed as it is part of the consultation period currently running for session 22/23. All schools (mainstream and special schools) are being encouraged to maintain these lists (spreadsheets) to help meet our current legal duties outlined within the 2004 ASN Act as well as the potential changes to our legal duties proposed in the Transitions to Adulthood Bill. It is also part of our work with the Scottish Transitions Forum’s ‘principles of good transition’.</p> <p>Part of the consultation process will be to consider responsibilities, and this will be guided by the Scottish Government’s advice when the new Transition Bill is finalised.</p> <p>Development officer has spreadsheet of numbers targeted for enhanced transition planning across the city (collated from schools lists (spreadsheets)).</p> <p>(Although this was conducted some time ago, this is being used as the basis for evidence in the Transitions to Adulthood Bill).</p> <p>Evidence of numbers of those who consider themselves to have a disability.</p> <p>Gives evidence to how schools engage with industry to support ASN students’ goals and ambitions and identifies potential gaps in provision. Skills Development Scotland, young adult team, positive destinations information etc. Ongoing data from Skills Development Scotland, School Development Worker and the Young Adult Disability Team on positive destinations and</p>

		outcomes will inform success.
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Data on service uptake/access	<p>SWIFT and SEEMIS</p> <p>School Spreadsheets</p> <p>Development Officers Spreadsheets</p> <p>Day Service Provider Access Group</p> <p>CCP Group</p> <p>Insight</p>	<p>Swift and Seemis will have data on the young people involved/targeted.</p> <p>As part of the changes, during the consultation year mainstream schools have been asked to create and maintain their own lists (spreadsheet) of young people who should be targeted for Enhanced Transition support to help monitor progress and review their plans (this will take time to embed as it is part of the consultation period currently running for session 22/23).</p> <p>Development Officer has spreadsheet figures on overall uptake of services.</p> <p>Provider access group maintain capacity figures and service growth plans with day service providers/short breaks etc.</p> <p>Capital City Partnership has records of capacity with employability services.</p> <p>Provides data on positive destinations from schools.</p>
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Data on socio-economic disadvantage e.g. low income, low wealth, material deprivation, area deprivation.	<p>Scottish Index of Multiple Deprivation</p> <p>SEEMIS</p> <p>Pupil Equity Funding</p>	<p>Pupil Equity funding offers enhanced support for schools in areas of high deprivation.</p> <p>Schools have noted SIMD this on SEEMIS notes for individual young people.</p> <p>Funding based on number of children and young people who have free school meals. School budget allocations can indicate areas with higher levels of needs.</p>
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Data on equality outcomes	<p>https://www.edinburgh.gov.uk/downloads/file/29454/equality-and-diversity-framework-2021-25</p>	See above
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<p>Research/literature evidence</p>	<p>Principles of Good Transitions 3 https://scottishtransitions.org.uk/7-principles-of-good-transitions/</p> <p>EDG Research</p> <p>Decreasing the Disability Participation Gap – ENABLE Scotland 2018 decreasing-the-disability-participation-gap.pdf (education.gov.scot)</p>	<p>This is an area where there are issues about transitions across Scotland.</p>
<p>Public/patient/client experience information</p>	<p>Parent Focus Groups</p> <p>Social media group</p>	<p>Parent meetings feature a number of parents who have been through or are currently going through a transition period.</p> <p>Meetings focus on what they feel is working and what needs improved.</p> <p>Feedback has been given for the parent/carer guide and general transition experiences.</p> <p>Parents and Carers often use this platform to share their views on the provision</p>
<p>Evidence of inclusive engagement of people who use the service and involvement findings</p>	<p>EDG research focus/parent groups individual contact with families and young people</p>	<p>Evidence advises us that there are gaps in how we support young people with transitions. Development Officer Post is in place to address the gaps.</p> <p>The focus groups have allowed us to add to existing transition planning materials and work and have helped shaped our new documentation and policies.</p> <p>Development Officer post was created in response to issues raised and is helping to address the gaps in provision.</p>

Evidence of unmet need	From social work records and care plans. From transition planning notes	Evidence from SWIFT about young people who are awaiting support. Evidence from transition plans about supports not met. Development Officer Post is in place to address the gaps. Development Officer post was created in response to issues raised and is helping to address the gaps in provision.
Good practice guidelines	The Principles of Good Transitions 3 Principles of Good Transitions - Scottish Transitions Forum Additional support for learning: statutory guidance 2017 https://www.gov.scot/publications/supporting-childrens-learning-statutory-guidance-education-additional-support-learning-Scotland/pages/7/	The Principles of Good Transitions 3 provides a framework to inform, structure and encourage the continual improvement of support for young people with additional needs between the ages of 14 and 25 who are making the transition to young adult life. Scottish Government Statutory Guidance states, with planning for post- school placements, it will often be better to start the transition planning much earlier than the latest timescale required by the Act (12 months), perhaps even in the early years of secondary school, so that there is sufficient time for post-school planning.

Evidence	Available – detail source	Comments: what does the evidence tell you with regard to different groups who may be affected?
Carbon emissions generated/reduced data	Sustainable travel	No impact
Environmental data	N/A	No impact
Risk from cumulative impacts		The new policy will address the gaps and risks to children and young people not reaching and sustaining their full potential and achieving a positive destination.

Other (please specify)		
Additional evidence required		

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

<p>Equality, Health and Wellbeing and Human Rights</p> <p>Positive The public sector has a duty to advance equality, foster good relations and work to eliminate discrimination.</p> <p>This policy will improve transitions for young people from children’s services into adult services.</p> <p>It will support children’s voices to be heard in this process and will improve transfer to adult supports for young people.</p> <p>There will be a clear understanding of responsibilities within Children Services and Adult Services, and this will impact positively on all children and young people included in this.</p>	<p>Affected populations Care experienced young people</p> <p>Young people with a disability transitioning to adult social care and further education</p>
<p>Negative This may take time to embed, and this may impact on some young people</p> <p>Transitory periods, whether from children to adult services or at any age is recognised as a stressful period and in line with the Disabled Children and Young people (Transitions to Adulthood) (Scotland) Bill, and the Principles of Good Transition Practice Guide it is important that this is reflected within the Policy, otherwise may lead to unintended negative impacts</p>	<p>Children leaving school, cared for adults and unpaid carers involved in any transition, including moving on to full time care. Individuals may have additional protected characteristics</p>

<p>Environment and Sustainability including climate change emissions and impacts</p> <p>Positives Children and Young People will be supported locally</p> <p>Negative Due to location of some providers travel may be required outwith local area.</p>	<p>Affected populations Young people with a disability transitioning to adult social care and further education</p>
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<p>Economic including socio-economic disadvantage</p> <p>Positive There will be clearer pathways for financial transactions</p>	<p>Affected populations Carers/parents and young people with a disability/significant ASN/care experienced</p>
<p>Negative There may be financial issues that need to be resolved</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.

Communications will be via schools and social work colleagues and information shared at parents’ meetings. This will be done in a way that ensures that this information reaches all relevant groups outlined above.

Information available in different languages? Closed loop in meetings? Videos with subtitles have been made for school use.

There will be planning meetings for young people, and this will be discussed.

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
Policy not being implemented in a timely fashion	Jen and Mark	Jan 2023	
Procedure to be written once policy agreed and ratified at Committee	Jen and Mark	March 2023	
Communication Strategy to be worked on regarding roll out new procedures	Leanne McQuade	Jan 2023	

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?

This will be done through individual reviews, joint transitions meetings, budget meetings, committee reports and review of policy and procedure.

16. Sign off by Head of Service

17. Name: A P Duncan [signed electronically]

Date: 22 February 2023

18. 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