

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

Accredited Pathways and Certified Counsellors and Therapies Framework

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

* This Framework will move from a devolved system of purchasing with limited regulation, to a Framework where the Terms and Conditions are centrally created and monitored.

* There will be central regulation and consistent compliance with the Councils' Procurement regulations

* There will be a more thorough process for contracting with Providers

* More thorough regulation of safeguarding, safe practice, accreditation, and pathways.

* A consistent approach will be applied across the city

* There will be a clear structure which all Providers will adhere to

* Financial risks will be reduced

* There will increased Governance

* Clear processes will be followed

* Roles and responsibilities will be detailed and shared

* This Framework focuses more on purchasing across Children, Education and Justice services rather than solely on equity fund.

* It's not just about closing gaps in equity, but also about closing gaps for protected characteristics as well as equity.

* More focus on curriculum planning and universal offers rather than targeted support

* From a Voluntary Sector perspective, there are now several Frameworks being created so organisations can apply for the Framework most relevant to the support they offer, and has the potential to support smaller organisations.

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

Two consultation meetings with Organisations have been held. These have been open to all services offering Accredited Pathways and Certified Counselling and Therapies. Feedback has been received and recorded, and in some cases actioned. A short life working group were involved in writing the specification with Head Teachers, Business Managers, Educational Psychology, Commissioning, Quality Assurance, Procurement and Senior Education Managers. The Specification was published via Public Contracts Scotland, for feedback to be received from Organisations ahead of the final document being completed.

**4. Date of IIA
03/10/2023**

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
Marion Austin	Strategic Planning and Commissioning Officer	22/03/23	Marion.austin@edinburgh.gov.uk
Anna Penman	Senior Procurement Specialist	22/12/2020	Anna.penman@edinburgh.gov.uk
Stephen Kelly			Stephen.kelly@edinburgh.gov.uk
Martin Gemmell	Senior Education Manager	28/09/23	Martin.gemmell@ea.edin.sch.uk
Gillian Barclay			Gillian.barclay@ea.edin.sch.uk
Laurene Edgar	Principal Psychologist		laurene@layc.org.uk
	Depute Principal Psychologist		
	Director LAYC		

6. Evidence available at the time of the IIA

Evidence	Available?	Comments: what does the evidence tell you?
Data on populations in need	y	<p>Schools and relevant wider achievement services record the level of need in their area</p> <p>Services available in the area are also known to Schools and wider achievement services</p> <p>Services funded through Community Mental Health Funds and CEC School Counsellors all report high demand resulting in waiting lists</p>
Data on service uptake/access	y	<p>All procured services are recorded on Oracle PEF Plan being rewritten to demonstrate number of young people who have gained accreditation through engagement with particular organisations.</p> <p>Data on service uptake from Community Mental Health fund and CEC School Counsellors demonstrates high uptake, particularly for 1:1 therapeutic interventions</p>
Data on equality outcomes	y	<p>Pupil engagement is recorded by individual schools, but this is not monitored in a consistent way across the city.</p> <p>Outcomes reported for identified groups within schools</p> <p>Community Mental Health fund and CEC School Counsellors record uptake from learners with protected characteristics</p> <p>Data from previous non-compliant spends reflects spend on protected characteristics.</p> <p>Data will be monitored through contract monitoring</p> <p>In tender submission of safeguarding policy, it is an essential requirement that protected characteristics are detailed and understood.</p>
Research/literature evidence	y	<p>‘Edinburgh Learns for Life’</p> <p>Poverty Related Attainment Gap</p> <p>National Improvement Framework</p> <p>The Hayward Report</p> <p>The Muir Report</p> <p>Impact data for Counselling in schools and community mental health supports</p>

Evidence	Available?	Comments: what does the evidence tell you?
		Community Mental Health Framework Framework for School Counsellors Widely supported by literature
Public/patient/client experience information	y	Elate – newsletter celebrating success across the whole school estate PEF Evaluation and Standards and Qualities report Impact data for Counselling in schools and community mental health supports Let’s Introduce Anxiety Management (LIAM)
Evidence of inclusive engagement of service users and involvement findings	y	Services are accessed by pupils with a range of needs and abilities. Schools and wider achievement services hold this information individually. Data from Community Mental Health fund and CEC School Counsellors shows that a significant number of service users have protected characteristics or additional support needs.
Evidence of unmet need	y	This information is stored individually by schools and wider achievement services Wider achievement should be tracked by individual schools to explore the gaps, and interests of the learners Schools and relevant wider achievement services record the level of need in their area Services funded through Community Mental Health Funds and CEC School Counsellors all report high demand resulting in waiting lists PEF Evaluation and Standards and Qualities report
Good practice guidelines	y	Prior to engagement with wider achievement services, there is a process followed to carry out all relevant checks Regulation of contracted providers through Frameworks Regulations of non-contracted providers through checklists

Evidence	Available?	Comments: what does the evidence tell you?
		Each therapeutic intervention will have a regulatory body which regulates the practice and safe delivery of interventions Information sharing agreement between Council, NHS and third sector for sharing sensitive information
Environmental data	y	Schools and wider achievement services. Data is available with the predicted level of demand. Sustainable Practices 20 minute neighbourhood
Risk from cumulative impacts	n	The risk from cumulative impacts will be mitigated with the change that is being taken forward.
Other (please specify)		
Additional evidence required	n	

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

Equality, Health and Wellbeing and Human Rights	Affected Populations
<p>Positive</p> <p>More consistent Governance Pre-contracted supply of services Safer services Streamlined contracting Planned costs supporting equity Organisation agreeing terms of specification as part of the contract Timely and local access to support for emotional wellbeing and mental health Reflecting articles of the UNCRC The focus of the Framework is to achieve Equality, Health and Wellbeing and Human Rights</p> <p>Negative</p>	All

<p>Concerns expressed by some providers regarding initial set up may reduce engagement (consultation and resources are mitigating this)</p> <p>Schools and wider achievement services may feel that their autonomy has been reduced in creating relationships with services to meet the needs of their learning community</p> <p>Discussions held around assessing new applications more than once a year. The view from Procurement is capacity would not allow for a more frequent opening.</p>	<p>All</p>
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<p>Environment and Sustainability</p>	<p>Affected populations</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?

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.

The schools and wider achievement services will understand their learners individual needs and will communicate this where appropriate. It is unlikely that this will be required, unless discussing changes to particular services that directly affect learners.

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

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.

None

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

Monitor registration of interest
 Manage ongoing queries from providers, schools and wider achievement services
 Keep stakeholders informed as the process develops and is implemented
 Monitor introduction and impact

13. Specific to this IIA only, what actions have been, or will be, undertaken and by when? 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 contact details)	Deadline for progressing	Review date
Provider's Event – Presentation given to Providers who provide current services in schools and active schools to help them transition to the new model	Procurement and Commissioning	02/11/22	02/11/22
Tender awareness event to help Providers understand the tender process and ask questions on perceived obstacles	Procurement and Commissioning	08/12/22	08/12/22
Specification shared on PCS for Providers to read and offer feedback	Procurement and Commissioning	08/12/22	08/01/23

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 contact details)	Deadline for progressing	Review date
Provider's Event – Presentation given to Providers who provide current services in schools and active schools to help them transition to the new model	Procurement and Commissioning	02/11/22	02/11/22
in advance of the contract			
Training event delivered to talk Providers through tender process. Slides provided for them to refer to during application process	Procurement and Commissioning	19/01/23	19/01/23
Further question and answer session to provide clarity to Providers on submitted questions	Procurement and Commissioning	08/02/23	08/02/23
Framework submission date extended	Procurement and Commissioning	25/04/23	N/A

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

Contract Monitoring meetings

At a local level by schools, wider achievement services, children's partnership

15. Sign off by Head of Service/ Project Lead

Name Lorna French

Date 03/05/2024

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 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

- **Midlothian Council**

Please send a completed copy of the IIA to 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

- **NHS Lothian**

Completed IIAs should be forwarded to 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 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

- **Edinburgh Integration Joint Board**

Completed and signed IIAs should be sent to Sarah Bryson at sarah.bryson@edinburgh.gov.uk

- **West Lothian Council**

Complete impact assessments should be forwarded to the Equalities Officer.