

Equality Impact Assessment- Stage 2 Template

Table 1: Defining the Policy

Title of Policy:	20% Reduction Learning Assistants
Service:	Education
Team:	Education
<p>What is the purpose of the proposed policy or changes to established policy?</p> <p>To reduce the number of Learning Assistants. Learning Assistants support children with additional support needs.</p>	
<p>Who is affected by the policy or who is intended to benefit from the proposed policy and how?</p> <p>Children with additional support needs will have a reduced level of support. Additional support needs can arise from any factor which causes a barrier to learning, whether that factor relates to social, emotional, cognitive, linguistic, disability, or family and care circumstances.</p>	
<p>How have you, or will you, put the policy into practice? Who will be responsible for delivering it?</p> <p>Review children’s needs and revise support levels. The Head of Education will have responsibility for implementation.</p>	

Table 2

In the Stage 1 Screening you identified that the policy will impact on one or more of the protected characteristics.

What information do you have that tell you how this policy might have an impact.
Key Questions:

- Will the impact of the proposes policy/function be the same or different for each group identified.
- Is there any indication or evidence of higher or lower participation or uptake of services by different groups?
- Are there any groups of people who are not taking up services?

Protected Characteristic	What Evidence do you have and Consultation has been undertaken
Disability	<p>Learning Assistants are allocated on the basis of needs identified via the Education service Staged Intervention process. The evidence used comes from a multidisciplinary group of professionals and includes parent involvement.</p> <p>The budget option to keep children in their own communities rather than have them educated in external residential schools will increase the need for learning assistants.</p> <p>Under the Education (Additional Support for Learning) (Scotland) Act 2009, Education authorities 'have a duty to take such steps as it is reasonable to avoid the substantial disadvantage to a disabled person caused by a provision, criterion or practice applied or on behalf of the school or by the absence of an auxiliary aid or service.'</p> <p>Consultation sessions have been undertaken with parents specifically as well as the community overall. Concerns have been expressed by parents relating to:</p> <ul style="list-style-type: none"> - <i>their</i> child's needs e.g. a child with Autism - potential disruption to the learning experiences of their children. This was linked to behavioural issues

Table 3: What is the impact on the protected characteristics identified? (See Step 3 of guidelines)

Protected Characteristic	Impact (H,M,L or U)*	Description of Impact
Disability	H	<p>There is a risk of reducing the level of support that enables inclusion.</p> <p>Parents whose children have an additional support need may use the ASN Tribunal process to challenge the level of support being provided by Clackmannanshire Council.</p>

Table 4: Does the policy need to be changed?(see step 4 of Guidelines)

Are there any changes?		
Protected Characteristic		Description
Disability	Yes/ No	The current function is delivered in line with the ASL Act; this Act defines the policy. We are required to continue to support children who have an identified additional need. As numbers of LAs reduce it will be necessary to revise the amount of support given to individual children.

Approved by:

Name (Head of Service)	Anne Pearson
Date	30/01/2018