

Equality Impact Assessment Template – Policy, function or strategy

This document should be completed when a new policy, function or strategy is introduced or when a substantive change to an existing policy, function or strategy is recommended.

1. Policy, function or strategy		
a.	Name/description of the policy, function or strategy ¹	Proposal to create a merged offer at Lomond View Academy (LVA) with the Virtual School on a permanent basis
b.	Responsible organisation(s)/Lead Service	Education Services
c.	Lead Officer	Michael Roach, Head of Education
d.	Date of Impact Assessment	23.2.24
e.	Partners/other Services involved in the development of the policy, function or strategy	Staff at LVA, Inverclyde Virtual School, Education Services team and the Inverclyde Health and Social Care Partnership.
f.	Is the policy, function or strategy?	<input type="checkbox"/> New
		<input checked="" type="checkbox"/> Reviewed/Revised
g.	What is the purpose of the policy, function or strategy (include details of any new legislation which prompted the introduction of the policy, function or strategy or the substantive change to the policy, function or strategy)?	<p>Because of changing demographics, needs and increasing costs of out of authority placements a test of change as part of the Delivering Differently Programme was identified for the academic year 2023/24. The test of change for LVA was arranged using three headings:</p> <ul style="list-style-type: none"> Reorganising existing staffing to create a more bespoke package of pathways that better meets the needs of the existing pupil cohort across the secondary sector. This part of the project was to have a particular focus on creating pathways that ensure the Council does not have to consider out of authority placements. The intention was also as to develop

¹ Please attach details of the policy, function or strategy to this Template

		<p>pathways that allow the Council to bring pupils back into the local authority from existing out of authority placements.</p> <ul style="list-style-type: none"> • Merging the current virtual school, created to support looked after and care experienced young people (CEYP) with LVA. This part of the project aims to create an overall and more joined up service model, allowing for a more synergised and targeted use of staffing resources. Looked after and CEYP do not attend a Virtual School, rather the school is an oversight of their educational provision. • Introducing a primary outreach and support model. This part of the project was to ensure a more effective early intervention model and relieve pressure on existing primary additional support needs (ASN) provision. 	
h.	What are the intended outcomes of the policy, function or strategy?	<ul style="list-style-type: none"> - Better meet the needs of young people attending LVA and/or mainstream settings on split placements. - Improve their attendance at school and engagement in their learning. - Reduce exclusions from school. - Reduce the need to utilise out of authority placements. 	
i.	Geographical area (Inverclyde-wide or a specific location)	Whole of Inverclyde	
j.	Which parts of the Equality Duty will the policy, function or strategy impact on?	X	Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by The Equality Act 2010
		X	Advance equality of opportunity between people of different groups
		<input type="checkbox"/>	Foster good relations between people from different groups
k.	Will those who may be directly or indirectly affected by the policy, function or strategy be involved in its development?	Yes, the young people involved as well as their families have been consulted with and their views continue to be listened to as part of the continuous improvement of the setting.	

2. Does the policy, function or strategy impact on:		
	Yes	No
a. Protected Characteristics under The Equality Act 2010: Age; Care experienced; Disability; Gender Reassignment; Marriage and Civil Partnership; Pregnancy and Maternity; Race; Religion and Belief; Sex; Sexual Orientation (see Section 3)	X	
b. Reducing inequalities of outcome caused by socio-economic disadvantage – Fairer Scotland Duty ² (see Section 6)	X	
c. Inverclyde Alliance Partnership Plan 2023/33 ³ (see Section 7)	X	
d. Council Plan 2023/28 ⁴ (see Section 8)	X	
3. If ‘Yes’ is selected for any part of Section 2, please populate the other relevant Sections of this Template.		
4. If ‘No’ is selected for <u>every part</u> of Section 2, please state the reasons for this.		
<p>Please sign below and email a copy of this Template to Karen Barclay, Corporate Policy and Performance Officer:</p> <p><u>karen.barclay@inverclyde.gov.uk</u></p>		

² [Fairer Scotland Duty: guidance for public bodies](#)

³ [Inverclyde Alliance Partnership Plan 2023/33](#)

⁴ [Council Plan 2023/28](#)

Signature:	Date:
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3. Impact – Protected Characteristics						
Which of the Protected Characteristics will the policy, function or strategy have an impact upon?						
	Impact					
Protected Characteristic	Positive		Neutral	Negative		Reasons/Comments
	High	Low		High	Low	
Age	Y					The proposal will benefit young people in Inverclyde.
Care experienced	Y					Because LVA is collocated and jointly led and managed by the same leadership team, and given that a large percentage of young people who attend LVA are care experienced, this proposal will positively impact on CEYP.
Disability	Y					As above a percentage of young people attending LVA will have a disability as part of their ASN profile.
Gender Reassignment			=			
Marriage and Civil Partnership			=			
Pregnancy and Maternity			=			

Classification: Official

Race			=			
Religion and Belief			=			
Sex			=			
Sexual Orientation			=			
Other groups to consider <ul style="list-style-type: none"> • Carers • The Armed Forces Covenant Duty 		=	=			The proposal will benefit the carers of CEYP.

4. Which parts of the Equality Duty will the policy, function or strategy have an impact upon?	
X	Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by The Equality Act 2010
X	Advance equality of opportunity between people from different groups
<input type="checkbox"/>	Foster good relations between people from different groups

<p>5. Impact – Groups</p>	
<p>From the information you have highlighted above, describe the positive and negative impacts and the groups affected under The Equality Act 2010.</p>	
<p style="text-align: center;">Positive impact + <i>(Describe groups affected.)</i></p> <p><u>Age</u>: The development of an offer of placement and support for pupils in S1–3 at LVA is meeting the needs of more pupils than previously, resulting in improving/ed outcomes.</p> <p><u>Care experienced</u>: The Virtual School is tracking, monitoring and supporting all CEYP in all Inverclyde education establishments, as well as CEYP from Inverclyde who are educated out with the authority. As a result outcomes are improving e.g. increased attendance and reduction in exclusions of this group of pupils.</p> <p><u>Race</u>: Where pupils attending LVA or who are CEYP are from an ethnic minority their outcomes are also improving.</p> <p><u>Carers</u>: Carers linked to CEYP are being better supported through the revised structures and models at LVA and via the Virtual School.</p>	<p style="text-align: center;">Negative impact - <i>(Describe groups affected.)</i></p>

6. Impact – Fairer Scotland Duty

What impact will the policy, function or strategy have on reducing inequalities of outcome caused by socio-economic disadvantage?

<p>Positive impact +</p>	<p>Neutral impact =</p>	<p>Negative impact -</p>
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Y		
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Briefly describe how the policy, function or strategy will impact on reducing inequalities of outcome.

Historically the outcomes for CEYP and those with ASN are lower than their peers who are not CEYP or do not have ASN. Whilst these are improving, more work needs to be done and the model of support developed at LVA as well as the work being done by the Virtual School are both having a positive impact on reducing the inequalities for these groups e.g. a 53% reduction in the exclusions from school for CEYP in 2022/23. However, the positive destinations for this group are low and need to improve, thus closing the gap with non CEYP outcomes. The revised structures and approach are providing an approach and support to achieve this.

7. Impact – Inverclyde Alliance Partnership Plan 2023/33

Which Themes from the Inverclyde Alliance Partnership Plan 2023/33 will the policy, function or strategy impact on?

□	<p>Theme 1: Empowered people</p> <ul style="list-style-type: none"> • Communities can have their voices heard, and influence the places and services that affect them • Gaps in outcomes linked to poverty are reduced
□	<p>Theme 2: Working people</p> <ul style="list-style-type: none"> • More people will be in sustained employment, with fair pay and conditions • Poverty related gaps are addressed, so young people can have the skills for learning, life and work • Businesses are supported and encouraged to reduce their carbon footprint and develop green jobs
X	<p>Theme 3: Healthy people and places</p> <ul style="list-style-type: none"> • People live longer and healthier lives • Supportive systems are in place to prevent alcohol and drug misuse • Our natural capital is looked after, and we are effectively adapting and mitigating the effects of climate change

<input checked="" type="checkbox"/>	Theme 4: A supportive place <ul style="list-style-type: none">• Vulnerable adults and children are protected and supported, ensuring they can live safely and independently• We recognise where people are affected by trauma, and respond in ways that prevent further harm and support recovery• Public protection and community safety are improved through targeting our resources to reduce the risk of offending and harm
<input type="checkbox"/>	Theme 5: A thriving place <ul style="list-style-type: none">• Growth in our working age population by encouraging people to stay here, and attracting new people to settle here• Development of strong community-based services that respond to local need• Homes are energy efficient and fuel poverty is reduced• Increased use of active travel and sustainable transport options• Easy access to attractive and safe public spaces, and high-quality arts and cultural opportunities

Briefly describe how the policy, function or strategy will impact on the Inverclyde Alliance Partnership Plan 2023/22 Themes.

Themes 3 and 4: As in Section 6.

8. Impact – Council Plan 2023/28

Which Themes from the Council Plan 2023/28 will the policy, function or strategy impact on?

<input checked="" type="checkbox"/>	Theme 1: People <ul style="list-style-type: none">• Our young people have the best start in life through high quality support and education• Gaps in outcomes linked to poverty are reduced• People are supported to improve their health and wellbeing• More people will be in employment, with fair pay and conditions• Our most vulnerable families and residents are safeguarded and supported
<input type="checkbox"/>	Theme 2: Place <ul style="list-style-type: none">• Communities are thriving, growing and sustainable• Our strategic housing function is robust• Our economy and skills base are developed

	<ul style="list-style-type: none"> • We have a sufficient supply of business premises • Our natural environment is protected
□	<p>Theme 3: Performance</p> <ul style="list-style-type: none"> • High quality and innovative services are provided, giving value for money • Our employees are supported and developed

Briefly describe how the policy, function or strategy will impact on the Council Plan 2023/28 Themes.

Theme 1: As in Section 6.

9. Evidence

What evidence do you have to help identify any potential impacts of the policy, function or strategy?

Note: Evidence could include information from consultations, surveys, the Citizens’ Panel, focus groups, interviews, projects, user feedback, complaints, Officers’ knowledge and experience, equalities monitoring data, publications, research, reports, and local and national groups.

Evidence	Details
<p>Consultation/engagement (including any carried out while developing the policy, function or strategy)</p>	<p>Ongoing feedback process underway with stakeholders e.g. feedback from professionals re their interactions and experience of both the new models at LVA as well as feedback being gathered from individual pupils and their families in relation to their individual plans.</p> <p>Annual Standards and Quality Reports for both LVA and the Virtual School which can be found here: <u>Lomond View Academy (glowscotland.org.uk)</u>.</p>

Research	Research and ongoing evaluative work by the Centre for Excellence for Children’s Care and Protection: Virtual School Head Teachers (celcis.org)
Officers’ knowledge and experience (including feedback from frontline staff)	The feedback from both formal and informal visits and engagement with both LVA and the Virtual School evidence impact and progress e.g. the Virtual Head Teacher attends every Secondary School Annual Achievement meeting for the first 30 minutes for a focussed professional dialogue on CEYP. This is providing evidence of the impact of training being delivered to school staff as well as approaches to better meet pupils’ needs and improving outcomes as a result.
Equalities monitoring data	
User feedback (including complaints)	
Stakeholders	
Other	
Are there information gaps and, if so, what are these?	

10. Consequences of Analysis

What steps will you take in response to the findings of your analysis? Please select at least one of the following and provide a brief explanation.

Classification: Official

a.	Continue development with no changes	<input type="checkbox"/>	
b.	Continue development with minor alterations	<input type="checkbox"/>	The service and provision will have an annual improvement plan linked to ongoing self-evaluation and consultation with key stakeholders and partners.
c.	Continue development with major changes	<input type="checkbox"/>	
d.	Discontinue development and consider alternatives (where relevant)	<input type="checkbox"/>	

How will the effect of the policy, function or strategy be monitored following implementation?

The service and provision will have an annual improvement plan linked to ongoing self-evaluation and consultation with key stakeholders and partners which will include an annual standards and quality report, all of which will be in the public domain.

When is the policy, function or strategy due to be implemented?

The strategy has been ongoing as part of a Delivering Differently Project since August 2024 and this will continue.

When will the policy, function or strategy be reviewed?

As above.

What resources are available for the implementation of the policy, function or strategy? Have these resources changed?

Changes have been made to the staffing structure to support the development.

11. Please use the space below to detail any other matters arising from the Equality Impact Assessment process, including what action could be taken to mitigate the impact of the policy, function or strategy.

Details of the Person(s) who completed the Assessment:	
Name:	Michael Roach
Position:	Head of Education
Date:	23.2.24
Authorised by:	
Name:	Ruth Binks
Position:	Corporate Director – Education, Communities and Organisational Development

Classification: Official

Date:	23.2.24
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Please send a copy of the completed Template to Karen Barclay, Corporate Policy and Performance Officer at karen.barclay@inverclyde.gov.uk.