

## **Budget Proposals 2013/14: Major Decision: Business Unit: School Improvement**

### **Combined Impact Assessment: Full assessment (Part 2)**

The council and its partners are facing a significant challenge in the savings it needs to make over the next couple of years. This Full Impact Assessment has been developed as a tool to enable business units to fully consider the impact of proposed major decisions on the community. As a council we need to ensure that we are able to deliver the savings that we need to make from the 1<sup>st</sup> April and be able to justify our decisions through any legal challenge.

This full assessment, combined with the initial review, will evidence that you have fully considered the impact of your proposed changes and carried out appropriate consultation on those changes with the key stakeholders. The Combined Impact Assessment will allow Councillors to make informed decisions as part of the decision-making process regarding the council's budget.

**Name:** Suzie Franklin

**Position:** Head of Schools

**Business Unit:** Children's Services

**Department:** Schools – Integrated Emotional Health Services

**Date Commenced:** November 2012

**Date:** 30/01/2013

## Summary from Overall Proposal

Proposals – Outline	Savings 2013/14		Implementation Cost Include brief outline + year incurred	Delivery In place 01/04/13 If earlier or later state date	Risks / impact of proposals <ul style="list-style-type: none"> <li>• Potential risks</li> <li>• Impact on community</li> <li>• Knock on impact to other agencies</li> </ul>	Type of decision*		
	Income £ 000's	Budget reduction £ 000's				Internal	Minor	Major
Integrated Emotional Health Services		50	Redundancy costs	01/04/13	Potential reduced capacity to deliver activities if case loads increase		x	

## Section 1: Purpose of the proposal/strategy/decision

No	Question	Details
1.	Clearly set out the purpose of the proposal	<p>The proposal is to restructure the service to remove the role of Principle Educational Psychologist (PEP). The service will be delivered from within the Special Educational Needs (SEN) services department and will be led and managed by the SEN Services Manager. The specialist advisory teachers that are currently managed by the PEP will also transfer to the SEN services. Professional supervision of the educational psychologists will be commissioned (this could be via an internal or external provider) and provided internally by a senior educational psychologist who will provide supervision and training to others.</p> <p>The PEP has a small case load which will transfer to the remaining team members. There are another 2.2 FTE Educational Psychologists with a Trainee Educational Psychologist (TED) in receipt of a bursary placement. There is also a full time administrator who is also the referral coordinator for the service. There is an on-going risk regarding capacity within the service as case numbers fluctuate.</p>

No	Question	Details
2.	<b>Who is intended to benefit / who will be affected?</b>	Key Stakeholders include <ul style="list-style-type: none"><li>• Children and Young People</li><li>• Parents</li><li>• Schools</li><li>• Health Partners</li><li>• Staff</li></ul>
3.	<b>What is the intended outcome?</b>	The service will be re-structured and directly managed by the SEN Operations Manager, this will result in a reduction in the number of managers in the service. This will lead to an improvement in service delivery through a closer engagement with SEN services and the professionals that are supporting the statutory assessments of need.

## Section 2: Equalities, Consultation and Engagement

Torbay Council has a moral obligation as well as a duty under the Equality Act 2010 to eliminate discrimination, promote good relations and advance equality of opportunity between people who share a protected characteristic and people who do not.

The **Equalities, Consultation and Engagement** section ensures that, as a council, we take into account the Public Sector Equality Duty at an early stage and provide evidence to ensure that we fully consider the impact of our decisions/proposals on the Torbay community.

### Evidence, Consultation and Engagement

No	Question	Details
4.	Have you considered the available evidence?	There are 187 cases that are active and open to the service. 53 are directly linked to statutory advice and guidance and have to be managed by a qualified psychologist.
5.	How have you consulted on the proposal?	This post was accepted as a voluntary redundancy. The restructure is taking place as part of an ongoing consultation with schools regarding the changes to the funding arrangements that support the service.
6.	Outline the key findings	This post was accepted as a voluntary redundancy. The restructure is taking place as part of an ongoing consultation with schools regarding the changes to the funding arrangements that support the service.
7.	What amendments may be required as a result of the consultation?	No changes required as a result of the consultation.

## Positive and Negative Equality Impacts

No	Question	Details		
8.	Identify the potential positive and negative impacts on specific groups			
		Positive Impact	Negative Impact	Neutral Impact
	All groups in society generally		If case loads increase significantly there will be reduced capacity within the team. This will be monitored and appropriate action taken if necessary.	There will be no differential impact as caseloads will be transferred to the remaining team members. Caseloads are currently changed regularly to provide rigor to case management.
	Older or younger people		If case loads increase significantly there will be reduced capacity within the team. This will be monitored and appropriate action taken if necessary.	There will be no differential impact as caseloads will be transferred to the remaining team members. Caseloads are currently changed regularly to provide rigor to case management.
	People with caring responsibilities			There is no differential impact on this group as a result of the changes
	People with a disability		If case loads increase significantly there will be reduced capacity within the team. This will be monitored and appropriate action taken if necessary.	There will be no differential impact as caseloads will be transferred to the remaining team members. Caseloads are currently changed regularly to provide rigor to case management.
	Women or men			There is no differential impact on this group as a result of the changes
	People who are black or from a minority ethnic			There is no differential impact on this group as a result of the changes

No	Question	Details	
	background (BME)		
	Religion or belief (including lack of belief)		There is no differential impact on this group as a result of the changes
	People who are lesbian, gay or bisexual		There is no differential impact on this group as a result of the changes
	People who are transgendered		There is no differential impact on this group as a result of the changes
	People who are in a marriage or civil partnership		There is no differential impact on this group as a result of the changes
	Women who are pregnant / on maternity leave		There is no differential impact on this group as a result of the changes
	Socio-economic (including child poverty)		There is no differential impact on this group as a result of the changes
9.	<p><b>Is there scope for your proposal to eliminate discrimination, promote equality of opportunity and/or foster good relations?</b></p>	<p>Through the consultation regarding service development with the schools there are opportunities to improve the relationship with schools and ensure that both schools and the Local Authority meet their statutory duties.</p> <p>There will be continual monitoring of caseloads to ensure processing times of assessments do not exceed statutory timescales.</p>	

### Section 3: Steps required to manage the potential impacts identified

No	Action	Details
10.	Summarise any positive impacts and how they will be realised most effectively?	
11.	Summarise any negative impacts and how these will be managed?	It is possible that existing staff are unable to absorb the case work of the PEP and this could affect the service children are currently receiving. This could also mean that the Local Authority are unable to meet the statutory time frames regarding statements of special educational needs. To help mitigate this there are plans to continue with bursaries for Trainee Educational Psychologists who are placed in Torbay and who are able to undertake the initial work with children and young people. If there is a continuation in the rise of requests for statements consideration may need to be given in future to the employments of a further full or part time qualified EP.

### Section 4: Recommended course of action

No	Action	Details
12.	State a recommended course of action  [please refer to action plan]	<b>Outcome 1: No major change required</b> - EIA has not identified any potential for adverse impact in relation to equalities and all opportunities to promote equality have been taken.  It is recommended that the proposal is implemented.

## Section 5: Monitoring and Action Plan

No	Action	Details
13.	<b>Outline plans to monitor the actual impact of your proposals</b>	<p>This will be monitored by the SEN Operations Manager as part of the regular service audit and supervision monitoring. Performance management will follow the agreed policies and practice as detailed in the core business toolkit used in Children's services. Specifically Monitoring will include</p> <ol style="list-style-type: none"><li>1. Quality of services delivered and impact on the outcomes for children and young people</li><li>2. Numbers of children requiring statements of special educational needs</li><li>3. Numbers of children being referred to the service and the categories of needs</li><li>4. Allocations of cases across the service</li><li>5. Response times of the service</li><li>6. Numbers of Appeals and outcomes of appeals</li><li>7. Complaints</li></ol>

## Action plan

No.	Action	Reason for action / contingency	Resources	Responsibility	Deadline date
1	Identify external supervision arrangements	Professional terms and conditions for Psychologists require them to have regular clinical supervision. This should be provided by a senior or principle EP. We have an obligation to ensure that this level of supervision is available for at least one professional within the service. That individual would then be eligible to provide supervision for the remaining team members.	Monthly supervision by a qualified psychologist. Approx. cost implication £1200	SEN Service Manager	April 1 <sup>st</sup> 2013
2	Appoint Senior Educational Physiologist from within the existing team	There is a requirement for all Educational Psychologists to receive supervision. This can be most cost effectively achieved by appointing a senior EP from within the existing team to deliver this.	Cost approx. £1500	SEN Service Manager	April 1 <sup>st</sup> 2013