

# Aberdeenshire Council

## Integrated Impact Assessment

### Reduction to Educational Psychology Service staffing

Assessment ID	IIA-001964
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Service Reviewers	Marian Youngson
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Approved By	Susan Smith
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# 1. Overview

This document has been generated from information entered into the Integrated Impact Assessment system.

Reduction of 0.8 full-time equivalent Educational Psychologist and 1 full-time equivalent Administrator within the Educational Psychology Service.

During screening 2 of 10 questions indicated that detailed assessments were required, the screening questions and their answers are listed in the next section. This led to 2 out of 5 detailed impact assessments being completed. The assessments required are:

- Childrens' Rights and Wellbeing
- Equalities and Fairer Scotland Duty

In total there are 0 positive impacts as part of this activity. There are 4 negative impacts, all impacts have been mitigated.

A detailed action plan with 1 points has been provided.

This assessment has been approved by susan.smith7@aberdeenshire.gov.uk.

The remainder of this document sets out the details of all completed impact assessments.

## 2. Screening

Could your activity / proposal / policy cause an impact in one (or more) of the identified town centres?	No
Would this activity / proposal / policy have consequences for the health and wellbeing of the population in the affected communities?	No
Does the activity / proposal / policy have the potential to affect greenhouse gas emissions (CO2e) in the Council or community and / or the procurement, use or disposal of physical resources?	No
Does the activity / proposal / policy have the potential to affect the resilience to extreme weather events and/or a changing climate of Aberdeenshire Council or community?	No
Does the activity / proposal / policy have the potential to affect the environment, wildlife or biodiversity?	No
Does the activity / proposal / policy have an impact on people and / or groups with protected characteristics?	Yes
Is this activity / proposal / policy of strategic importance for the council?	No
Does this activity / proposal / policy impact on inequality of outcome?	No
Does this activity / proposal / policy have an impact on children / young people's rights?	No
Does this activity / proposal / policy have an impact on children / young people's wellbeing?	Yes

## 3. Impact Assessments

Children's Rights and Wellbeing	All Negative Impacts Can Be Mitigated
Climate Change and Sustainability	Not Required
Equalities and Fairer Scotland Duty	All Negative Impacts Can Be Mitigated
Health Inequalities	Not Required
Town Centre's First	Not Required

## 4. Childrens' Rights and Wellbeing Impact Assessment

### 4.1. Wellbeing Indicators

Indicator	Positive	Neutral	Negative	Unknown
Safe		Yes		
Healthy			Yes	
Achieving		Yes		
Nurtured		Yes		
Active		Yes		
Respected		Yes		
Responsible		Yes		
Included			Yes	

### 4.2. Negative Impacts and Mitigations

Impact Area	Details and Mitigation
Healthy	<p>A reduction in Educational Psychologists may reduce the service's capacity to support schools to meet the mental health and wellbeing needs of children and young people. Longer waiting lists may result in an risk of situations breaking down, resulting in an increase in exclusions, part-time timetables, pupils being placed in out-of-authority schools, parental complaints and ASN tribunal references.</p> <p>Can be mitigated                      Yes</p> <p>Mitigation                      High risk to individual children and young people can be mitigated against through prioritisation of need.</p> <p>Timescale</p>

Impact Area	Details and Mitigation
Included	<p>In addition to supporting schools to assess, plan for and meet the needs of individual children and young people with disabilities, Educational Psychologists play a central role in supporting the development and implementation of whole school inclusive approaches which ensure that children and young people with additional support needs can fully participate in all aspects of school life. This includes those young people with learning difficulties, autism, ADHD, dyslexia, speech, language &amp; communication difficulties, early developmental trauma, and mental health difficulties. A reduction in Educational Psychology staffing may reduce the pace of improvement work to strengthen inclusive practices in Aberdeenshire schools. This may increase the risk of exclusions, part-time timetables and parental demand for children to be placed in high cost specialist provision. Parental complaints, placing requests for out-of-authority schools and ASN Tribunal references may increase because parents do not feel their children are being adequately included in their local school.</p> <p>Can be mitigated                      Yes</p> <p>Mitigation                      High risk to individual children and young people can be mitigated against through prioritisation of need. Inclusive practice improvement work will continue but at a slower pace.</p> <p>Timescale</p>

### 4.3. Evidence

Type	Source	It says?	It Means?
Internal Data	Stakeholder feedback through self-evaluation processes	The Educational Psychology Service plays a key role in supporting schools to include children and young people with additional support needs, both at casework level and through the development and implementation of whole school inclusive approaches and professional learning opportunities for staff.	There is an ongoing need for the service

### 4.4. Accounting for the Views of Children and Young People

The views of children and young people have not been sought on this proposal.

### 4.5. Promoting the Wellbeing of Children and Young People

The proposal does not help to safeguard children, nor support / promote their wellbeing.

## **4.6. Upholding Children and Young People's Rights**

The proposal does not breach children's rights, nor does it contribute to them being upheld

## **4.7. Overall Outcome**

All Negative Impacts Can Be Mitigated.

High risk at casework level can be mitigated against through prioritisation of need. Inclusive practice improvement work will continue, but at a slower pace.

## 5. Equalities and Fairer Scotland Duty Impact Assessment

### 5.1. Protected Groups

Indicator	Positive	Neutral	Negative	Unknown
Age (Younger)			Yes	
Age (Older)		Yes		
Disability			Yes	
Race		Yes		
Religion or Belief		Yes		
Sex		Yes		
Pregnancy and Maternity		Yes		
Sexual Orientation		Yes		
Gender Reassignment		Yes		
Marriage or Civil Partnership		Yes		

### 5.2. Socio-economic Groups

Indicator	Positive	Neutral	Negative	Unknown
Low income		Yes		
Low wealth		Yes		
Material deprivation		Yes		
Area deprivation		Yes		
Socioeconomic background		Yes		

### 5.3. Negative Impacts and Mitigations

Impact Area	Details and Mitigation

Impact Area	Details and Mitigation
Age (Younger)	<p>In addition to supporting schools to assess, plan for and meet the needs of individual children and young people, Educational Psychologists play a central role in supporting the development and implementation of whole school inclusive approaches which ensure that children and young people can fully participate in all aspects of school life. A reduction in Educational Psychology staffing may reduce the local authority's capacity to strengthen inclusive practices in Aberdeenshire schools. This may increase the risk of exclusions, part-time timetables and parental demand for children to be placed in high cost specialist provision. Parental complaints, placing requests for out-of-authority schools and ASN Tribunal references may increase because parents feel their children are not being included in all aspects of school life.</p> <p>Can be mitigated                      Yes</p> <p>Mitigation                      High risk at casework level can be mitigated against through prioritisation of need. Inclusive practice improvement work will continue but at a slower pace.</p> <p>Timescale</p>
Disability	<p>In addition to supporting schools to assess, plan for and meet the needs of individual children and young people with disabilities, Educational Psychologists play a central role in supporting the development and implementation of whole school inclusive approaches which ensure that children and young people with additional support needs arising from a disability can fully participate in all aspects of school life. This includes those young people with learning difficulties, autism, ADHD, dyslexia, and speech, language &amp; communication difficulties. A reduction in Educational Psychology staffing may reduce the local authority's capacity to strengthen inclusive practices in Aberdeenshire schools. This may increase the risk of exclusions, part-time timetables and parental demand for children to be placed in high cost specialist provision. Parental complaints, placing requests for out-of-authority schools and ASN Tribunal references may increase because parents feel their children are not being included in all aspects of school life and are being disadvantaged by their disability.</p> <p>Can be mitigated                      Yes</p> <p>Mitigation                      High risk at casework level can be mitigated against through prioritisation of need. Inclusive practice improvement work will continue but at a slower pace.</p> <p>Timescale</p>

## 5.4. Evidence

Type	Source	It says?	It Means?
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Type	Source	It says?	It Means?
Internal Data	Stakeholder feedback through self-evaluation processes	The Educational Psychology Service plays a key role in supporting schools to include children and young people with additional support needs, both at casework level and through the development and implementation of whole school inclusive approaches and professional learning opportunities for staff.	There is an ongoing need for the service

### 5.5. Engagement with affected groups

There has been no direct engagement in relation to this proposal.

### 5.6. Ensuring engagement with protected groups

There has been no direct engagement.

### 5.7. Evidence of engagement

There has been no direct engagement although the views of children and young people, and the parents of children with additional support needs, as expressed over time to the service, have been taken into account in the formulation of the risks identified in this IIA.

### 5.8. Overall Outcome

All Negative Impacts Can Be Mitigated.

High risk at casework level can be mitigated against through prioritisation of need. Inclusive practice improvement work will continue, but at a slower pace.

### 5.9. Improving Relations

None

### 5.10. Opportunities of Equality

It does not.

## 6. Action Plan

Planned Action	Details
Support more rigorous prioritisation of need at casework level	<p><b>Lead Officer</b> Carron Douglas</p> <p><b>Repeating Activity</b> No</p> <p><b>Planned Start</b> Monday April 01, 2024</p> <p><b>Planned Finish</b> Friday July 05, 2024</p> <p><b>Expected Outcome</b> Those with the highest level of need receive educational psychology support</p> <p><b>Resource Implications</b> None</p>