



<p>What are the main aims of the policy?</p>	<p>Service package is to meet the savings which are required to be made as part of Service Choices (Education Services Base Budget Service Choices Stage 2 Options review templates)</p> <p>Proposed target savings are required to be achieved between 2016 and 2021. With first year savings in 2016/2017 of £770K, a further saving of £520K in 2017/2018 (a cumulative saving of £1,290K) a reduction of 6 FTE posts in total.</p> <p>Savings proposals:</p> <p><b>EDUCO3a</b> withdraw non statutory pre5 service provision.</p> <p><b>EDUCO 3b</b> reduce levels of support available to ELCC providers.</p> <p><b>EDUCO 3c</b> withdraw 3% annual inflations related increase in payments to ELCC commissioned providers. This reduction reflects the current, long term low rate of inflation.</p> <p><b>EDUCO 3d</b> withdraw Early years third sector grants and services</p> <p><b>EDUCO3e</b> remove Early years Change Fund.</p>
<p>Who will benefit?</p>	<p>The Service Choices proposal will not benefit any specific equality group.</p>
<p>Is the policy intended to increase equality of opportunity by permitting positive action or action to redress disadvantage?</p>	<p>This Service Choices package function is not intended to increase equality of opportunity.</p>

## 2: What are the likely impacts of the policy?

For each protected characteristic you should identify any particular impact that the policy may have for the group. Impacts could be positive or negative and both should be described.

If there are no impacts on a particular protected characteristic then state your reasons for this within the response box. This demonstrates that you have considered the impact on each characteristic.

Will the policy impact on the whole population of Argyll and Bute?	No equality impacts are expected on the whole population of Argyll and Bute.
Will the policy impact on particular groups within the population of Argyll and Bute?	Removal or reduction of the services identified within this aspect of the Service choices package may have a direct negative impact for children under five years of age across Argyll and Bute.  The proposed reduction in staffing levels in the Early Years will have a negative impact affecting predominantly female employees delivering Early Years services across Argyll and Bute. The proposals will mean a reduction in the overall number of Early Years centrally deployed staff and the risk of potential redundancies. As part of the Service Choices consultation process the Service will ensure all possible opportunities to mitigate the risk of redundancy will be fully explored and with HR through the redeployment process.

Consider the following protected characteristics. What are the likely impacts for the group or community?

List any positive and/or negative impacts.

Protected characteristic	Positive and/or negative impacts
Race: relating to people from different racial groups, ethnic or national origins, ethnic minorities, including gypsy travellers and migrant workers	None.
Gender: specific to women and/or men	Negative impact the potential reduction in staffing levels within the Early Years Services will have a negative impact on women as there are a larger number of women working in this area.
Disability: relating to people with either mental or physical disability	None.
Age: relating to different age groups e.g. older people or children and young people	Children under the age of five may be adversely impacted as a consequence of these proposed Service Choice options,
Religion or Belief: relating to a (including non-belief)	None.
Sexual orientation: relating to whether a person is lesbian, gay, bi-sexual, heterosexual	None.
Marriage and civil partnership: relating to people who are married or are in a civil partnership	None.
Gender reassignment: relating to people who have proposed, started or completed a process to change his or her sex	None.
Pregnancy and maternity: relating to the condition of being pregnant or expecting a baby and the period after the birth	None.

### 3: Evidence used in developing the policy

Set out the evidence on impacts that you have collected in the development of the policy.

<p><b>Involvement and consultation</b> In assessing the impact(s) set out above what evidence has been collected from involvement, engagement or consultation? Who was involved, when and how?</p>	<p>Consultation took place with Partner Providers on 24<sup>th</sup> November 2015.</p> <p>The council has consulted widely on the service choices savings options. These highlighted a range of views on the early years service. 44% disagreed or strongly disagreed with the removal of grants and services. 36% agreed or strongly agreed with the removal of the early years change fund whilst 43% disagreed or strongly disagreed.</p> <p>Planned discussions were held with Early Years employees to inform them of the requirements of Service Choices and provide an opportunity to discuss, contribute ideas to the proposed savings proposals.</p> <p>Consultation with the affected staff, trade Unions and HR have taken place on several occasions between October 2015 and January 2016 to consider all options for those affected by the Service Choices package. The current analysis of gender impact highlights the higher number of women working in this area of service. However the final outturn of actual people affected is not yet known</p>
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<p><b>Gaps and uncertainties</b></p> <p>Have any gaps or uncertainties been identified in your understanding of the issues or impacts that need to be further explored?</p>	<p>None.</p>
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**4: Detailed Action Plan to address gaps in evidence and to reduce negative impacts**

No	Action	Responsible Officer(s)	Timescale
1	Communication with early years providers affected by the reduction in grant assistance advising level of reduction and timescale for implementation	Anne Paterson Kathleen Johnston	Feb/March 2016
2	Advice to providers on potential alternative sources of funding provided	Kathleen Johnston	March-May 2016
3	Signposting provided to organisational support and advice on business planning to mitigate reduction in grant assistance	Kathleen Johnston	March-May 2016
4	Communication with service users on changes to the service being delivered and signposting to alternative services where available.	Kathleen Johnston	March-May 2016
5	One to one consultation with all affected employees.	Anne Paterson	Feb 2016

Note: Please add extra rows as required.

**5: Performance monitoring and reporting**

Please describe how the policy will be taken forward. This will act as a record for future reviews and the monitoring of the policy.

When is the policy intended to come into effect?	Proposed changes will be implemented with effect in 2016/2017.  Decision will be taken at council budget meeting on 11 February.
When will the policy be reviewed?	No planned review date at this stage.
Who is responsible for reviewing the policy?	Anne Paterson, Education Manager, Learning and Achievement.

## 6: Summary

### Name of policy:

This policy will help the council to meet the general equality duty to eliminate discrimination; advance equality of opportunity; and foster good relations by:

<p><b>Eliminate discrimination</b> State how the policy will eliminate discrimination</p> <p>The savings proposals are not designed to eliminate discrimination, but seek to manage reductions in the education revenue budget with minimal impact on equality groups, ensuring that the overall education service is sufficiently resourced to deliver quality education and early years support.</p> <p>The impacts identified have associated mitigating actions.</p>
<p><b>Advance equality of opportunity</b> State how the policy will advance equality of opportunity</p> <p>The proposal will result in savings to the education service, which will allow it to operate within budget and deliver equality of opportunity to all pupils across Argyll and Bute.</p>
<p><b>Foster good relations</b> State how the policy will affect good relations</p> <p>The proposal will result in savings to the education service, which will allow it to operate within budget.</p>



When completed, the assessment must be signed off by the lead officer and by the relevant Head of Service.

Signed:  
Lead Officer

Date: 28 January 2016

Signed:  
Head of Service

Date: 28 January 2016

Completed assessments must be sent to: