



Appendix B4

Equality Impact/Fairer Scotland Duty Assessment Form

Step 1

Name of Proposal (includes e. g. budget savings, committee reports, strategies, policies, procedures, service reviews, functions):

Removal of the visiting specialists service for primary schools.

Step 2

Is this only a **screening** Equality Impact Assessment No

(A) If Yes, please choose from the following options **all** reasons why a full EIA/FSD is not required:

- | | |
|--|--------|
| (i) It does not impact on people | Yes/No |
| (ii) It is a percentage increase in fees which has no differential impact on protected characteristics | Yes/No |
| (iii) It is for information only | Yes/No |
| (iv) It is reflective e.g. of budget spend over a financial year | Yes/No |
| (v) It is technical | Yes/No |

If you have answered yes to any of points above, please go to **Step 16**, and sign off the Assessment.

(B) If you have answered No to the above, please indicate the following:

Is this a full Equality Impact Assessment	Yes
Is this a Fairer Scotland Duty Assessment	Yes

If you have answered Yes to either or both of the above, continue with Step 3.

If your proposal is a **strategy** please ensure you complete Step 13 which is the Fairer Scotland Duty Assessment.

Step 3

(i) Lead Directorate/Service:

Education & Lifelong Learning

(ii) Are there any **relevant** statutory requirements affecting this proposal? If so, please describe.

Education (Scotland) Act 1980 as amended
Education (Additional Support for Learning) (Scotland) Act 2004 as amended
Children and Young People Act 2014

(iii) What is the aim of the proposal? Please give full details.

The proposal will remove the provision of a visiting specialist service for primary schools. This service provides dedicated input in relation to art and design, and general music and physical education. Existing staff will become part of the core staffing allocation for Angus.

(iv) Is it a new proposal? yes

Is it a review of e.g. an existing budget saving, report, strategy, policy, service review, procedure or function? No

Step 4: Which people does your proposal involve or have consequences for?

Please indicate all which apply:

Employees	Yes
Job Applicants	Yes
Service users	Yes
Members of the public	No

Step 5: List the evidence/data/research that has been used in this assessment (links to data sources, information etc which you may find useful are in the Guidance). This could include:

Internal data (e.g. customer satisfaction surveys; equality monitoring data; customer complaints).

Angus Education Plan including Stretch Aims

Internal consultation (e.g. with staff, trade unions and any other services affected).

Senior Leadership Team
Head Teachers
Trade Union reps

External data (e.g. Census, equality reports, equality evidence finder, performance reports, research, available statistics)

SNCT / AJNCT guidelines

National Improvement Framework

Additional Support for Learning Review and Action Plan

Equity Audit – January 2021

Scottish Attainment Challenge - Framework for Accelerating Progress and Recovery

The Promise

UNCRC

External consultation (e.g. partner organisations, national organisations, community groups, other councils.

Education Scotland

Other (general information as appropriate).

Step 6: Evidence Gaps.

Are there any gaps in the equality information you currently hold? No

If yes, please state what they are, and what measures you will take to obtain the evidence you need.

Step 7: Are there potential differential impacts on protected characteristic groups?

Please complete for each group, including details of the potential impact on those affected.

Please remember to take into account any particular impact resulting from **Covid-19**.

Please state if there is a potentially positive, negative, neutral or unknown impact for each group. Please state the reason(s) why.

Age

Impact – neutral children and young people

Although this proposal will remove a service, it is noted that primary schools are already able to offer a broad range of curricular opportunities. Art, music and PE are incorporated as part of the Broad General Education learning experiences. The visiting specialist service has already been reduced from previous levels, with schools receiving very limited input from the remaining resource.

Impact – neutral – adults

Existing postholders will be offered alternative roles.

Disability

Impact – neutral

Provision of expressive arts will continue via class teachers for all learners, including those with disabilities.

Gender reassignment

Impact - neutral

Marriage and Civil Partnership

Impact - neutral

Pregnancy/Maternity

Impact - neutral

Race - (includes Gypsy Travellers)

Impact – neutral

Religion or Belief

Impact - neutral

Sex

Impact – negative

The majority of the affected postholders are women. The affects of this will be mitigated by alternative roles being offered.

Sexual orientation

Impact - neutral

Step 8: Consultation with any of the groups potentially affected

If you have consulted with any group potentially affected, please give details of how this was done and what the results were.

N/A

If you have not consulted with any group potentially affected, how have you ensured that you can make an informed decision about mitigating action of any negative impact (Step 9)?

Step 9: What mitigating steps will be taken to remove or reduce potentially negative impacts?

- Schools will continue to offer Expressive Arts and Physical Education through their approaches to the delivery of Broad General Education.

Step 10: If a potentially negative impact has been identified, please state below the justification.

N/A

Step 11: In what way does this proposal contribute to any or all of the public sector equality duty to: eliminate unlawful discrimination; advance equality of opportunity; and foster good relations between people of different protected characteristics?

N/A

Step 12: Is there any action which could be taken to advance equalities in relation to this proposal?

N/A

Step 13: FAIRER SCOTLAND DUTY

This step is only applicable to **strategies** which are key, high level decisions. If your proposal is **not** a strategy, please leave this Step blank, and go to Step 14.

Links to data sources, information etc which you may find useful are in the Guidance.

Step 13(A) What evidence do you have about any socio-economic disadvantage/inequalities of outcome in relation to this strategic issue?

While this proposal is a reduction in resources, there is not likely to be any specific socio-economic disadvantage arising from it. This is because the proposal will affect all primary schools, regardless of their relative levels of deprivation. Mitigations are already in place through the Curriculum and where Pupil Equity Funding (PEF) exists, schools may choose to deploy this to address the reduction in provision.

Step 13(B) Please state if there are any gaps in socio-economic evidence for this strategy and how you will take measures to gather the evidence you need.

NA

Step 13(C) Are there any potential impacts this strategy may have specifically on the undernoted groupings? Please remember to take into account any particular impact resulting from **Covid-19**.

Please state if there is a potentially positive, negative, neutral or unknown impact for each grouping.

Low and/or No Wealth (e.g. those with enough money to meet basic living costs and pay bills but have no savings to deal with any unexpected spends and no provision for the future).

Impact – neutral – no differential impact.

Material Deprivation (i.e. those unable to access basic goods and services e.g. repair/replace broken electrical goods, warm home, leisure and hobbies).

Impact – neutral – no differential impact.

Area Deprivation (i.e. where people live (e.g. rural areas), or where they work (e.g. accessibility of transport)).

Impact – neutral – no differential impact.

Socio-economic Background i.e. social class including parents' education, people's employment and income.

Impact – neutral – no differential impact.

Other – please indicate

Step 13(D) Please state below if there are measures which could be taken to reduce socio-economic disadvantage/inequalities of outcome.

N/A

Step 14: What arrangements will be put in place to monitor and review the Equality Impact/Fairer Scotland Duty Assessment?

N/A

Step 15: Where will this Equality Impact/Fairer Scotland Duty Assessment be published?

On the Council website with the committee report.

Step 16: Sign off and Authorisation. Please state name, post, and date for each:

Prepared by: Beth Reader, Manager – Support Services, 03 February 2023

Reviewed by: Doreen Phillips, Snr Practitioner (Equalities) 03 February 2023

Approved by: Kelly McIntosh, Director of Education & Lifelong Learning 03 February 2023