

Education, Children and Families Committee

10am, Tuesday, 2 March 2021

Holiday Support for children affected by a disability

Executive/routine
Wards
Council Commitments

1. Recommendations

- 1.1 The Education, Children and Families Committee is asked to:
 - 1.1.1 Note the current provision for holiday support for children affected by a disability.
 - 1.1.2 Note that the model of service delivery developed to address the challenges of Covid 19 outlined in the report will be continued over 2021.
 - 1.1.3 Approve a consultation exercise to inform longer-term planning for future holiday support for children affected by a disability.
 - 1.1.4 Note the financial implications for the service area.

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Holiday Support for children affected by a disability

2. Executive Summary

- 2.1 This report provides information on holiday support for children affected by a disability.
- 2.2 There have been changes to this support due to the Covid-19 Pandemic and the resultant guidance and restrictions issued by the Westminster and Scottish Governments.
- 2.3 The changes that have been made have been shown to be positive for the group of children supported, as the provision has moved from being a universal support to a targeted and assessed support so there is greater flexibility to develop more bespoke packages of support.
- 2.4 This has also proved to be a more robust provision which has improved the wellbeing of vulnerable children and targeted those most in need.
- 2.5 The aim is that this targeted support will continue until the end of 2021.
- 2.6 Over this period, consideration will be given to the most appropriate model to be used in the longer term.
- 2.7 This report seeks approval to continue as outlined over 2021 and to commence with a consultation to develop a more flexible model of support for the next three to four years.

3. Background

- 3.1 Holiday support has been provided for children affected by disability for a number of years.
- 3.2 This support was provided for 10 weeks of the school holidays with families receiving between four - six full weeks of support a year (support is not offered over the Christmas Period).
- 3.3 The provision was hosted in three school venues across the city.
- 3.4 The support was offered on a first come basis and was open to all children with a disability, regardless of their level of need for support.

- 3.5 This resulted in some of the most vulnerable children not being able to access this holiday support.
- 3.6 Children were transported to venues by Council transport. This could often lead to children being in minibuses for up to an hour at a time impacting negatively on their wellbeing. In addition to this being a difficult experience for children, it was not an efficient use of Council funds due to having to send the children to venues across the city to meet their care needs, as their local venues were full.
- 3.7 There have been significant issues in identifying suitably skilled staff to work directly with the children and young people, ensuring they are trained appropriately and also in ensuring there is Management oversight.
- 3.8 Due to the required recruitment model, the Council worked in partnership with The Yard who were responsible for the recruitment of the staff. Other models of support had been previously tried but these were unsuccessful.
- 3.9 Difficulties with this model were beginning to emerge which were largely due to having to find such large numbers of staff for such a limited time frame, staff who were mainly made up of students and untrained staff. These difficulties were particularly evident during the February and October holidays as students tended to be unavailable at these times.
- 3.10 The challenges of recruiting suitably trained staff was a significant risk given the complexity of the healthcare needs of some of the children accessing the holiday provision.
- 3.11 As support was allocated on a first come basis, it was found that often the more vulnerable and disadvantaged children did not receive support.
- 3.12 Allocating children to the support was challenging as due to the large numbers, it was difficult to ensure children were with their peers and were in a group where they could participate.
- 3.13 Staff were being asked to support a broad range of children and this included those whose needs could be met at a mainstream provision or those whose needs were too complex and challenging for the holiday support provision.
- 3.14 There were children whose wellbeing was not enhanced by attending the holiday provision which was planned to be taken into consideration as part of a review going into 2020.

4. Main report

- 4.1 Holiday support for children with a disability has been previously provided on a first come basis and was offered to large numbers of children which offered parents short breaks and childcare over holiday periods.
- 4.2 There were emerging concerns that this was not meeting the needs of a number of children and in particular the most vulnerable were not accessing this support.

- 4.3 With the pandemic, since March 2020, there has had to be a change in the holiday support offered in line with Scottish Government rulings in relation to Covid 19 as this could no longer be provided in such large groups.
- 4.4 Provision for Easter, Summer and October 2020 had to be changed and was targeted at those assessed as being most at need
- 4.5 As support could no longer be provided in a large group setting, and legal constraints and guidance parameters had to be considered in service planning and delivery, support changed to be on a 1-1 basis for small groups. These took place locally to reduce travelling and associated risks around this.
- 4.6 The Council worked in partnership with a variety of providers to develop bespoke supports for differing groups and individual packages where this was needed. See Appendix 3.
- 4.7 For children who were shielding, support was offered in partnership with NHS, but this was only for those where the risks of not receiving support was greater than the risks of this not being provided.
- 4.8 Children were identified by Social Work managers and those most in need were considered for the support places identified.
- 4.9 This allowed for our scarce resources to be targeted at those who were vulnerable, at risk of family breakdown, on the Child Protection Register or Looked After at Home and to be supported over this difficult and challenging time.
- 4.10 Feedback from families who accessed targeted holiday support has been positive (see Appendix 1), as has feedback from those children and young people who were able to provide comments.
- 4.11 Families known to Social Work, who would previously have accessed holiday support offered universally, were aware that this support had changed in line with Covid-19 restrictions.
- 4.12 Families who felt that they needed additional support to manage during school holidays contacted Social Work to discuss access to targeted support. Supports were then reviewed and families with some families benefitting from practical support, including access to IT equipment and play equipment.
- 4.13 A number of families who previously accessed universal provision were able to manage the holiday periods without targeted support.
- 4.14 The recommendation is to continue this bespoke model for the whole of 2021 and to use this time period to plan for the next 2 to 3 years.

5. Next Steps

- 5.1 Holiday support for children with a disability will continue in its current form over the remainder of 2021.

- 5.2 Over this year, there will consideration given to the lessons that have been learned and reflection on how a new support model can be designed that can be flexible and adaptive to changing landscapes and the lessons of the last year.
- 5.3 Further Consultation with parents, children and stakeholders will also be undertaken.
- 5.4 A further report will be submitted to update Committee on the outcome of the above actions.

6. Financial impact

- 6.1 There is currently a budget for holiday and term time support for children affected by a disability. The existing budget is £1.039m.
- 6.2 This funding covers a flexible support provision for children with a disability and includes holiday support and support for term time where there are challenges with placing children into a school setting.
- 6.4 Costs for the proposed package of support are forecast to be met from a combination of the existing budget, and additional funding provided by the Scottish Government to assist with Covid related costs for vulnerable children. .
- 6.5 A further report with details of the proposed package of awards will be presented to Finance and Resources Committee for approval.

7. Stakeholder/Community Impact

- 7.1 An Integrated Impact Assessment has been completed. See Appendix 2
- 7.2 This provision meets the Council's priority of supporting vulnerable people, those at the most risk and those in poverty.
- 7.3 The holiday support must be registered by the Care Inspectors and there are risk assessments and Covid-19 planning for each setting.
- 7.4 Staff need to be registered with the SSSC.
- 7.5 There will be reduced transport costs as children will not be transported across the city, there will also be fewer children attending, and smaller venues will be used where possible all of which will support children and young people's wellbeing.
- 7.6 Feedback from children and their families of the current targeted support is very positive. See appendix 1.
- 7.7 There is increased partnership working between the Council and those supporting children with a disability. See appendix 3

8. Background reading/external references

- 8.1 Item 7.15 - Play Schemes for Children with Disabilities Progress Report December 2018
- 8.2 Item 7.8 - Play Schemes for Children with Disabilities Progress Report August 2018
- 8.3 Item 7.10 - Holiday Activity Programme for Disabled Children and Young People Report March 2018

9. Appendices

- 9.1 Appendix 1 Parental feedback
- 9.2 Appendix 2 Integrated Impact Assessment
- 9.3 Appendix 3 Holiday support providers

APPENDIX 1

FEEDBACK FROM PARENTS – SUPPPORT OVER 2020

Lothian Autism Society

I think it has been her favourite ever play scheme judging by the way she reacted at home. She tried to stop us going on holiday so that she could go again - but we couldn't quite stretch to that (although she probably would have enjoyed play scheme more!).

M and J truly loved the hub, - M was very emotional when he came home on his last day and is still talking about it. In fact, he asked if he could attend there in place of school! J gave the hub a "thumbs up" and said "summer hub good ", which is praise indeed!

Thank you to yourself, and all the staff for making them both so welcome and providing a wonderful environment for them. I really couldn't fault anything! This has to have been the best experience we have ever had, so thank you again and to your team for a fab job! ‘

‘M was excited and giggly on the days we told her she was off to HAP. She came back in good spirits as well.’

M had a great time attending the holiday playscheme.’

‘Provided much needed respite. Was struggling to meet my son’s needs. Give me breathing space to do things and to look after my health and wellbeing.’

‘The provision of a great social story and visual timetable for the week was key in reassuring and preparing my son to try and give it a go. ‘

‘It was great for E to be able to attend the holiday programme. Both my husband & I have worked full time throughout the Covid 19 outbreak, E has therefore spent a lot of time watching the TV or playing on her Ipad so it was really beneficial for her to get to do something different and interact with other people.

The kids loved coming to the club! Would they be able to access any other holiday clubs with yourself?’

S really enjoyed her time with you all.’

He really liked the days he was at the holiday club and it was good that he was able to be with R for all of his days. Thanks for organising that.

THE YARD

LP: Thank you as always D is looking forward to it :)

SC: That’s great Aneta. He loves coming along.

SR: Just to say these summer sessions have been a life saver! So nice to get a wee breather from the madness of home in our special place 😊 Please pass on our thanks to the team..

GB: Thank you for the chance to come to the yard again on Fridays 24th and 31st July. That would be great and we look forward to it.

HMS: It's great being offered all these dates! Very much appreciated. N loves the yard!

BDB: It was lovely seeing Anna back at the Yard this morning - The play workers are a Top Team!

LP: I would be delighted to accept these dates for D, he is absolutely loving coming on a Tuesday and the routine off it ☺ Thank you

DL: We are delighted to go ahead with these dates for our son during the summer. Thank you very much.

KM: I think that's the first time C has ever played with anyone. He's loving the experience

DL: Best place ever!!! My J loves it ☺ See you all at 2pm ☺ xxx

JR: The slot will be hugely appreciated – it really is a highlight of Jacob's week.

Term time- The yard has been absolutely brilliant for our classes and we have seen the pupils much more motivated to communicate on "yard days" as they are so keen to engage with their key adults. This seems to have started to sustain on non yard days as well. (Brunstane PS)

Action for Children

Received 100% positive feedback from parents regarding how the support they and their children and young people are getting during the playscheme.

Action Group

The parents appreciated the place at summer hub, saying it was great seeing their children so happy at the end of each day, and very excited to come in, they were grateful for the respite for the day and able to catch up on daily tasks which had become difficult throughout the restrictions. Most it was how motivated and upbeat the children had become while at the hub, as well as getting a little bit of socialising with their peers.

The children expressed that they wanted more, kept asking when it was back on.

Prime Care

TJ – they are the only providers to get T out of the house, communication has been good, and T is happy to go with them. Mum commented that they are very in tune with her son's needs

HB – they had a great plan in place and managed to deal with his self-injurious behaviour, communication is good and the family would like to use this again if needed.

F – I have had a great time with you all going on walks and going to the beach, playing with water guns, reading stories and most of all going for ice cream.

Barnardos

TJ - this has been going really well, they have 'gotten' him straight away and been able to get him along regularly which is saying something for T. He's reporting that he is having a really good time, has made a friend and is settled there.

Mum has said she feels the support is a lifeline and she is very impressed by the staff, communication and how well T has taken to it.

TM attended the Barnardos covid hub one day a week and he usually attends their holiday hub. Mum has said he really enjoys it and has been very beneficial for him and allows mum to spend some time helping his sister with school work.

ON has also attended the Barnardo's covid hub. Although O was new to this service he appears to have settled well into the routine and has been unphased by the fact the Barnardos building is directly opposite his school. Mum has been significantly impacted by the school closures and the extra pressures associated with the pandemic, due to her underlying mental health diagnosis. She has been very appreciative of this extra resource.

INTEGRATED IMPACT ASSESSMENT Guidance

A guide to Integrated Impact Assessment (IIA) for Councils, Health & Social Care Partnerships, Health Services in the Lothians

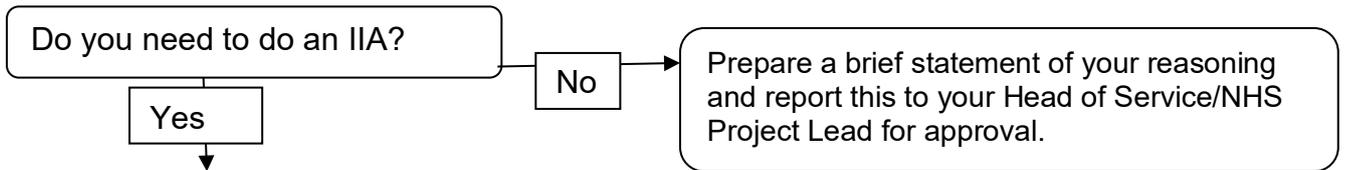
May 2020

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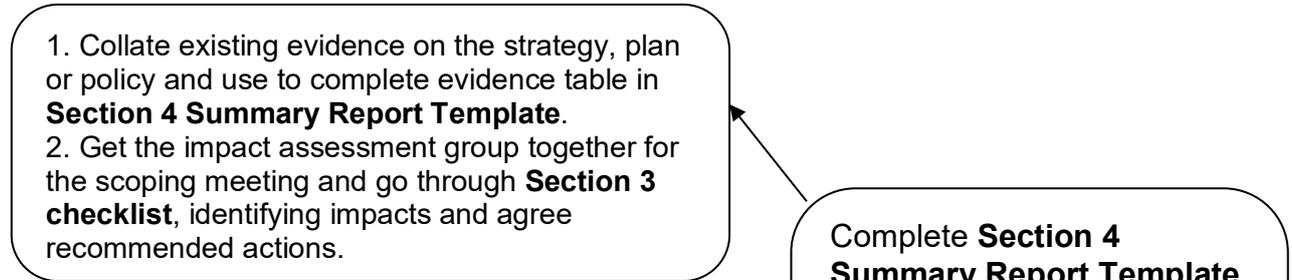
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Integrated Impact Assessment – Quick Guide

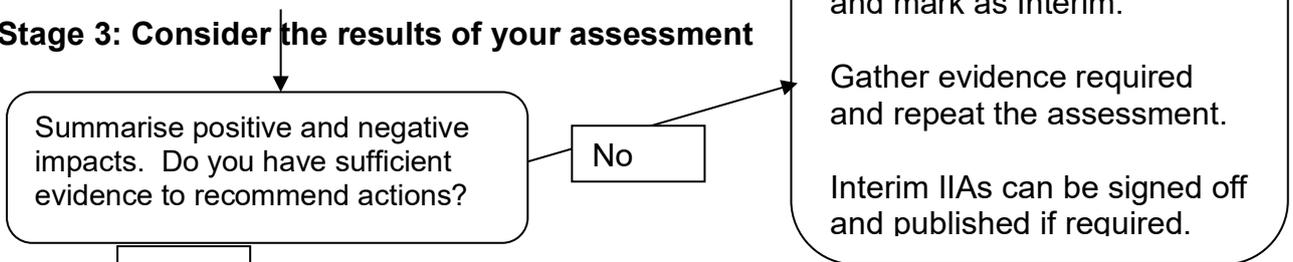
Stage 1: Identify if an Integrated Impact Assessment is needed



Stage 2: Undertake Integrated Impact Assessment



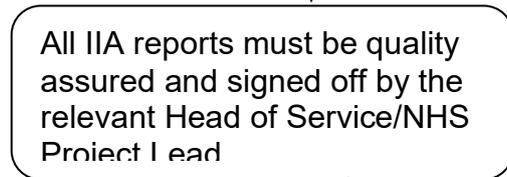
Stage 3: Consider the results of your assessment



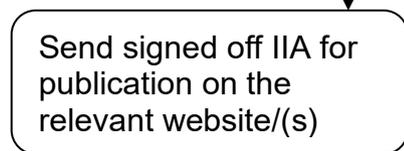
Stage 4: Report the IIA findings



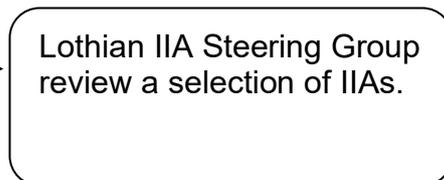
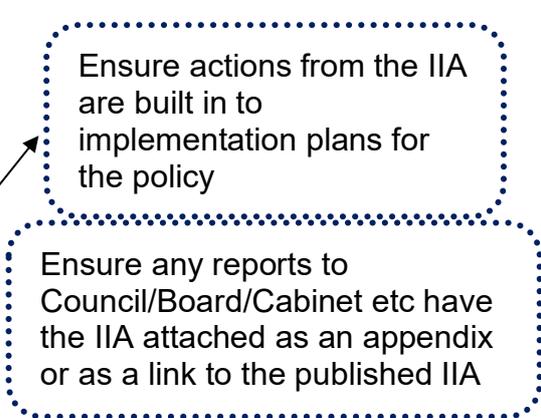
Stage 5: Sign Off



Stage 6: Publication



Stage 7: Act on the IIA



Section 1 Integrated Impact Assessments – Overview

1.1 Introduction

The Integrated Impact Assessment (IIA) process and guidance has been developed by the four local Lothian authorities and NHS Lothian.

The IIA process is relevant for proposals for policies, strategies, provisions, criteria, functions, practices, budget setting and the assessment of potential savings and activities, including the delivery of services.

The **Supporting Information** document gives full details of the relevant legislation, as well as background information and examples.

1.2 Why is the Integrated Impact Assessment process needed?

The IIA process allows us to meet our **legal obligations** in relation to equality, socio-economic disadvantage, climate change, sustainability, the environment and human rights.

Once the IIA has been completed, revised appropriately, signed off and published, we will have met our legal requirements to:

- undertake an impact assessment on equality, human rights, including the rights of children and young people, the environment and climate change;
- assess against our Public Sector duties to advance equality, eliminate discrimination and foster good relations;
- have due regard to how you can reduce inequalities of outcome caused by socio-economic disadvantage, when making strategic decisions (Fairer Scotland Duty)¹;
- consider sustainability as part of the decision making process;
- identify whether a Strategic Environmental Assessment (SEA) is required;
- ensure that public services and economic decisions promote human dignity for all²;
and
- publish the IIA, within a reasonable period.

¹ Your organisations should have a list of forthcoming proposals that are considered strategic under the Fairer Scotland Duty

² A human rights-based approach emphasises participation, accountability, non-discrimination, empowerment and legality. This has several benefits: upholding the rights of everyone, supporting person-centred services, helping good decision making, improving institutional culture and relationships, ensuring legal compliance and promoting best practice. For children and young people's rights include participation, provision and protection.

1.3 Completing an Integrated Impact Assessment (IIA)

Guidance on the process is given in Section 2. In summary, it involves the following:

1. **Gather relevant data and evidence** about the needs and experiences of people with protected characteristics and those vulnerable to experiencing poverty and ill health in the context of the work you are undertaking. Circulate the IIA evidence checklist to the group in advance of the scoping meeting.
2. **As a group exercise at the scoping meeting**, go through the IIA checklist at Section 3 to think critically about how your proposal will meet the needs of and impact on different groups of people including those with protected characteristics^[1] and impact on human rights, sustainability and the environment. Consider whether further evidence is needed before making recommendations. This scoping meeting process should take no longer than two hours.
3. **Review and record** the results of your assessment and plan, take action and set review dates to address any issues identified. This helps towards meeting the specific duty in equalities legislation to mainstream equalities in all the work the public sector is involved in.
4. **Publish** the signed off interim or finalised IIA on the relevant website/s, within a reasonable period, to comply with equalities legislation.

^[1] Protected characteristics under the Equality Act include: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sexual orientation and sex.

Section 2 Guide to undertaking an Integrated Impact Assessment

2.1 What should I impact assess?

The first stage is to consider whether a full assessment is required. If you answer yes to any question in the high relevance category, then an IIA is required. If you identify that an IIA is not required, then you need to explain why/how you have reached this decision.

High Relevance	Yes/no
The proposal could potentially affect people for example in the availability, accessibility or quality of goods, facilities or services	yes
The proposal has potential to make an impact on equality even when this only affects a relatively small number of people	no
The proposal has the potential to make a significant impact on the economy and the delivery of economic outcomes	no
The proposal is likely to have a significant environmental impact	no
The proposal is considered strategic and high level in the organisation	no
Low Relevance	
The proposal has little relevance to equality	no
The proposal has negligible impact on the economy and the delivery of economic outcomes	yes
The proposal has no/minimal impact on the environment	yes
If you have identified only low relevance please give a brief statement of your reasoning and report this to your Head of Service/NHS Project Lead for approval. Please then insert the statement in the section in the relevant management or committee report.	

NB You should always try to determine whether there will be a **cumulative impact** on your service users and/or staff, eg what is the impact if you make a number of changes across different proposal areas?

For further advice on checking whether you need to do an impact assessment see Section 2 in the **Supporting Information** document.

2.2 At what stage should I do an impact assessment?

The IIA must happen as early as possible when the proposal is clear enough to make a reasonable assessment and **before** a proposal is finalised. The assessment cannot be retrospective, or undertaken only near the end of the process. If the proposal then changes significantly, the IIA may need to be repeated.

An IIA should also be undertaken before making any changes following reviews of existing policies.

2.3 Who is *responsible* for doing an Integrated Impact Assessment?

The people responsible for developing a new proposal, or delivering a service are responsible for undertaking the assessment. Recent legal cases highlight that the duty cannot be delegated. The relevant Head of Service or NHS Project Lead needs to ensure an IIA is being undertaken and **must sign off the final document**.

2.4 Prepare – gather evidence

Gather existing evidence on the policy, plan or strategy and how it may affect different groups. **Use Table 7 in Section 4** and **circulate the completed table to all participants in advance of the IIA scoping meeting**.

2.5 Carrying out the IIA – who should be involved?

Carrying out an IIA is a group exercise carried out at the scoping meeting, and should bring together different perspectives on the topic being discussed. At least one member of the group should have undertaken training on how to undertake an Integrated Impact Assessment. Ideally the group should include:

- the person who wrote the plan, proposal or strategy
- the person who has strategic responsibility for it
- a person who will implement it
- a person with an operational or front line perspective
- an employee representative and/or HR colleague if there will be an impact on service delivery, staffing arrangements or other workforce issues
- people with protected characteristics where there are gaps in evidence
- support from your service area equality, diversity and rights lead or advisor

Unless in exceptional circumstances the scoping meeting should consist of **at least four people**. A named facilitator and a report writer should be agreed beforehand.

2.6 Identifying impacts

The group should get together to go through the checklist in Section 3 of this document. It is structured to allow you to consider possible impacts on different groups in the community.

The **Supporting Information** document contains information on the legal context and some issues to consider relating to the population groups and issues in the checklist. **Relevance** and **proportionality** should be considered when undertaking an IIA and may determine how much detail the IIA needs to have.

2.6.1 Positive Impact

Positive impacts may be different for people with one or more protected characteristic. This is permissible, but you must always be able to demonstrate that positive impacts are justifiable in law and do not amount to discrimination, direct or indirect.

For example: A targeted health improvement campaign for young men between the ages 16 to 24 would have a positive impact on this age group, compared with its

impact on other age groups. It would not however have a negative impact on other age groups or women, so long as there is evidence that young men aged 16-24 were disadvantaged (an example of positive action to address a current inequality).

2.6.2 Negative Impact

An impact that does not support or hinders the achievement against the objectives identified.

For example: Holding a public meeting as part of a consultation exercise in a building that is not accessible and does not contain an induction loop system will have a negative impact on attendees with poor mobility and those who use hearing aids.

2.7 Services delivered on behalf of the Public Bodies

Public bodies cannot abdicate or delegate their responsibility for meeting the public sector equality duty by 'contracting out' functions. Where the public bodies' functions will be carried out by an external supplier, both the public body and the contractor have joint responsibility for meeting the duty. If an external organisation is carrying out functions on behalf of the public body, then you need to make sure that equality is given due regard³. As part of the impact assessment, identify if any part of the service will be delivered externally and if so, consider how equality and human rights have been considered as part of the procurement process.

Services delivered by Public Bodies in line with statute and national guidance

Public bodies may also be required to deliver functions in relation to statutory legislation, regulations or national policy and guidance that has been issued. Whilst an impact assessment may already have been undertaken by Scottish Government at a national level, the public body should also assess how this will impact at a local level.

2.8 Summary of Impacts and Recommended Actions

Having considered the evidence and **critically considered** the potential impacts, the scoping meeting should decide whether it needs further evidence. If the evidence is sufficient the group should agree a summary of the positive and negative impacts and recommended actions using the **Summary Report Template** at Section 4. If the evidence is insufficient then the **Summary Report Template** should be marked as an interim IIA and be finalised when this evidence has been gathered.

2.9 Communicating Information

The **Summary Report Template** (section 4) asks you to consider communication issues relating to the proposal. This may include consultation and engagement about the proposal

³ Those organisations subject to the Public Sector Equality Duty must have due regard to its three general duties in all aspects of carrying out business decisions and day-to-day activities i.e. eliminate discrimination, advance equality of opportunity and foster good relations.

and/or about the service once it is in place, and this must be inclusive for all members of the community.

2.10 Action Plan

Following the scoping meeting, the person responsible for the proposal should use the recommended actions in *the Summary Report Template* (section 4) to prepare a detailed action plan and build these into the implementation of the proposal.

2.11 Follow up

The Integrated Impact Assessment should inform future monitoring of the policy. The true impact of a proposal may only become clear once it is implemented or operating in practice. The person responsible for the proposal should be responsible for future monitoring.

2.12 Sign Off, Paperwork and Publication

The *IIA Summary Report Template* at Section 4, should be used when reporting impact assessments. Please complete the form electronically.

The relevant Head of Service or NHS Project Lead needs to be aware that the IIA is being undertaken and **must quality assure and sign off the 'interim' or 'final' document**. If 'interim' then it is expected that the final document will also be signed off in due course.

Once completed, the *Summary Report Template* should be sent to the relevant contact(s) listed at 2.13, for publication on the relevant website/(s). It is also recommended that a copy of the completed IIA is distributed to all colleagues involved in the scoping meeting/IIA process.

For further information

[Assessing Impact and the Public Sector Equality Duty](#)

2.13 Contacts

- **The City of Edinburgh Council** Completed and signed IIAs should be sent to strategyandbusinessplanning@edinburgh.gov.uk to be published on the IIA directory on the Council website www.edinburgh.gov.uk/impactassessments

Edinburgh Integration Joint Board/Health and Social Care Completed and signed IIAs should be sent to Sarah Bryson at sarah.bryson@edinburgh.gov.uk to be published on the www.edinburghhsc.scot/the-ijb/integrated-impact-assessments/

- **NHS Lothian** Completed and signed IIAs should be sent to impactassessments@nhslothian.scot.nhs.uk to be published on the NHS website <https://www.nhslothian.scot.nhs.uk/YourRights/EqualityDiversity/Pages/ImpactAssessment.aspx> and available for auditing purposes. Copies of previous impact assessments are available on the NHS Lothian website under Equality and Diversity.
- **East Lothian Council** Please send a completed copy of the IIA to equalities@eastlothian.gov.uk and it will be published on the Council website shortly afterwards. Copies of previous assessments are available via www.eastlothian.gov.uk/info/751/equality_diversity_and_citizenship/835/equality_and_diversity
- **Midlothian Council** Completed and signed IIAs should be sent to equalities@midlothian.gov.uk to be published on the website
- **Midlothian Health & Social Care Partnership** Completed and signed IIAs should be sent to equalities@midlothian.gov.uk to be published on the website
- **West Lothian Council** Completed and signed impact assessments should be sent to the Equalities Officer.
- **West Lothian Health and Social Care** Completed and signed impact assessments should be sent to Layna Houston at Layna.Houston@nhslothian.scot.nhs.uk

Section 3 Integrated Impact Assessment Checklist

This checklist should be used to structure the group discussion and will inform the final IIA. The boxes may also help you to write your ideas down before discussion within the group. For further support read the **Supporting Information**.

1. **Before going through the checklist, consider:**
 - **What do you think will change as a result of this proposal?**
2. **Now consider impacts on different populations and groups of people. Which groups will be affected?**
 - **Go through the checklist below to identify how different people could be affected differentially.**

Population Groups	Differential impacts (<i>how may each group be affected in different ways?</i>)
People with protected characteristics <ul style="list-style-type: none"> • Older people and people in their middle years • Young people and children • Men (include trans men), Women (include trans women) and non-binary people. (Include issues relating to pregnancy and maternity including same sex parents) • Disabled people (includes physical disability, learning disability, sensory impairment, long-term medical conditions, mental health problems) • Minority ethnic people (includes Gypsy/Travellers, migrant workers, non-English speakers) • Refugees and asylum seekers • People with different religions or beliefs (includes people with no religion or belief) • Lesbian, gay, bisexual and heterosexual people • People who are unmarried, married or in a civil partnership 	<p>n/a</p> <p>Yes – children who are vulnerable and in poverty will have increased access to the holiday support.</p> <p>n/a</p> <p>Yes, the most vulnerable children with a disability will have access to holiday support.</p> <p>n/a</p> <p>n/a</p> <p>n/a</p> <p>n/a</p> <p>n/a</p>

Population Groups	Differential impacts (<i>how may each group be affected in different ways?</i>)
<p>Those vulnerable to falling into poverty:</p> <ul style="list-style-type: none"> • Those who have low or no wealth • Those on low income • Those who live in areas of deprivation • Those experiencing material deprivation • Unemployed • People in receipt of benefits • Lone parents • Vulnerable families eg young mothers, people experiencing domestic abuse, children at risk of statutory measures, includes disabled adult/child, minority ethnic families • Families with a child under 1 • Larger Families (3+ children) • People in receipt of pensions • Looked after children and young people • Those leaving care settings (including children and young people and those with illness) • Homeless people • Carers (including young carers and carers with protected characteristics) • Those involved in the criminal justice system • People with low literacy/numeracy • People experiencing difficulties with substance use • Others e.g. veterans and students 	<p>Vulnerable children with a disability who are at high-risk due to their family circumstances will be able to access support.</p> <p>Disabled children at risk and who are vulnerable will have increased access to the support. Parents who may have particular difficulties supporting their children during holidays due to their own vulnerabilities will receive additional support to avoid risk of family breakdown.</p>

Population Groups	Differential impacts (how may each group be affected in different ways?)
Geographical communities <ul style="list-style-type: none"> • Rural/semi-rural communities • Urban communities • Coastal communities • Business community 	Children who live in the city may not need to travel so far for support.
Staff <ul style="list-style-type: none"> • Full-time • Part-time • Shift workers • Staff with protected characteristics • Staff vulnerable to falling into poverty 	There will be temporary employment opportunities for people with experience in child care and they may come from these categories.

3. Consider how your proposal will impact on each of the following from both an equalities and human rights perspective.

Objectives	Positive/negative impacts
Equality and Human Rights	
Eliminate discrimination and harassment	
Advance equality of opportunity e.g. improve access / quality of services	This will allow children who are vulnerable and most at risk to access support, in line with Equality Act 2010 and the Getting it Right for Every Child National Practice Model.
Foster good relations within and between people who share protected characteristics	For children they will be able to be with their peers where possible.
Enable people to have more control of their social/work environment	
Reduce differences in status between different groups of people	This will enhance support offered to people in poverty or who are needing support to care for their children and who have limited resources they can call upon.
Promote participation, inclusion, dignity and control over decisions	This will promote access to support for children for whom their disability and/or home circumstances may prove to be a significant barrier to participation and inclusion, as well as allowing families more involvement and control in decision-making as the

Objectives	Positive/negative impacts
	process for accessing support will be targeted for those most in need.
Build family support networks, resilience and community capacity	This offers capacity in the community and promotes resilience.
Reduce crime and fear of crime including hate crime	n/a
Protect vulnerable children and adults	Yes, this ensure vulnerable children have access to supports by providing targeted supports for those who are most vulnerable/at risk.
Promote healthier lifestyles including: <ul style="list-style-type: none"> • diet and nutrition, • sexual health, • difficulties with substance use • physical activity • life skills 	This will help children with disabilities to access holiday support which will allow for physical activity.
Environmental	
Reduce greenhouse gas (GHG) emissions (including carbon management)	Yes due to children not having to travel so far and not using minibuses.
Plan for and adapt to future climate change	
Pollution: air/ water/ soil/ noise	Less use of large vehicles.
Protect coastal and inland waters	
Enhance biodiversity	
Encourage resource efficiency (energy, water, materials and minerals) eg avoid single use plastic	
Public Safety eg: <ul style="list-style-type: none"> • minimise waste generation • infection control 	

Objectives	Positive/negative impacts
<ul style="list-style-type: none"> • accidental injury • fire risk • 	
Reduce need to travel and promote sustainable forms of transport	Yes, children should have less distance to travel.
Improve the physical environment eg: <ul style="list-style-type: none"> • housing quality • public space • access to and quality of green space 	
Economic (including socio-economic)	
Improve quality of and access to services	This proposal will allow supports to be more bespoke and ensure that vulnerable children with more complex disability have access to support
Cost of living	
Support local business	Supports third-sector providers who care for children with a disability, encouraging innovation and sustainable collaborative working across organisations.
Income from employment, eg: <ul style="list-style-type: none"> • Improve local employment opportunities • Help young people into positive destinations • Help people to access jobs (both paid and unpaid) • Improve working conditions, including equal pay • Improve literacy and numeracy 	This will help people to access work who have experience/interest in childcare.
Income from Social Security/Benefits in kind, eg: <ul style="list-style-type: none"> • Maximise income and/or reduce income inequality 	

4. **As a group agree:**
- **A summary of the impacts identified**

- **Is further evidence needed to understand these impacts and make any recommendations? If so complete an interim report and agree a timescale to complete a final report.**
- **What recommended actions should you make to mitigate negative impacts and enhance positive impacts?**

This checklist has now been completed and the findings provide the basis for the ***Summary Report Template*** (Section 4).

Section 4 Integrated Impact Assessment

Summary Report Template

Each of the numbered sections below must be completed

Interim report	x	Final report	
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(Tick as appropriate)

1. **Holiday support for children with a disability**

2. **As a response to the Covid 19 Pandemic and Scottish Government guidelines, holiday support provision has moved from an open access programme to a targeted programme whereby those children affected by a disability who are most in need would have access to holiday support**

3. **There has been parental feedback over 2020 and there will be wider consultation over 2021. This will involve consultation with stakeholder, parents/carers and young people.**

4. **No -Is the proposal considered strategic under the Fairer Scotland Duty?**

5. **Date of IIA – February 2021.**

6. **Who was present at the IIA? Identify facilitator, Lead Officer, report writer and any partnership representative present and main stakeholder (e.g. NHS, Council)**

Name	Job Title	Date of IIA training	Role
Jennifer Grundy	Children's Practice Team Manager	2020	Lead and co-report writer
Wendy Brown	Assistant Team Leader	Dec 2020	Lead assistant manager
Karen Japp	Team Leader	Dec 2020	Lead and manager

David Hoy	Commissioning Officer	December 2018	Co-report writer
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7. Evidence available at the time of the IIA

Evidence	Available – detail source	Comments: what does the evidence tell you with regard to different groups who may be affected?
Data on populations in need	Yes on SWIFT	Information on the children/families most in need
Data on service uptake/access	Yes- Monitoring data from previous and current provision	
Data on socio-economic disadvantage e.g. low income, low wealth, material deprivation, area deprivation.		
Data on equality outcomes		
Research/literature evidence		
Public/patient/client experience information		
Evidence of inclusive engagement of people who use the service and involvement findings	Yes - Monitoring data from providers	Levels of satisfaction with service
Evidence of unmet need	Yes on SWIFT and feedback from Providers	Children with sole diagnosis of autism need support
Good practice guidelines	Yes - Scottish Government Guidelines	
Carbon emissions generated/reduced data		
Environmental data		
Risk from cumulative impacts		
Other (please specify)		

Evidence	Available – detail source	Comments: what does the evidence tell you with regard to different groups who may be affected?
Additional evidence required		

8. In summary, what impacts were identified and which groups will they affect?

Equality, Health and Wellbeing and Human Rights	Affected populations
<p>Positive Children will have support over holiday periods This will support their well being and mental health and this will assist parents to continue to care for children with additional support needs</p> <p>Negative The support is not universal as access will be through assessed need.</p>	<p>Children with a disability</p> <p>Working parents</p>

Environment and Sustainability including climate change emissions and impacts	Affected populations
<p>Positive Reduced transportation across the city</p> <p>Negative</p>	

Economic including socio-economic disadvantage	Affected populations
<p>Positive</p> <p>Negative Under the targeted programme there are less sessional work opportunities available</p>	<p>Students and other people who rely on seasonal/holiday work</p>

9. Is any part of this policy/ service to be carried out wholly or partly by contractors and if so how will equality, human rights including children’s rights, environmental and sustainability issues be addressed?

This will be carried out by a range of providers who are aware of these issues.

10. Consider how you will communicate information about this policy/ service change to children and young people and those affected by sensory impairment, speech impairment, low level literacy or numeracy, learning difficulties or English as a second language? Please provide a summary of the communications plan.

The plan for this will be drawn up after Easter so that planning and consultation can start in June 2021.

11. Is the policy likely to result in significant environmental effects, either positive or negative? If yes, it is likely that a Strategic Environmental Assessment (SEA) will be required and the impacts identified in the IIA should be included in this.

No

12. Additional Information and Evidence Required

If further evidence is required, please note how it will be gathered. If appropriate, mark this report as interim and submit updated final report once further evidence has been gathered.

13. Specific to this IIA only, what recommended actions have been, or will be, undertaken and by when? (these should be drawn from 7 – 11 above) Please complete:

Specific actions (as a result of the IIA which may include financial implications, mitigating actions and risks of cumulative impacts)	Who will take them forward (name and job title)	Deadline for progressing	Review date
Consultation with parents and stakeholders to be carried out	Karen Japp – team leader Wendy Brown – assistant team leader Jennifer Gundy team manager David McGuire-Principal Officer,	May 2021	November 2021

Specific actions (as a result of the IIA which may include financial implications, mitigating actions and risks of cumulative impacts)	Who will take them forward (name and job title)	Deadline for progressing	Review date
	Engagement and Involvement		

14. Are there any negative impacts in section 8 for which there are no identified mitigating actions?
As the service is moving from a universal one to an assessed and targeted one, this may impact on some families who would previously have accessed the support

15. How will you monitor how this proposal affects different groups, including people with protected characteristics?
This will be done within the consultations

16. Sign off by Head of Service/ NHS Project Lead

Name

Date

17. Publication

Completed and signed IIAs should be sent to strategyandbusinessplanning@edinburgh.gov.uk to be published on the IIA directory on the Council website www.edinburgh.gov.uk/impactassessments

Appendix 3

Providers offering Holiday supports April 2021 to March 2022

Feb, Easter, Summer and October – 10 weeks

Action for Children – for 5 children a day at staffing ratio of 2-1.

The Yard— for up to 10 children a day at activity and play centre.

Oaklands Hub – this will be for summer and October – for up to 17 children with complex care needs on 1-1 ratio and with specialist nursing staff.

Capability– support to move children to mainstream provision. This is currently under review.

Prime Care – at their base in Winchburgh- for up to 6 children on mainly 2-1 staffing ratio.

The Action Group - for up to 12 children at 1-1 staffing ratio, based at Woodlands school.

Barnardos – for up to 10 children 1-1 staffing ratio, based at their Edinburgh base.

Lothian Autistic Society – for up to 12 children at 1-1 staffing ratio, based at their base in Portobello.

Active Schools - – costs for hire and transport of bikes for the 9 weeks for 3 venues. Staff will be provided by Outdoor learning