



Equality and Diversity
Initial Impact Assessment Toolkit

2010

APPENDIX C

ASD51104

Title of policy/Service	Educational provision in North Uist
Department/Section	Department of Education & Children's Services
Lead Officer	Allan Smithyman
Date of Initial Assessment	17/12/13

Is this a new or existing policy? (please tick as appropriate)	<input checked="" type="checkbox"/> New	<input type="checkbox"/>	<input checked="" type="checkbox"/> Existing	√
What is the purpose of the proposed policy (or changes to be made to the policy)?	The purpose of the proposed policy is to close Carinish, Lochmaddy and Paible Schools and transfer education provision and pupils to a new school on North Uist.			
Who is affected by the policy or who is intended to benefit from the proposed policy and how?	Pupils, parents/carers and staff are all affected if provision is transferred to another location. Pupils will benefit from the transfer on the basis of a more viable education provision in a better resource. Parent and carers will benefit in that their children will have access to a more viable and enhanced education provision. There may be a loss of some employment in the local community. However, the Department's workforce policy has enabled steps to be taken to reduce the potential for compulsory redundancy and provision is planned to work with the community in community development activity and economic regeneration.			
How have you, or will you, put the policy into practice, and who is or will be responsible for delivering it?	The policy will be implemented on the basis of community engagement, community conversation and statutory consultation processes. If closure is approved, transition arrangements will be put in place in discussions with all stakeholders.			
What consultation has been carried out?	Community conversation and statutory consultation processes have all been undertaken and a wide range of stakeholder engagement facilitated. All stakeholder concerns have been evaluated and the Education and Children's Services Department is confident that its statutory duty to provide education is not compromised (see Background Papers 1.2 and 1.3).			

Identified Impacts

Age – Could the policy have a differential impact due to age?	The policy could have a differential impact due to age. However, it will not be discriminatory or detrimental to the educational provision or experience of children.
What evidence do you have for that decision?	The proposal has been subject to comprehensive evaluation and consultation.
Disability - Could the policy have a differential impact due to disability?	No.
What evidence do you have for that decision?	The new school will be DDA compliant in terms of all key statutory requirements.
Gender - Could the policy have a differential impact due to gender?	No.
What evidence do you have for that decision?	The provision is gender-blind.
Race - Could the policy have a differential impact due to race?	No.
What evidence do you have for that decision?	The provision is race-blind.
Religion or belief - Could the policy have a differential impact due to religion of belief?	No.
What evidence do you have for that decision?	The provision is religion/belief-blind.
Sexual orientation - Could the policy have a differential impact due to sexual orientation?	No.
What evidence do you have for that decision?	The provision is sexual orientation-blind.
Are there any other groups whom the policy	Yes, employees and those with ASN.

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	<p>There will be a reduction in the requirement for some staff. However, current workforce planning, inclusive of VER, opportunities for redeployment, retraining, short-term contracts and discussions with unions are in place to ensure that we can, where possible, operate within a no-redundancy situation.</p> <p>Any vulnerable young people will be supported through ASN legislation and local authority policy and guidance (Background Papers 1.4, 1.5 and 1.6).</p>
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What gaps are there in our knowledge?		None known.			
What plans are in place to monitor and review for any potential future impacts?		Quality Improvement and Assurance Policy and Procedures systems (Background Paper 1.7) will apply in all schools and an Assisted Self-Evaluation will be undertaken within one year to ensure transition is positive and there are no adverse affects.			
<p style="text-align: center;">Based upon your initial screening:</p> <p>Is there potential for:</p> <p>1. Unlawful discrimination?</p> <p>2. People to be treated differently/unfairly?</p> <p>3. Certain groups to be disadvantaged?</p> <p>4. Community relations to be damaged?</p> <p>And to what extent? (e.g. numbers of people affected/extent of negative impact)</p>	No	Yes	To some extent	On what grounds?	
	√				Age
	√				Disability
	√				Gender
					Race/Ethnicity
					Religion/Belief
				√	√
					Other: community see loss of school as having significant impact on the community.
<p>Where the anticipated adverse effect is minor, can you identify any means to minimise the impact? (If yes and measures can be put in place to minimise impact, a full EQIA may not be required).</p> <p>Please specify how:</p>		<ul style="list-style-type: none"> By appropriately addressing and putting in place resources to address all issues of concern raised by stakeholders By complying with our statutory obligations By providing educational benefits with little or no impact on community By securing best value and enhancing educational investment 			

If no further Impact Assessment is required, please sign below.

This policy/function will have no impact on people from any of the equality groups and an EQIA is not required.	Signed: Position: Learning Community Principal Date: 17/12/13
Authorisation by Head of Service or Director.	Signed: Position: Director of Education and Children's Services Date: 17/12/13
Date of next review:	Review to take place within one year of school closures.

Appendices

None

Background Papers

Background Paper 1.1	Future Strategy for Provision of Education in the Western Isles - Community Information Document
Background Paper 1.2	Proposal Document
Background Paper 1.3	Consultation Report
Background Paper 1.4	'Getting it Right for Children and Young People in the Western Isles' policy
Background Paper 1.5	Meeting Needs, Supporting Learners – A Handbook for Professionals
Background Paper 1.6	Inclusion Policy
Background Paper 1.7	Quality Improvement Policy and Procedures