



Appendix 1

Equality Impact/Fairer Scotland Duty Assessment Form

(To be completed with reference to Guidance Notes)

Step 1

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

Charging for additional hours of Early Learning and Childcare

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

No

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 and Lifelong Learning

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

Children and Young People (Scotland) Act 2014

The Education (Scotland) Act 1980

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

This report seeks approval to trial the opportunity for parents and carers to pay for an additional session of Early Learning and Childcare (ELC) to create further flexibility in Local Authority settings. In light of the increased parental demand for payment for additional provision of Early Learning and Childcare (ELC), through the introduction of 1140 hours of delivery, it is proposed that the Family, Education and Justice Committee approves the trial offer of one additional session per child, per week at Forfar or Carnoustie ELC. If the above is approved, it is proposed that the Family, Education and Justice Committee agrees for the charge of £30 for one five-hour session of ELC. If the trial is approved, a report on the outcome of the trial will be shared with the Family, Education and Justice Committee in May 2025 at which time the continuation or any further roll out of this provision can be considered.

(iv) Is it a new proposal? Yes Please indicate OR

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

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

Please indicate all which apply:

Employees Yes

Job Applicants No

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).

Data from service users survey on Angus Council ELC options.

Data regarding the uptake of ELC places at Carnoustie and Forfar ELC.

Cost data associated with provision of places.

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

Senior leadership team.
Managers of Carnoustie and Forfar ELC
Private and Voluntary Providers.

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

Statutory requirements.

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

Benchmarking information regarding the offer in other local authorities. All neighbouring other councils do offer the purchase of additional hours of ELC in Local Authority settings.

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.

N/A

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 – positive – children and young people

If approved, children will continue to access their statutory right to funded high quality early learning and childcare. A small number of children will be able to access continuity of care and learning for an additional session of ELC and limit unnecessary transitions.

Disability

Impact – no impact

Gender reassignment

Impact – no impact

Marriage and Civil Partnership

Impact – no impact

Pregnancy/Maternity

Impact – no impact

Race - (includes Gypsy Travellers)

Impact – no impact

Religion or Belief

Impact – no impact

Sex

Impact – no impact

Sexual orientation

Impact – no impact

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.

A Microsoft Teams survey was issued to all service users in November 2023, which received 329 responses. 88% Carnoustie ELC and 33% Forfar responses from service users said they would access the option to pay for additional hours in the settings. The main reasons were that they did not want to overburden family members and would like to keep their children in one setting for their care.

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?

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

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?

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.

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

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

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

Impact

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

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.

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

Reviewed along with any future developments.

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

Alongside the committee report on the Angus Council website.

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

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NB. There are several worked examples of separate EIA and FSD Assessments in the Guidance which may be of use to you.