

Date of issue: Wednesday, 25<sup>th</sup> January, 2023

|  |  |
|--|--|
| <b>MEETING</b>   | <b>PEOPLE SCRUTINY PANEL</b><br>(Councillors Qaseem (Chair), P. Bedi (Vice-Chair), Bal, Basra, Begum, Brooker, R. Davis, Matloob and Sandhu)<br><br><b><u>EDUCATION VOTING CO-OPTED MEMBERS</u></b><br>Vacant<br><br><b><u>NON-VOTING CO-OPTED MEMBERS</u></b><br>Slough Healthwatch Representative<br>Secondary School Representative<br>Slough Youth Parliament Representative |
| <b>DATE AND TIME:</b>                                      | TUESDAY, 31ST JANUARY, 2023 AT 6.30 PM   |
| <b>VENUE:</b>  | COUNCIL CHAMBER - OBSERVATORY HOUSE, 25 WINDSOR ROAD, SL1 2EL  |
| <b>DEMOCRATIC SERVICES OFFICER:</b><br>(for all enquiries) | NADIA WILLIAMS<br><br>07749 709 961  |

### SUPPLEMENTARY PAPERS

The following Papers have been added to the agenda for the above meeting:-

\* Item 4 was not available for publication with the rest of the agenda.

#### PART 1

| <b><u>AGENDA ITEM</u></b> | <b><u>REPORT TITLE</u></b>   | <b><u>PAGE</u></b> | <b><u>WARD</u></b> |
|---------------------------|--|--------------------|--------------------|
| 4.                        | Budget Proposals 2023/24 <ul style="list-style-type: none"><li>• People (Adults)</li><li>• People (Children)</li><li>• Slough Children First</li></ul> | 1 - 82             | All                |

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# **BUDGET SCRUTINY 2023/24 ADULTS SOCIAL CARE DIRECTORATE**

**31st JANUARY 2023**

## OVERVIEW

- In December 2022, the Adults Social Care Directorate presented a combined total value of savings for financial year 2023/24 of £4.962m.
- Following continued efforts to build upon these, the Directorate has subsequently identified a further £0.726m of savings to add to the above.
- Thus the total target for the Directorate in respect of 2023/24 savings is now **£5.688m**
- The following slides set out further detail on the additional savings identified since December's scrutiny sessions
- EIAs have been prepared and made available in respect of all proposals

## **2023/24 – BUDGET SAVINGS PROPOSALS**

The following savings proposals have been put forward for delivery to further contribute towards the 2023/24 budget target:

### **Assistive Technology - £0.420m**

- Slough has yet to design its Assistive Technology offer. Many Local Authorities have been developing this area for several years and have benefitted from the reduced spend in domiciliary care that specific application of Assistive Technology brings. We will be exploring sensors, cameras, tracking, auto off functions, reminders and intuitive alarms.

Pages 3

### **Review of contractual and funding arrangements for care home placements - £0.206m**

- Opportunities to reduce the impact of voids in a large block contract are being explored.

### **Additional Efficiencies - £0.100m**

- To be identified through general cleansing and review of underspent budget lines. This is an increase to a previously declared saving presented to Scrutiny on 15 December 2022

Any increases in client income attributable to the Directorate will be based on any indexation applied to client income and not from price increases as part of the Fees and Charges report which went to Cabinet on 16 January, further explanation of which can be found within [the report](#).

## 2023/24 – BUDGET PROPOSALS SUMMARY

| Ref. No.    | Saving title  | 2023/24 Saving (£m) |
|-------------|---|---------------------|
|             | <b>TOTAL VALUE OF PROPOSALS PRESENTED IN DEC 2022</b>                   | <b>4.962</b>        |
| ASC-2324-55 | Assistive Technology  | 0.420               |
| ASC-2324-56 | Review of contractual and funding arrangements for care home placements | 0.206               |
| ASC-2324-08 | General cleanse of underspent budget                                    | 0.100               |
|             |   |                     |
|             |   |                     |
|             | <b>UPDATED TOTAL VALUE OF 2023/24 SAVINGS</b>                           | <b>5.688</b>        |

None of the additional savings have been assessed to require a full EIA.

# CONSULTATION

No consultations are deemed to be required for any of the additional savings proposals.

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**Consolidated Pack of EIAs  
Adults (People) Directorate  
Budget Savings 2023/24  
Scrutiny Meeting 31/01/2023**

The following pages contain the EIA assessments of 2 additional proposals being put forward by the Adults (People) Directorate. Below is an index of each proposal and the pages on which the EIA for each proposal appears.


| <b>Proposal reference</b> | <b>Proposal name</b>  | <b>Page Number</b> |
|---------------------------|---|--------------------|
| ASC-2324-55               | Assistive Technology  | 2 - 8              |
| ASC-2324-56               | Review of contractual and funding arrangements for care home placements | 9 – 15             |
|                           | Appendix a: - RAG rating guide  | 16                 |
|                           |   |                    |
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|                           |   |                    |
|                           |   |                    |
|                           |   |                    |

## EQUALITY IMPACT ASSESSMENT TEMPLATE

### PLEASE ENSURE YOU READ THE GUIDANCE NOTES BEFORE COMPLETING THIS TEMPLATE

Completing an EIA is the simplest way to demonstrate that the Council has considered the equality impacts of its decisions and it reduces the risk of legal challenge. EIAs should be carried out at the earliest stages of policy development or a service review, and then updated as the policy or review develops. EIAs must be undertaken when it is possible for the findings to inform the final decision.

#### SUMMARY RAG RATING

|  |   |
|--|---|
| <p>The outcome of this EIA has been assessed to be:</p> <p>(delete as applicable – see Appendix A)</p> |  |
|--|---|

#### SECTION 1:

|  |  |
|--|--|
| <b>Title</b>   | <b>ASC-2324-55</b><br>Implement new approach to maximise utilisation of Assistive Technology   |
| <p>What are you analysing?</p> <ul style="list-style-type: none"> <li>• What is the policy/project/activity/strategy looking to achieve?</li> <li>• Who is it intended to benefit? Are any specific groups targeted by this decision?</li> <li>• What results are intended?</li> </ul> | <ul style="list-style-type: none"> <li>• Increase levels of independence through use of technology</li> <li>• This can be for people concerned about future vulnerability or people seeking to increase independence following a period of increased dependency</li> <li>• This proposal does not impact groups with protected characteristics differently. Anyone who can benefit from the technology should be able to access.</li> <li>• Increase in numbers of people using assistive technology – Reduction in Care Purchasing</li> </ul> |
| Date sent to Finance   | 29/10/22   |
| Version number and date of update  | V1.0   |

**SECTION 2: Do you need to complete a full Equality Impact Assessment (EIA)?**

Not all proposals will require a full EIA, the assessment of impacts should be proportionate to the nature of the project/policy in question and its likely impact. To decide on the level of detail of the assessment required consider the potential impact on persons with protected characteristics.

|   |  |  |   |   |                                 |                       |               |   |             |  |                   |   |                           |                |            |   |                           |   |
|---|--|--|---|---|---------------------------------|-----------------------|---------------|---|-------------|--|-------------------|---|---------------------------|----------------|------------|---|---------------------------|---|
| <p><b>2.1</b></p>   | <p><b>Please provide an overview of who uses/will use your service or facility and identify who are likely to be impacted by the proposal</b></p> <ul style="list-style-type: none"> <li><i>If you do not formally collect data about a particular group then use the results of local surveys or consultations, census data, national trends or anecdotal evidence (indicate where this is the case). Please attempt to complete all boxes.</i></li> <li><i>Consider whether there is a need to consult stakeholders and the public, including members of protected groups, in order to gather information on potential impacts of the proposal</i></li> </ul>  |  |   |   |                                 |                       |               |   |             |  |                   |   |                           |                |            |   |                           |   |
|   | <table border="1"> <tr> <td data-bbox="507 721 938 976"> <p>How many people use the service currently? What is this as a % of Slough's population?</p> </td> <td data-bbox="943 721 1481 976"> <p>Using a dataset run on 18<sup>th</sup> October 2022 :</p> <p><b>257</b> “authorised” open care packages where the SU Primary Support Reason Category is Mental Health Support:</p> </td> </tr> <tr> <td data-bbox="507 981 938 1048"> <p><b>Slough Population</b></p> </td> <td data-bbox="943 981 1481 1048"> <p>164,800 @ 2020</p> </td> </tr> <tr> <td data-bbox="507 1052 938 1120"> <p>Gender</p> </td> <td data-bbox="943 1052 1481 1120"> <p>50.67 % – Male<br/>49.26 %- Female</p> </td> </tr> <tr> <td data-bbox="507 1124 938 1267"> <p>Race</p> </td> <td data-bbox="943 1124 1481 1267"> <p>White – 45.69%<br/>Asian – 39.73%<br/>Black – 8.64%<br/>Mixed – 3.39%</p> </td> </tr> <tr> <td data-bbox="507 1272 938 1384"> <p>Disability</p> </td> <td data-bbox="943 1272 1481 1384"> <p>19% (SE Region) - <a href="#">Disability prevalence in the UK 2019/20 by region/country   Statista</a></p> </td> </tr> <tr> <td data-bbox="507 1388 938 1433"> <p>Sexual orientation</p> </td> <td data-bbox="943 1388 1481 1433"> <p>No Data</p> </td> </tr> <tr> <td data-bbox="507 1438 938 1541"> <p>Age</p> </td> <td data-bbox="943 1438 1481 1541"> <p>26.6% - Children<br/>62.97% – Adults<br/>10.43 % - 65 yrs+</p> </td> </tr> <tr> <td data-bbox="507 1545 938 1930"> <p>Religion or belief</p> </td> <td data-bbox="943 1545 1481 1930"> <p>Christian – 41.17%<br/>Muslim – 23.29%<br/>No Religion – 12.14%<br/>Sikh – 10.62%<br/>Hindu – 6.16%<br/>Not Stated – 5.67%<br/>Buddhist – 0.53%<br/>Jewish – 0.06%<br/>Other – 0.34%</p> </td> </tr> </table> |  | <p>How many people use the service currently? What is this as a % of Slough's population?</p> | <p>Using a dataset run on 18<sup>th</sup> October 2022 :</p> <p><b>257</b> “authorised” open care packages where the SU Primary Support Reason Category is Mental Health Support:</p> | <p><b>Slough Population</b></p> | <p>164,800 @ 2020</p> | <p>Gender</p> | <p>50.67 % – Male<br/>49.26 %- Female</p> | <p>Race</p> | <p>White – 45.69%<br/>Asian – 39.73%<br/>Black – 8.64%<br/>Mixed – 3.39%</p> | <p>Disability</p> | <p>19% (SE Region) - <a href="#">Disability prevalence in the UK 2019/20 by region/country   Statista</a></p> | <p>Sexual orientation</p> | <p>No Data</p> | <p>Age</p> | <p>26.6% - Children<br/>62.97% – Adults<br/>10.43 % - 65 yrs+</p> | <p>Religion or belief</p> | <p>Christian – 41.17%<br/>Muslim – 23.29%<br/>No Religion – 12.14%<br/>Sikh – 10.62%<br/>Hindu – 6.16%<br/>Not Stated – 5.67%<br/>Buddhist – 0.53%<br/>Jewish – 0.06%<br/>Other – 0.34%</p> |
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| <p><b>Slough Population</b></p>   | <p>164,800 @ 2020</p>  |  |   |   |                                 |                       |               |   |             |  |                   |   |                           |                |            |   |                           |   |
| <p>Gender</p>   | <p>50.67 % – Male<br/>49.26 %- Female</p>  |  |   |   |                                 |                       |               |   |             |  |                   |   |                           |                |            |   |                           |   |
| <p>Race</p>   | <p>White – 45.69%<br/>Asian – 39.73%<br/>Black – 8.64%<br/>Mixed – 3.39%</p>   |  |   |   |                                 |                       |               |   |             |  |                   |   |                           |                |            |   |                           |   |
| <p>Disability</p>   | <p>19% (SE Region) - <a href="#">Disability prevalence in the UK 2019/20 by region/country   Statista</a></p>  |  |   |   |                                 |                       |               |   |             |  |                   |   |                           |                |            |   |                           |   |
| <p>Sexual orientation</p>   | <p>No Data</p>   |  |   |   |                                 |                       |               |   |             |  |                   |   |                           |                |            |   |                           |   |
| <p>Age</p>  | <p>26.6% - Children<br/>62.97% – Adults<br/>10.43 % - 65 yrs+</p>  |  |   |   |                                 |                       |               |   |             |  |                   |   |                           |                |            |   |                           |   |
| <p>Religion or belief</p>   | <p>Christian – 41.17%<br/>Muslim – 23.29%<br/>No Religion – 12.14%<br/>Sikh – 10.62%<br/>Hindu – 6.16%<br/>Not Stated – 5.67%<br/>Buddhist – 0.53%<br/>Jewish – 0.06%<br/>Other – 0.34%</p>  |  |   |   |                                 |                       |               |   |             |  |                   |   |                           |                |            |   |                           |   |

| <p><b>2.2 Are there any groups with protected characteristic that are overrepresented in the monitoring information relative to their size of the population? If so, this could indicate that the proposal may have a disproportionate impact on this group even if it is a universal service.</b></p>   | <p>It is noted that Slough has a reasonably young population compared to national average.</p> |                          |                          |                          |  |      |          |          |          |              |                                     |                          |                          |                          |  |                                     |                          |                          |                          |  |                                     |                          |                          |                          |   |                                     |                          |                          |                          |   |                                     |                          |                          |                          |   |                                     |                          |                          |                          |                                    |                                     |                          |                          |                          |   |                                     |                          |                          |                          |                       |                                     |                          |                          |                          |
|--|--|--------------------------|--------------------------|--------------------------|--|------|----------|----------|----------|--------------|-------------------------------------|--------------------------|--------------------------|--------------------------|--|-------------------------------------|--------------------------|--------------------------|--------------------------|--|-------------------------------------|--------------------------|--------------------------|--------------------------|---|-------------------------------------|--------------------------|--------------------------|--------------------------|---|-------------------------------------|--------------------------|--------------------------|--------------------------|---|-------------------------------------|--------------------------|--------------------------|--------------------------|------------------------------------|-------------------------------------|--------------------------|--------------------------|--------------------------|---|-------------------------------------|--------------------------|--------------------------|--------------------------|-----------------------|-------------------------------------|--------------------------|--------------------------|--------------------------|
| <p><b>2.3 Are there any groups with protected characteristics that are underrepresented in the monitoring information relative to their size of the population? If so, this could indicate that the service may not be accessible to all groups or there may be some form of direct or indirect discrimination occurring.</b></p>  | <p>NO</p>  |                          |                          |                          |  |      |          |          |          |              |                                     |                          |                          |                          |  |                                     |                          |                          |                          |  |                                     |                          |                          |                          |   |                                     |                          |                          |                          |   |                                     |                          |                          |                          |   |                                     |                          |                          |                          |                                    |                                     |                          |                          |                          |   |                                     |                          |                          |                          |                       |                                     |                          |                          |                          |
| <p><b>2.4 Does the project, policy or proposal have the potential to disproportionately impact on people with a protected characteristic? If so, is the impact positive or negative?</b></p>   |  |                          |                          |                          |  |      |          |          |          |              |                                     |                          |                          |                          |  |                                     |                          |                          |                          |  |                                     |                          |                          |                          |   |                                     |                          |                          |                          |   |                                     |                          |                          |                          |   |                                     |                          |                          |                          |                                    |                                     |                          |                          |                          |   |                                     |                          |                          |                          |                       |                                     |                          |                          |                          |
| <table border="1"> <thead> <tr> <th></th> <th>None</th> <th>Positive</th> <th>Negative</th> <th>Not sure</th> </tr> </thead> <tbody> <tr> <td>Men or women</td> <td><input checked="" type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>People of a particular race or ethnicity (including refugees, asylum seekers, migrants and gypsies and travellers)</td> <td><input checked="" type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>Disabled<sup>1</sup> people (consider different types of physical, learning or mental disabilities)</td> <td><input checked="" type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>People of particular sexual orientation/s</td> <td><input checked="" type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>People in particular age groups (consider in particular children, under 21s and over 65s)</td> <td><input checked="" type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>People who are intending to undergo, are undergoing or have undergone a process or part of a process of gender reassignment</td> <td><input checked="" type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>Impact due to pregnancy/ maternity</td> <td><input checked="" type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>People of particular faiths and beliefs</td> <td><input checked="" type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>People on low incomes</td> <td><input checked="" type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </tbody> </table> |  |                          |                          |                          |  | None | Positive | Negative | Not sure | Men or women | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | People of a particular race or ethnicity (including refugees, asylum seekers, migrants and gypsies and travellers) | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Disabled <sup>1</sup> people (consider different types of physical, learning or mental disabilities) | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | People of particular sexual orientation/s | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | People in particular age groups (consider in particular children, under 21s and over 65s) | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | People who are intending to undergo, are undergoing or have undergone a process or part of a process of gender reassignment | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Impact due to pregnancy/ maternity | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | People of particular faiths and beliefs | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | People on low incomes | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|  | None   | Positive                 | Negative                 | Not sure                 |  |      |          |          |          |              |                                     |                          |                          |                          |  |                                     |                          |                          |                          |  |                                     |                          |                          |                          |   |                                     |                          |                          |                          |   |                                     |                          |                          |                          |   |                                     |                          |                          |                          |                                    |                                     |                          |                          |                          |   |                                     |                          |                          |                          |                       |                                     |                          |                          |                          |
| Men or women   | <input checked="" type="checkbox"/>  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |  |      |          |          |          |              |                                     |                          |                          |                          |  |                                     |                          |                          |                          |  |                                     |                          |                          |                          |   |                                     |                          |                          |                          |   |                                     |                          |                          |                          |   |                                     |                          |                          |                          |                                    |                                     |                          |                          |                          |   |                                     |                          |                          |                          |                       |                                     |                          |                          |                          |
| People of a particular race or ethnicity (including refugees, asylum seekers, migrants and gypsies and travellers)   | <input checked="" type="checkbox"/>  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |  |      |          |          |          |              |                                     |                          |                          |                          |  |                                     |                          |                          |                          |  |                                     |                          |                          |                          |   |                                     |                          |                          |                          |   |                                     |                          |                          |                          |   |                                     |                          |                          |                          |                                    |                                     |                          |                          |                          |   |                                     |                          |                          |                          |                       |                                     |                          |                          |                          |
| Disabled <sup>1</sup> people (consider different types of physical, learning or mental disabilities)   | <input checked="" type="checkbox"/>  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |  |      |          |          |          |              |                                     |                          |                          |                          |  |                                     |                          |                          |                          |  |                                     |                          |                          |                          |   |                                     |                          |                          |                          |   |                                     |                          |                          |                          |   |                                     |                          |                          |                          |                                    |                                     |                          |                          |                          |   |                                     |                          |                          |                          |                       |                                     |                          |                          |                          |
| People of particular sexual orientation/s  | <input checked="" type="checkbox"/>  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |  |      |          |          |          |              |                                     |                          |                          |                          |  |                                     |                          |                          |                          |  |                                     |                          |                          |                          |   |                                     |                          |                          |                          |   |                                     |                          |                          |                          |   |                                     |                          |                          |                          |                                    |                                     |                          |                          |                          |   |                                     |                          |                          |                          |                       |                                     |                          |                          |                          |
| People in particular age groups (consider in particular children, under 21s and over 65s)  | <input checked="" type="checkbox"/>  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |  |      |          |          |          |              |                                     |                          |                          |                          |  |                                     |                          |                          |                          |  |                                     |                          |                          |                          |   |                                     |                          |                          |                          |   |                                     |                          |                          |                          |   |                                     |                          |                          |                          |                                    |                                     |                          |                          |                          |   |                                     |                          |                          |                          |                       |                                     |                          |                          |                          |
| People who are intending to undergo, are undergoing or have undergone a process or part of a process of gender reassignment  | <input checked="" type="checkbox"/>  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |  |      |          |          |          |              |                                     |                          |                          |                          |  |                                     |                          |                          |                          |  |                                     |                          |                          |                          |   |                                     |                          |                          |                          |   |                                     |                          |                          |                          |   |                                     |                          |                          |                          |                                    |                                     |                          |                          |                          |   |                                     |                          |                          |                          |                       |                                     |                          |                          |                          |
| Impact due to pregnancy/ maternity   | <input checked="" type="checkbox"/>  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |  |      |          |          |          |              |                                     |                          |                          |                          |  |                                     |                          |                          |                          |  |                                     |                          |                          |                          |   |                                     |                          |                          |                          |   |                                     |                          |                          |                          |   |                                     |                          |                          |                          |                                    |                                     |                          |                          |                          |   |                                     |                          |                          |                          |                       |                                     |                          |                          |                          |
| People of particular faiths and beliefs  | <input checked="" type="checkbox"/>  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |  |      |          |          |          |              |                                     |                          |                          |                          |  |                                     |                          |                          |                          |  |                                     |                          |                          |                          |   |                                     |                          |                          |                          |   |                                     |                          |                          |                          |   |                                     |                          |                          |                          |                                    |                                     |                          |                          |                          |   |                                     |                          |                          |                          |                       |                                     |                          |                          |                          |
| People on low incomes  | <input checked="" type="checkbox"/>  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |  |      |          |          |          |              |                                     |                          |                          |                          |  |                                     |                          |                          |                          |  |                                     |                          |                          |                          |   |                                     |                          |                          |                          |   |                                     |                          |                          |                          |   |                                     |                          |                          |                          |                                    |                                     |                          |                          |                          |   |                                     |                          |                          |                          |                       |                                     |                          |                          |                          |
| <p><b>If any of the answers to the questions above is, “negative” or “unclear” you will need to undertake a detailed impact assessment.</b></p>  |  |                          |                          |                          |  |      |          |          |          |              |                                     |                          |                          |                          |  |                                     |                          |                          |                          |  |                                     |                          |                          |                          |   |                                     |                          |                          |                          |   |                                     |                          |                          |                          |   |                                     |                          |                          |                          |                                    |                                     |                          |                          |                          |   |                                     |                          |                          |                          |                       |                                     |                          |                          |                          |

<sup>1</sup> Disability discrimination is different from other types of discrimination since it includes the duty to make reasonable adjustments.

|     |   |
|-----|---|
| 2.5 | <b>Based on your responses, should a full, detailed EIA be carried out on the project, policy or proposal</b>   |
|     | Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>   |
| 2.6 | <b>Provide brief reasons on how have you come to this decision?</b>   |
|     | <b>Access to suitable assistive technology is not anticipated to be influenced or affected by any protected characteristics. This programme seeks to enable as many people as possible.</b> |

**SECTION 3: ASSESSING THE IMPACT**

In order to be able to identify ways to mitigate any potential impact it is essential that we know what those potential impacts might be. Using the evidence gathered in section 2, explain what the potential impact of your proposal might be on the groups you have identified. You may wish to further supplement the evidence you have gathered using the table below in order to properly consider the impact.

| Protected Group |                                       | Positive impact?         |                  |                | Negative impact? If so, please specify the nature and extent of that impact | No specific impact | If the impact is negative how can it be mitigated? Please specify any mitigation measures and how and when they will be implemented | What , if any, are the cumulative effects of this decision when viewed in the context of other Council decisions and their equality impacts |
|-----------------|---------------------------------------|--------------------------|------------------|----------------|---|--------------------|---|---|
|                 |                                       | Eliminate discrimination | Advance equality | Good relations |   |                    |   |   |
| Gender          | Men                                   |                          |                  |                |   | X                  |   |   |
|                 | Women                                 |                          |                  |                |   | X                  |   |   |
| Race            | White                                 |                          |                  |                |   | X                  |   |   |
|                 | Mixed/Multiple ethnic groups          |                          |                  |                |   | X                  |   |   |
|                 | Asian/Asian British                   |                          |                  |                |   | X                  |   |   |
|                 | Black/African/Caribbean/Black British |                          |                  |                |   | X                  |   |   |
|                 | Gypsies / travellers                  |                          |                  |                |   | X                  |   |   |
|                 | Other ethnic group                    |                          |                  |                |   | X                  |   |   |
| Disability      | Physical                              |                          |                  |                |   | X                  |   |   |
|                 | Sensory                               |                          |                  |                |   | X                  |   |   |
|                 | Learning Difficulties                 |                          |                  |                |   | X                  |   |   |
|                 | Learning Disabilities                 |                          |                  |                |   | X                  |   |   |
|                 | Mental Health                         |                          |                  |                |   | X                  |   |   |

| Protected Group                                  |                            | Positive impact?         |                  |                | Negative impact? | No specific impact | What will the impact be? If the impact is negative how can it be mitigated? (action) | What are the cumulative of effects |
|--|----------------------------|--------------------------|------------------|----------------|------------------|--------------------|--|------------------------------------|
|  |                            | Eliminate discrimination | Advance equality | Good relations |                  |                    |  |                                    |
| <b>Sexual Orientation</b>                        | Lesbian, gay men, bisexual |                          |                  |                |                  | X                  |  |                                    |
| <b>Age</b>                                       | Older people (50+)         |                          |                  |                |                  | X                  |  |                                    |
|  | Younger people (16 - 25)   |                          |                  |                |                  | X                  |  |                                    |
| <b>Gender Reassignment</b>                       |                            |                          |                  |                |                  | X                  |  |                                    |
| <b>Impact due to pregnancy/maternity</b>         |                            |                          |                  |                |                  | X                  |  |                                    |
| <b>Groups with particular faiths and beliefs</b> |                            |                          |                  |                |                  | X                  |  |                                    |
| <b>People on low incomes</b>                     |                            |                          |                  |                |                  | X                  |  |                                    |

**SECTION 4: ACTION PLAN**

|                   |  |  |                                |                                |  |  |                   |
|-------------------|--|--|--------------------------------|--------------------------------|--|--|-------------------|
| <p><b>4.1</b></p> | <p>Complete the action plan if you need to reduce or remove the negative impacts you have identified, take steps to foster good relations or fill data gaps.</p> <p><i>Please include the action required by your team/unit, groups affected, the intended outcome of your action, resources needed, a lead person responsible for undertaking the action (inc. their department and contact details), the completion date for the action, and the relevant RAG rating: R(ed) – action not initiated, A(mber) – action initiated and in progress, G(reen) – action complete.</i></p> <p><b>NB. Add any additional rows, if required.</b></p> |  |                                |                                |  |  |                   |
| <p>Page 14</p>    | <p><b>Action Required</b></p>  | <p><b>Equality Groups Targeted</b></p> | <p><b>Intended outcome</b></p> | <p><b>Resources Needed</b></p> | <p><b>Name of Lead, Unit &amp; Contact Details</b></p> | <p><b>Completion Date (DD/MM/YY)</b></p> | <p><b>RAG</b></p> |
|                   |  |  |                                |                                |  |  |                   |
|                   |  |  |                                |                                |  |  |                   |
|                   |  |  |                                |                                |  |  |                   |
|                   |  |  |                                |                                |  |  |                   |
|                   | <p><i>Enter additional rows if required</i></p>  |  |                                |                                |  |  |                   |




## EQUALITY IMPACT ASSESSMENT TEMPLATE

### PLEASE ENSURE YOU READ THE GUIDANCE NOTES BEFORE COMPLETING THIS TEMPLATE

Completing an EIA is the simplest way to demonstrate that the Council has considered the equality impacts of its decisions and it reduces the risk of legal challenge. EIAs should be carried out at the earliest stages of policy development or a service review, and then updated as the policy or review develops. EIAs must be undertaken when it is possible for the findings to inform the final decision.

#### SUMMARY RAG RATING

|  |   |
|--|---|
| <b>The outcome of this EIA has been assessed to be:</b><br>(delete as applicable – see Appendix A) |  |
|--|---|

#### SECTION 1:

| Title   | Review of contractual and funding arrangements for care home placements  |
|---|--|
| What are you analysing? <ul style="list-style-type: none"> <li>• What is the policy/project/activity/strategy looking to achieve?</li> <li>• Who is it intended to benefit? Are any specific groups targeted by this decision?</li> <li>• What results are intended?</li> </ul> | <ul style="list-style-type: none"> <li>• review existing contractual arrangements for the existing Block provision to improve terms to include 7-day admissions, minimisation of voids,</li> <li>• where voids do occur maximise income generation through release of beds to other funding bodies including NHS colleagues</li> <li>• maximise income from eligible clients and self-funders</li> <li>• negotiate a number of smaller block contracts with other local care home providers to secure preferential rates and reduce more expensive spot-purchasing,</li> <li>• secure care home beds in the wider local care home market to ensure sustainability</li> <li>• The main benefit is a reduction in cost. Despite having block beds, owing to the nature of client/patient, it has been necessary to spot purchase beds elsewhere.</li> <li>• This proposal should have no impact on any particular protected characteristic</li> <li>• Reduction in average care purchasing cost</li> </ul> |
| Date sent to Finance  | 13/1/23  |
| Version number and date of update   | V1.0   |

**SECTION 2: Do you need to complete a full Equality Impact Assessment (EIA)?**

Not all proposals will require a full EIA, the assessment of impacts should be proportionate to the nature of the project/policy in question and its likely impact. To decide on the level of detail of the assessment required consider the potential impact on persons with protected characteristics.

|  |  |  |   |                          |                |        |                                   |      |  |            |  |                    |         |     |  |                    |  |
|--|--|--|---|--------------------------|----------------|--------|-----------------------------------|------|--|------------|--|--------------------|---------|-----|--|--------------------|--|
| <b>2.1</b>   | <p><b>Please provide an overview of who uses/will use your service or facility and identify who are likely to be impacted by the proposal</b></p> <ul style="list-style-type: none"> <li>• <i>If you do not formally collect data about a particular group then use the results of local surveys or consultations, census data, national trends or anecdotal evidence (indicate where this is the case). Please attempt to complete all boxes.</i></li> <li>• <i>Consider whether there is a need to consult stakeholders and the public, including members of protected groups, in order to gather information on potential impacts of the proposal</i></li> </ul>  |  |   |                          |                |        |                                   |      |  |            |  |                    |         |     |  |                    |  |
|  | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;">How many people use the service currently? What is this as a % of Slough's population?</td> <td style="width: 50%; padding: 5px;">Number of Open Care Packages - <b>2027</b><br/><a href="#">Perf report August v2.pptx (sharepoint.com)</a></td> </tr> <tr> <td style="padding: 5px;"><b>Slough Population</b></td> <td style="padding: 5px;">164,800 @ 2020</td> </tr> <tr> <td style="padding: 5px;">Gender</td> <td style="padding: 5px;">50.67 % – Male<br/>49.26 %- Female</td> </tr> <tr> <td style="padding: 5px;">Race</td> <td style="padding: 5px;">White – 45.69%<br/>Asian – 39.73%<br/>Black – 8.64%<br/>Mixed – 3.39%</td> </tr> <tr> <td style="padding: 5px;">Disability</td> <td style="padding: 5px;">19% (SE Region) - <a href="#">Disability prevalence in the UK 2019/20 by region/country   Statista</a></td> </tr> <tr> <td style="padding: 5px;">Sexual orientation</td> <td style="padding: 5px;">No Data</td> </tr> <tr> <td style="padding: 5px;">Age</td> <td style="padding: 5px;">26.6% - Children<br/>62.97% – Adults<br/>10.43 % - 65 yrs+</td> </tr> <tr> <td style="padding: 5px;">Religion or belief</td> <td style="padding: 5px;">Christian – 41.17%<br/>Muslim – 23.29%<br/>No Religion – 12.14%<br/>Sikh – 10.62%<br/>Hindu – 6.16%<br/>Not Stated – 5.67%<br/>Buddhist – 0.53%<br/>Jewish – 0.06%<br/>Other – 0.34%</td> </tr> </table> | How many people use the service currently? What is this as a % of Slough's population? | Number of Open Care Packages - <b>2027</b><br><a href="#">Perf report August v2.pptx (sharepoint.com)</a> | <b>Slough Population</b> | 164,800 @ 2020 | Gender | 50.67 % – Male<br>49.26 %- Female | Race | White – 45.69%<br>Asian – 39.73%<br>Black – 8.64%<br>Mixed – 3.39% | Disability | 19% (SE Region) - <a href="#">Disability prevalence in the UK 2019/20 by region/country   Statista</a> | Sexual orientation | No Data | Age | 26.6% - Children<br>62.97% – Adults<br>10.43 % - 65 yrs+ | Religion or belief | Christian – 41.17%<br>Muslim – 23.29%<br>No Religion – 12.14%<br>Sikh – 10.62%<br>Hindu – 6.16%<br>Not Stated – 5.67%<br>Buddhist – 0.53%<br>Jewish – 0.06%<br>Other – 0.34% |
| How many people use the service currently? What is this as a % of Slough's population? | Number of Open Care Packages - <b>2027</b><br><a href="#">Perf report August v2.pptx (sharepoint.com)</a>  |  |   |                          |                |        |                                   |      |  |            |  |                    |         |     |  |                    |  |
| <b>Slough Population</b>   | 164,800 @ 2020   |  |   |                          |                |        |                                   |      |  |            |  |                    |         |     |  |                    |  |
| Gender   | 50.67 % – Male<br>49.26 %- Female  |  |   |                          |                |        |                                   |      |  |            |  |                    |         |     |  |                    |  |
| Race   | White – 45.69%<br>Asian – 39.73%<br>Black – 8.64%<br>Mixed – 3.39%   |  |   |                          |                |        |                                   |      |  |            |  |                    |         |     |  |                    |  |
| Disability   | 19% (SE Region) - <a href="#">Disability prevalence in the UK 2019/20 by region/country   Statista</a>   |  |   |                          |                |        |                                   |      |  |            |  |                    |         |     |  |                    |  |
| Sexual orientation   | No Data  |  |   |                          |                |        |                                   |      |  |            |  |                    |         |     |  |                    |  |
| Age  | 26.6% - Children<br>62.97% – Adults<br>10.43 % - 65 yrs+   |  |   |                          |                |        |                                   |      |  |            |  |                    |         |     |  |                    |  |
| Religion or belief   | Christian – 41.17%<br>Muslim – 23.29%<br>No Religion – 12.14%<br>Sikh – 10.62%<br>Hindu – 6.16%<br>Not Stated – 5.67%<br>Buddhist – 0.53%<br>Jewish – 0.06%<br>Other – 0.34%   |  |   |                          |                |        |                                   |      |  |            |  |                    |         |     |  |                    |  |

| <p><b>2.2 Are there any groups with protected characteristic that are overrepresented in the monitoring information relative to their size of the population? <i>If so, this could indicate that the proposal may have a disproportionate impact on this group even if it is a universal service.</i></b></p>  | <p>It is noted that Slough has a reasonably young population compared to national average.</p> |                          |                          |                          |          |              |                                     |                          |                          |                          |  |                                     |                          |                          |                          |  |                                     |                          |                          |                          |   |                                     |                          |                          |                          |   |                                     |                          |                          |                          |   |                                     |                          |                          |                          |                                    |                                     |                          |                          |                          |   |                                     |                          |                          |                          |                       |                                     |                          |                          |                          |  |  |  |  |
|--|--|--------------------------|--------------------------|--------------------------|----------|--------------|-------------------------------------|--------------------------|--------------------------|--------------------------|--|-------------------------------------|--------------------------|--------------------------|--------------------------|--|-------------------------------------|--------------------------|--------------------------|--------------------------|---|-------------------------------------|--------------------------|--------------------------|--------------------------|---|-------------------------------------|--------------------------|--------------------------|--------------------------|---|-------------------------------------|--------------------------|--------------------------|--------------------------|------------------------------------|-------------------------------------|--------------------------|--------------------------|--------------------------|---|-------------------------------------|--------------------------|--------------------------|--------------------------|-----------------------|-------------------------------------|--------------------------|--------------------------|--------------------------|--|--|--|--|
| <p><b>2.3 Are there any groups with protected characteristics that are underrepresented in the monitoring information relative to their size of the population? <i>If so, this could indicate that the service may not be accessible to all groups or there may be some form of direct or indirect discrimination occurring.</i></b></p>   |  |                          |                          |                          |          |              |                                     |                          |                          |                          |  |                                     |                          |                          |                          |  |                                     |                          |                          |                          |   |                                     |                          |                          |                          |   |                                     |                          |                          |                          |   |                                     |                          |                          |                          |                                    |                                     |                          |                          |                          |   |                                     |                          |                          |                          |                       |                                     |                          |                          |                          |  |  |  |  |
| <p><b>2.4 Does the project, policy or proposal have the potential to disproportionately impact on people with a protected characteristic? If so, is the impact positive or negative?</b></p>   |  |                          |                          |                          |          |              |                                     |                          |                          |                          |  |                                     |                          |                          |                          |  |                                     |                          |                          |                          |   |                                     |                          |                          |                          |   |                                     |                          |                          |                          |   |                                     |                          |                          |                          |                                    |                                     |                          |                          |                          |   |                                     |                          |                          |                          |                       |                                     |                          |                          |                          |  |  |  |  |
| <table border="1"> <thead> <tr> <th></th> <th>None</th> <th>Positive</th> <th>Negative</th> <th>Not sure</th> </tr> </thead> <tbody> <tr> <td>Men or women</td> <td><input checked="" type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>People of a particular race or ethnicity (including refugees, asylum seekers, migrants and gypsies and travellers)</td> <td><input checked="" type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>Disabled<sup>2</sup> people (consider different types of physical, learning or mental disabilities)</td> <td><input checked="" type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>People of particular sexual orientation/s</td> <td><input checked="" type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>People in particular age groups (consider in particular children, under 21s and over 65s)</td> <td><input checked="" type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>People who are intending to undergo, are undergoing or have undergone a process or part of a process of gender reassignment</td> <td><input checked="" type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>Impact due to pregnancy/ maternity</td> <td><input checked="" type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>People of particular faiths and beliefs</td> <td><input checked="" type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>People on low incomes</td> <td><input checked="" type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </tbody> </table> |  | None                     | Positive                 | Negative                 | Not sure | Men or women | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | People of a particular race or ethnicity (including refugees, asylum seekers, migrants and gypsies and travellers) | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Disabled <sup>2</sup> people (consider different types of physical, learning or mental disabilities) | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | People of particular sexual orientation/s | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | People in particular age groups (consider in particular children, under 21s and over 65s) | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | People who are intending to undergo, are undergoing or have undergone a process or part of a process of gender reassignment | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Impact due to pregnancy/ maternity | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | People of particular faiths and beliefs | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | People on low incomes | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |  |  |  |  |
|  | None   | Positive                 | Negative                 | Not sure                 |          |              |                                     |                          |                          |                          |  |                                     |                          |                          |                          |  |                                     |                          |                          |                          |   |                                     |                          |                          |                          |   |                                     |                          |                          |                          |   |                                     |                          |                          |                          |                                    |                                     |                          |                          |                          |   |                                     |                          |                          |                          |                       |                                     |                          |                          |                          |  |  |  |  |
| Men or women   | <input checked="" type="checkbox"/>  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |          |              |                                     |                          |                          |                          |  |                                     |                          |                          |                          |  |                                     |                          |                          |                          |   |                                     |                          |                          |                          |   |                                     |                          |                          |                          |   |                                     |                          |                          |                          |                                    |                                     |                          |                          |                          |   |                                     |                          |                          |                          |                       |                                     |                          |                          |                          |  |  |  |  |
| People of a particular race or ethnicity (including refugees, asylum seekers, migrants and gypsies and travellers)   | <input checked="" type="checkbox"/>  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |          |              |                                     |                          |                          |                          |  |                                     |                          |                          |                          |  |                                     |                          |                          |                          |   |                                     |                          |                          |                          |   |                                     |                          |                          |                          |   |                                     |                          |                          |                          |                                    |                                     |                          |                          |                          |   |                                     |                          |                          |                          |                       |                                     |                          |                          |                          |  |  |  |  |
| Disabled <sup>2</sup> people (consider different types of physical, learning or mental disabilities)   | <input checked="" type="checkbox"/>  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |          |              |                                     |                          |                          |                          |  |                                     |                          |                          |                          |  |                                     |                          |                          |                          |   |                                     |                          |                          |                          |   |                                     |                          |                          |                          |   |                                     |                          |                          |                          |                                    |                                     |                          |                          |                          |   |                                     |                          |                          |                          |                       |                                     |                          |                          |                          |  |  |  |  |
| People of particular sexual orientation/s  | <input checked="" type="checkbox"/>  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |          |              |                                     |                          |                          |                          |  |                                     |                          |                          |                          |  |                                     |                          |                          |                          |   |                                     |                          |                          |                          |   |                                     |                          |                          |                          |   |                                     |                          |                          |                          |                                    |                                     |                          |                          |                          |   |                                     |                          |                          |                          |                       |                                     |                          |                          |                          |  |  |  |  |
| People in particular age groups (consider in particular children, under 21s and over 65s)  | <input checked="" type="checkbox"/>  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |          |              |                                     |                          |                          |                          |  |                                     |                          |                          |                          |  |                                     |                          |                          |                          |   |                                     |                          |                          |                          |   |                                     |                          |                          |                          |   |                                     |                          |                          |                          |                                    |                                     |                          |                          |                          |   |                                     |                          |                          |                          |                       |                                     |                          |                          |                          |  |  |  |  |
| People who are intending to undergo, are undergoing or have undergone a process or part of a process of gender reassignment  | <input checked="" type="checkbox"/>  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |          |              |                                     |                          |                          |                          |  |                                     |                          |                          |                          |  |                                     |                          |                          |                          |   |                                     |                          |                          |                          |   |                                     |                          |                          |                          |   |                                     |                          |                          |                          |                                    |                                     |                          |                          |                          |   |                                     |                          |                          |                          |                       |                                     |                          |                          |                          |  |  |  |  |
| Impact due to pregnancy/ maternity   | <input checked="" type="checkbox"/>  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |          |              |                                     |                          |                          |                          |  |                                     |                          |                          |                          |  |                                     |                          |                          |                          |   |                                     |                          |                          |                          |   |                                     |                          |                          |                          |   |                                     |                          |                          |                          |                                    |                                     |                          |                          |                          |   |                                     |                          |                          |                          |                       |                                     |                          |                          |                          |  |  |  |  |
| People of particular faiths and beliefs  | <input checked="" type="checkbox"/>  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |          |              |                                     |                          |                          |                          |  |                                     |                          |                          |                          |  |                                     |                          |                          |                          |   |                                     |                          |                          |                          |   |                                     |                          |                          |                          |   |                                     |                          |                          |                          |                                    |                                     |                          |                          |                          |   |                                     |                          |                          |                          |                       |                                     |                          |                          |                          |  |  |  |  |
| People on low incomes  | <input checked="" type="checkbox"/>  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |          |              |                                     |                          |                          |                          |  |                                     |                          |                          |                          |  |                                     |                          |                          |                          |   |                                     |                          |                          |                          |   |                                     |                          |                          |                          |   |                                     |                          |                          |                          |                                    |                                     |                          |                          |                          |   |                                     |                          |                          |                          |                       |                                     |                          |                          |                          |  |  |  |  |
| <p><b>If any of the answers to the questions above is, “negative” or “unclear” you will need to undertake a detailed impact assessment.</b></p>  |  |                          |                          |                          |          |              |                                     |                          |                          |                          |  |                                     |                          |                          |                          |  |                                     |                          |                          |                          |   |                                     |                          |                          |                          |   |                                     |                          |                          |                          |   |                                     |                          |                          |                          |                                    |                                     |                          |                          |                          |   |                                     |                          |                          |                          |                       |                                     |                          |                          |                          |  |  |  |  |

<sup>2</sup> Disability discrimination is different from other types of discrimination since it includes the duty to make reasonable adjustments.

|     |  |
|-----|--|
| 2.5 | <b>Based on your responses, should a full, detailed EIA be carried out on the project, policy or proposal</b>  |
|     | Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>  |
| 2.6 | <b>Provide brief reasons on how have you come to this decision?</b>  |
|     | <b>This workstream focuses on contract negotiations, strategic commissioning by influencing the Market and income maximisation for care placements, there should be no material impact on individuals or specific groups as a result of the proposals.</b> |

**SECTION 3: ASSESSING THE IMPACT**

In order to be able to identify ways to mitigate any potential impact it is essential that we know what those potential impacts might be. Using the evidence gathered in section 2, explain what the potential impact of your proposal might be on the groups you have identified. You may wish to further supplement the evidence you have gathered using the table below in order to properly consider the impact.

| Protected Group |                                       | Positive impact?         |                  |                | Negative impact? If so, please specify the nature and extent of that impact | No specific impact | If the impact is negative how can it be mitigated? Please specify any mitigation measures and how and when they will be implemented | What , if any, are the cumulative effects of this decision when viewed in the context of other Council decisions and their equality impacts |
|-----------------|---------------------------------------|--------------------------|------------------|----------------|---|--------------------|---|---|
|                 |                                       | Eliminate discrimination | Advance equality | Good relations |   |                    |   |   |
| Gender          | Men                                   |                          |                  |                |   | X                  |   |   |
|                 | Women                                 |                          |                  |                |   | X                  |   |   |
| Race            | White                                 |                          |                  |                |   | X                  |   |   |
|                 | Mixed/Multiple ethnic groups          |                          |                  |                |   | X                  |   |   |
|                 | Asian/Asian British                   |                          |                  |                |   | X                  |   |   |
|                 | Black/African/Caribbean/Black British |                          |                  |                |   | X                  |   |   |
|                 | Gypsies / travellers                  |                          |                  |                |   | X                  |   |   |
|                 | Other ethnic group                    |                          |                  |                |   | X                  |   |   |
| Disability      | Physical                              |                          |                  |                |   | X                  |   |   |
|                 | Sensory                               |                          |                  |                |   | X                  |   |   |
|                 | Learning Difficulties                 |                          |                  |                |   | X                  |   |   |
|                 | Learning Disabilities                 |                          |                  |                |   | X                  |   |   |
|                 | Mental Health                         |                          |                  |                |   | X                  |   |   |

| Protected Group                                  |                            | Positive impact?         |                  |                | Negative impact? | No specific impact | What will the impact be? If the impact is negative how can it be mitigated? (action) | What are the cumulative of effects |
|--|----------------------------|--------------------------|------------------|----------------|------------------|--------------------|--|------------------------------------|
|  |                            | Eliminate discrimination | Advance equality | Good relations |                  |                    |  |                                    |
| <b>Sexual Orientation</b>                        | Lesbian, gay men, bisexual |                          |                  |                |                  | X                  |  |                                    |
| <b>Age</b>                                       | Older people (50+)         |                          |                  |                |                  | X                  |  |                                    |
|  | Younger people (16 - 25)   |                          |                  |                |                  | X                  |  |                                    |
| <b>Gender Reassignment</b>                       |                            |                          |                  |                |                  | X                  |  |                                    |
| <b>Impact due to pregnancy/maternity</b>         |                            |                          |                  |                |                  | X                  |  |                                    |
| <b>Groups with particular faiths and beliefs</b> |                            |                          |                  |                |                  | X                  |  |                                    |
| <b>People on low incomes</b>                     |                            |                          |                  |                |                  | X                  |  |                                    |




**SECTION 4: ACTION PLAN**

|  |   |  |  |  |  |  |   |  |
|--|---|--|--|--|--|--|---|--|
| <p><b>4.1</b></p> <p>Complete the action plan if you need to reduce or remove the negative impacts you have identified, take steps to foster good relations or fill data gaps.</p> <p><i>Please include the action required by your team/unit, groups affected, the intended outcome of your action, resources needed, a lead person responsible for undertaking the action (inc. their department and contact details), the completion date for the action, and the relevant RAG rating: R(ed) – action not initiated, A(mber) – action initiated and in progress, G(reen) – action complete.</i></p> <p><b>NB. Add any additional rows, if required.</b></p> |   |  |  |  |  |  |   |  |
| Page 21  | <p style="text-align: center;"><b>Action Required</b></p> | <p style="text-align: center;"><b>Equality Groups Targeted</b></p> | <p style="text-align: center;"><b>Intended outcome</b></p> | <p style="text-align: center;"><b>Resources Needed</b></p> | <p style="text-align: center;"><b>Name of Lead, Unit &amp; Contact Details</b></p> | <p style="text-align: center;"><b>Completion Date (DD/MM/YY)</b></p> | <p style="text-align: center;"><b>RAG</b></p> |  |
|  |   |  |  |  |  |  |   |  |
|  |   |  |  |  |  |  |   |  |
|  |   |  |  |  |  |  |   |  |
|  |   |  |  |  |  |  |   |  |
|  | <p><i>Enter additional rows if required</i></p>           |  |  |  |  |  |   |  |

**Appendix A**

**Equality Impact Assessment Decision Rating Guide**

***PLEASE SEE PAGE 1 FOR THE RATING OF EACH PROPOSAL***

| <b>Decision</b>  | <b>Action</b>  | <b>Risk</b>   |
|--|--|---|
| <p>As a result of performing the EIA, there is a risk that a disproportionately negative impact (direct, indirect, unintentional or otherwise) exists to one or more of the nine groups of people who share a protected characteristic under the Equality Act 2010. It is not clear if mitigating actions are possible.</p>    | <p><b>Further advice should be taken</b></p>                 | <p><b>Red</b><br/> </p>      |
| <p>As a result of performing the EIA, there is a risk that a disproportionately negative impact (as described above) exists to one or more of the nine groups of people who share a protected characteristic under the Equality Act 2010. However, this risk may be removed or reduced by implementing mitigating actions.</p> | <p><b>Proceed pending agreement of mitigating action</b></p> | <p><b>Amber</b><br/> </p>   |
| <p>As a result of performing the EIA, the proposal does not appear to have any disproportionate negative impact on people who share a protected characteristics or anticipated impacts will be either positive or neutral.</p>   | <p><b>Proceed</b></p>  | <p><b>Green:</b><br/> </p> |





# BUDGET SCRUTINY 2023/24 PEOPLE - CHILDREN

31 JANUARY 2023

## OVERVIEW

- The People – Children Directorate has a 2022/23 budget (as at period 6 / September 2022) of a net £8.091m, comprised of a gross controlled expenditure budget of £16.065m and a gross income budget of £7.974m. This excludes DSG and Slough Children First. Also £7.273m of gross expenditure and £6.042m of gross income relates to the schools PFI project and is therefore ringfenced.
- As part of the budget for 2022/23, the directorate set a savings target of £1.109m. The current projected achievement against this target is £0.832m (75%)
- The forecast outturn for 2022/23 as at period 6 is an overspend of £0.035m
- The directorate is proposing £0.805m of savings towards the Council's overall target for 2023/24 for review by the Scrutiny Committee, with a further £0.258m in 2024/25, totalling £1.063m across the two years
- EIAs have been prepared and made available in respect of these proposals, and of these, none are assessed to have equalities impacts which require a full assessment to be undertaken

## 2022/23 – KEY ISSUES FACED

The key issues currently faced by the directorate are as follows:

- Current structure in People Children is not fit for purpose. At present the service is being led by one AD but is designed for two ADs. 3 of 7 Group Managers are acting up and one GM post is vacant. A restructure is being presented for approval which is planned to address the above as well as to achieve the savings put forward in this presentation.
- The directorate has had a very challenging year but there are signs of improvement and a restructure will support with creating additional capacity.
- Additional staffing capacity in SEND which has already been approved and recruited to, will support improvements in that area.

## 2022/23 – BUDGET BY SERVICE AREA

| Service Area                    | Expenditure<br>£m | Income<br>£m   | Net<br>£m    |
|---------------------------------|-------------------|----------------|--------------|
| A. Children Centres/Family Hubs | 0.973             | (0.513)        | 0.460        |
| B. Early Help Hub               | 0.163             | (0.012)        | 0.151        |
| C. Inclusion                    | 1.330             | (0.555)        | 0.775        |
| D. Management                   | 8.547             | (6.042)        | 2.505        |
| E. Music Service (Traded)       | 0.384             | (0.384)        | -            |
| F. School Effectiveness         | 0.508             | (0.367)        | 0.141        |
| G. School Services              | 4.160             | (0.101)        | 4.059        |
|                                 |                   |                |              |
|                                 |                   |                |              |
|                                 |                   |                |              |
|                                 |                   |                |              |
|                                 |                   |                |              |
|                                 |                   |                |              |
|                                 |                   |                |              |
| <b>TOTAL BUDGET 2022/23</b>     | <b>16.065</b>     | <b>(7.974)</b> | <b>8.091</b> |

## 2023/24 – BUDGET SAVINGS PROPOSALS

The following savings proposals have been put forward for delivery to contribute towards the 2023/24 budget target:

### **Home to School Transport - £0.800m (23/24: £0.595m; 24/25: £0.205m)**

- As part of a drive to ensure the efficient and economic delivery of services, Children's Services have identified savings of £0.800m over two years in their Home to School Transport (HTST) Assistance offer in addition to savings committed previously. This will be achieved through a number of workstreams as set out on the next slide, designed to align with the recently approved policy and achieve more efficiencies

### **Staff Restructure - £0.263m (23/24: £0.210m; 24/25: £0.053m)**

- A restructure was recommended by the LGA to make the service fit for purpose. A draft restructure has since been proposed and seen by the LGA who are in agreement with this.

## 2023/24 – BUDGET PROPOSALS SUMMARY

| Ref. No.    | Saving title  | Saving (£m)  |
|-------------|---|--------------|
| CHS-2324-27 | 1. Route Optimisation                                   | 0.105        |
|             | 2. Travel Assistance Bursary                            | 0.065        |
|             | 3. Removal of Travel for Faith/Same Sex School Students | 0.020        |
|             | 4. Delivery an Provision of Independent Travel Training | 0.150        |
|             | 5. Implementation of New Travel Policies                | 0.085        |
|             | 6. Review of Escort Policy                              | 0.080        |
|             | 7. Contribution Charge for Non-school Aged Users        | 0.045        |
|             | 8. Bring 10 Routes In-house                             | 0.250        |
|             | <b>Sub-Total</b>  | <b>0.800</b> |
| CHS-2324-45 | Staff Restructure                                       | 0.263        |
|             | <b>TOTAL (23/24: £0.805m; 24/25: £0.258m)</b>           | <b>1.063</b> |

Savings marked with an asterisk have been assessed to require a full EIA, which has been provided with the presentation.

## CONSULTATION

None of the proposals have been assessed to require a public consultation.

Internal staff consultations may be required by the proposals, which will be undertaken at the appropriate time in due course before implementation.

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**Consolidated Pack of EIAs  
Children (People) Directorate  
Budget Savings 2023/24  
Scrutiny Meeting 31/01/2023**

The following pages contain the EIA assessments of the 2 proposals being put forward by the Children (People) Directorate. Below is an index of each proposal and the pages on which the EIA for each proposal appears.

| <b>Proposal reference</b> | <b>Proposal name</b>  | <b>Page Number</b> |
|---------------------------|---|--------------------|
| CHS-2324-27               | Efficient, effective, and economic delivery of Home to School Transport Assistance and Services | 2-27               |
| CHS-2324-49               | Education & Inclusion Staff Restructure   | 28-37              |
|                           | Appendix A: - RAG rating guide  | 38                 |

# EQUALITY IMPACT ASSESSMENT TEMPLATE

## SUMMARY RAG RATING

|  |   |
|--|---|
| <p>The outcome of this EIA has been assessed to be:</p> <p>(delete as applicable – see Appendix A)</p> |  |
|--|---|

## SECTION 1:

|  |  |
|--|--|
| <b>Title</b>   | Efficient, effective, and economic delivery of Home to School Transport Assistance and Services  |
| <p>What are you analysing?</p> <ul style="list-style-type: none"> <li>• What is the policy/project/activity/strategy looking to achieve?</li> <li>• Who is it intended to benefit? Are any specific groups targeted by this decision?</li> <li>• What results are intended?</li> </ul> | <p>A consultation was carried out in the summer (closed on the 31<sup>st</sup> July) regarding changes to/development of, the new Home to School and Post 16 Travel Assistance Policy. The new policy was taken to cabinet in October and a very detailed EIA was done as part of that process.</p> <p>The £0.800m worth of savings has been researched and discussed in detail. Essentially, the savings are already agreed as they have already been consulted on and gone through Cabinet as the changes in the travel policy. The agreed policy changes are what will impact on service users and all equality issues etc have been fully considered and agreed as part of the pre Cabinet and Cabinet process. The issue is that the changes in the policy around entitlement and the impact they will have when implemented have now been monetarised. Implementing the policy will create savings and that is what is in the savings plan and business case that this EIA supports.</p> <p>As part of fully implementing the new policy and delivering the savings plan the Council will be</p> |

undertaking a review of existing and new applications to ensure that only children and young people who have a statutory right (if they meet the eligibility criteria as set out in the Education Act 1996) are able to continue to use the service. Additionally, some people will be expected to make a contribution to their travel, some will have their entitlement replaced with a bursary. Further, some children will be required to attend pick up points (instead of home pick up), and/or travel on escorted transport and some will be expected to undergo independent travel training (ITT) and after training make their own way to school via public transport. Also, the council is currently aiming to reduce routes which have a smaller occupancy by providing suitable alternative arrangements where possible.

**NB:** The policy is fully compliant with statute and will protect the legal rights of service users. Before any changes are made detailed reviews will be carried out (current entitlement, entitlement under the new policy, and individual need will be checked). These reviews will ensure that the young person gets the most efficient and economic form of transport that best meets their long term needs.

**The specific proposed activities affected are detailed below:**

- Only providing travel assistance where there is a statutory duty to do so. Under the new, statute compliant, policy, fewer people will be eligible for travel assistance. There will be a review of all existing service users and any one not entitled to travel assistance will have their support removed (with a period of notice)

Additionally other recipients to have their supported adjusted to reflect their actual needs. The old policy (replaced by a new one approved by Cabinet in October) been operational for several years. A recent review of that policy compared to the new one identified a number of gaps and ambiguity of wording that may have enabled historic applications to be awarded assistance that they did not have a statutory requirement to. Further historically appeals have been allowed outside of policy also extending travel assistance to those C&YP with no statutory entitlement. Whilst the old policy and procedure did not empower officers to award alternative travel options, (the default being arranged transport with collection and drop off from the home address), the new policy and procedure does.

- Independent Travel Training (ITT) to be offered to families as a suitable and appropriate travel provision, subject to a needs assessment. When it is identified through an appropriate need assessment that a C&YP has the potential, with 1:1 training and support, to travel independently on public transport ITT will be offered. Where ITT is identified as an appropriate offer of assistance the Council will not be obligated to provide an alternative travel offer if rejected by the family. However, if an ITT offer was identified as not appropriate then an alternative travel option would need to be offered. The offer must reflect the needs and circumstances of the individual. Other Local Authorities and ITT organisations typically identify approximately

10-14% of existing transport users as having the potential to travel independently. Considering the needs of the service users in Slough and other changes such as the bursary it is considered feasible that at least.

- A new Travel Bursary option will be created and offered to families. With family consent this will enable them to make their own travel/care arrangements that enable them to facilitate their child's attendance at School/College. The introduction of a bursary to families eligible for travel assistance is expected to encourage families to make their own travel arrangements in exchange for a Travel Assistance Bursary. Advance, regular payments, that are financially attractive to families whilst being more cost effective than current transport provision. A bursary will only be offered as an alternative to families when is more cost effective than arranged travel.
- Introduction and use of collection points for transport arrangements where a needs assessment identifies that a child is able to access travel arrangements away from the home address.
- The removal of assistance with travel to faith Schools or same sex establishments where nearer establishments are identified as being able to meet educational need unless the C&YP qualifies under statutory requirements.
- Introduction of a Contribution Charge (CC) from those in receipt of assistance where the Council does not have a statutory obligation to provide free assistance to eligible individuals, such as those in post 16 education. Slough currently does not request a contribution for

travel assistance for those aged 16-18 (and 19 if continuing their course). However, free travel for those that meet the statutory eligibility threshold is only required for those of compulsory school age (5-16) and those in post 16 education aged 19 and over, unless continuing their education course at the age of 18 into their 19<sup>th</sup> birthday. Many local authorities charge a contribution where free travel is not necessary, e.g. Hertfordshire £1,554, Buckinghamshire £1,179, Essex £900 and Wiltshire £850. This not only generates an income but can also reduce demand with families able to find alternative ways to facilitate attendance. Introduction of a CC for Non-Compulsory School Age Travel will ensure that Slough is complying with the policy and statute and operating in line with many of our neighbouring authorities.

Obviously, the majority of people impacted on will be those with Special Education Needs as well as some who will lose support to attend faith or same sex schools.

By reviewing applications it ensures only those C&YP we have a statutory and policy duty to, receive assistance.

The plan will ensure that the service is provided in a way that is the most efficient, effective, and economic but also one which meets the needs of those who require it in a way that enables and empowers them and helps develop their resilience and independence.

Additionally, the service will now ensure that all support is equitable and consistent, and the

application process based on policy.

**NB:** Home To School Travel and Post 16 Travel Assistance is not a universal service, it should only ever have been open to those who meet the criteria. The old policy was not statute compliant and was overly generous and extended services to those who had no legal right to it. Additionally, many people were given services, often after appeal, that were at odds with the old policy. These things both conspired to ensure that there are a cohort of people getting a service who won't in the future. The savings in this plan ensure a continued focus on the needs and circumstances of individual Children and Young (C&YP) when identifying the most appropriate travel assistance for those who have a right to it as set out in policy and statute. Some existing service users will lose entitlement, but this will be relatively small group, for some others they will get a service more suited to their long-term needs.

Date sent to Finance

14<sup>th</sup> December 2022

Version number and date of update

Version 3

Version 3. 14<sup>th</sup> December 2022.

## SECTION 2: Do you need to complete a full Equality Impact Assessment (EIA)?

Not all proposals will require a full EIA, the assessment of impacts should be proportionate to the nature of the project/policy in question and its likely impact. To decide on the level of detail of the assessment required consider the potential impact on persons with protected characteristics.

|            |   |  |  |
|------------|---|--|--|
| <b>2.1</b> | <p><b>Please provide an overview of who uses/will use your service or facility and identify who are likely to be impacted by the proposal</b></p> <ul style="list-style-type: none"> <li>• <i>If you do not formally collect data about a particular group then use the results of local surveys or consultations, census data, national trends or anecdotal evidence (indicate where this is the case). Please attempt to complete all boxes.</i></li> <li>• <i>Consider whether there is a need to consult stakeholders and the public, including members of protected groups, in order to gather information on potential impacts of the proposal</i></li> </ul> |  |  |
|            | <b>Equality Characteristic</b>  | <b>Current or expected make up of service users</b>  | <b>Over-represented or Under-represented relative to overall size in local population?</b>   |
|            | <b>Gender</b>   | 796 Services users aged 4 to 24 (25 <sup>th</sup> birthday).<br><br>29% = female<br>71% = male | Female users are underrepresented. However, they will not be impacted on more than males due to this process which will apply equally to both sexes.<br><br>Both males and |



|  |                           |  |   |
|--|---------------------------|--|---|
|  |                           |  | females attending same sex or religious schools will lose their support if there is a suitable school closer to their home that could meet their education needs. |
|  | <b>Ethnicity</b>          | No bearing on determining eligibility.   |   |
|  | <b>Disability</b>         | There are currently 1,695 people aged 0-25 on an Education, Health and Care Plans (EHCPs) in Slough. AN EHCP is for children with a special educational need and/or disability. 83% of those who receive support with their travel (organised and funded by the council) have an EHCP. |   |
|  | <b>Sexual orientation</b> | No bearing on determining eligibility.   |   |
|  | <b>Age</b>                | In line with guidance and local policy, all service users are students up to the   |   |

|  |                           |   |   |
|--|---------------------------|---|---|
|  |                           | <p>25<sup>th</sup> birthday (end of academic year in which they are 25),.</p> <p>Total - 796</p> <ul style="list-style-type: none"> <li>• Nursery - 1%</li> <li>• Primary – 31%</li> <li>• Secondary – 49%</li> <li>• Post 16 – 19%</li> </ul>  |   |
|  | <b>Religion or belief</b> | <p>Legally no bearing on eligibility. However, 27% of service users do not have an EHCP. Of those who do not have an EHCP 20 C&amp;YP attend a faith or same sex school which may not be the nearest School to their home address which can provide the appropriate level of education. Those with no statutory right to a service will lose their access to the service.</p> | <p>There is only a small proportion of C&amp;YP in this group, 2.5%, who attend single religion schools. Both males and females attending same sex or religious schools will lose their support if there is a suitable school closer to their home that could meet their education needs.</p> |
|  | <b>Gender Identity</b>    | <p>No bearing on determining eligibility.</p>   |   |

|   |   |   |  |
|---|---|---|--|
|   | <p><b>Pregnancy/Maternity</b></p>   | <p>No bearing on determining eligibility.</p> |  |
|   | <p><b>Marriage/Civil Partnership</b></p>  | <p>No bearing on determining eligibility.</p> |  |
| <p><b>2.2 Are there any groups with protected characteristic that are overrepresented in the monitoring information relative to their size of the population? <i>If so, this could indicate that the proposal may have a disproportionate impact on this group even if it is a universal service.</i></b></p> | <p>Approximately 80% of those receiving Home to School Transport have an Education, Health and Care Plan which denotes they have a special education need (though not necessarily a disability) therefore within this group C&amp;YP with a disability are a higher proportion than they would appear in the general population. Therefore, the proposed savings impact on those with this particular protected characteristic. However, the policy change has already been consulted upon, had an EIA and been through cabinet and it is the implementation of the policy that will drive the savings in the business case and savings plan. There is nothing additional and the council will still be delivering its statutory duty to these C&amp;YP.</p> <p>The primary principle of the statutory requirements, guidance and the policy is to ensure children and young people can access their education placements, where statutory eligibility thresholds are met or it is identified as necessary (in order to facilitate attendance) then assistance with travel must be provided. This will not change because of these savings. Assistance will continue to be available to these groups, with the type of assistance reflecting individual needs/circumstances.</p> <p>Additionally, Slough has been providing support for some C&amp;YP to travel to same sex and/or re single religion schools. Both males and females attending same sex or religious schools will lose their support if there is a suitable school closer to their home that could meet their education needs.</p> |   |  |

|   |    |
|---|----|
| <b>2.3 Are there any groups with protected characteristics that are underrepresented in the monitoring information relative to their size of the population? <i>If so, this could indicate that the service may not be accessible to all groups or there may be some form of direct or indirect discrimination occurring.</i></b> | No |
|---|----|

|            |   |
|------------|---|
| <b>2.4</b> | <b>Does the project, policy or proposal have the potential to disproportionately impact on people with a protected characteristic? If so, is the impact positive or negative?</b> |
|------------|---|

|  | None                                | Positive                            | Negative                 | Not sure                 |
|--|-------------------------------------|-------------------------------------|--------------------------|--------------------------|
| Men or women   | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> |
| People of a particular race or ethnicity (including refugees, asylum seekers, migrants and gypsies and travellers) | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> |
| Disabled <sup>1</sup> people (consider different types of physical, learning or mental disabilities)               | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| People of particular sexual orientation/s  | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> |

<sup>1</sup> Disability discrimination is different from other types of discrimination since it includes the duty to make reasonable adjustments.

|   |                                     |                                     |                          |                          |
|---|-------------------------------------|-------------------------------------|--------------------------|--------------------------|
| People in particular age groups (consider in particular children, under 21s and over 65s)                                   | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| People who are intending to undergo, are undergoing or have undergone a process or part of a process of gender reassignment | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> |
| Impact due to pregnancy/maternity   | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> |
| People of particular faiths and beliefs   | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> |
| People on low incomes*  | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> |

Regarding sex approximately 70% of users of HTST are male but it is expected that the changes will impact on both male and female service users equally. Obviously 2.5% attending same sex and/or single religion school so there will be an impact on these services users. However, again it is likely to be impact on males and females equally. Regarding religion although this will impact on the very small number who attend a particular religious school (when another establishment that could meet their needs is nearer) overall it will not impact on religion per se. All service users will be assessed on their own need/merit and will receive support in line with their needs as per statute and agreed policy. Religion will have no bearing on a decision as such, the decision will be in regard to meeting a duty as set out in statute and policy.

Essentially where pupils are studying at an establishment that was chosen by parents rather than the local authority, and other school's closer to their home could meet the C&YP's educational needs, it will be the parent's responsibility to provide the transport. This is the law and the policy, prior to the newly agreed policy Slough was providing a service that they had not duty to provide.

**NB:** Anyone who is advised that they have lost a service or will be getting a different service will be told at least 4 before the start of the new term and will be able to appeal the decision.

|     |   |
|-----|---|
| 2.5 | <b>Based on your responses, should a full, detailed EIA be carried out on the project, policy or proposal</b>   |
|     | Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>   |
| 2.6 | <b>Provide brief reasons on how you have come to this decision?</b>   |
|     | <p>A full EIA is not required as there is no major change to the home to school transport service that may impact on a particular protected characteristic. Additionally, the policy changes that will drive the savings business case and action plan have already been subject to an EIA, a consultation, and a decision at cabinet. The agreed policy, and thus the procedures that sit behind this business case, will not permit children to be excluded on grounds of race, ethnicity, disability, sexual orientation, gender, or faith. All children will continue to have statutory needs met.</p> <p>These approaches to reducing costs have been taken to ensure more efficient, effective, and economic services that best meet the needs to the C&amp;YP entitled to them. Only those C&amp;YP who are not entitled to a service will lose it. Additionally some C&amp;YP will be provided with a different services, one that empowers and enables them and best prepares them for adulthood and ensures they become more resilient and less dependent.</p> <p>NB: A detailed EIA, based on the consultation exercise, was completed when the decision to update the policy and bring it in line with statute was made (at Cabinet in October). These savings proposals are merely the monetarisation of the expect results of that policy change.</p> |

**If the answer in 2.5 above is “No” then sections 3 and 4 are not required to be completed.**

**SECTION 3: ASSESSING THE IMPACT**

In order to be able to identify ways to mitigate any potential impact it is essential that we know what those potential impacts might be. Using the evidence gathered in section 2, explain what the potential impact of your proposal might be on the groups you have identified. You may wish to further supplement the evidence you have gathered using the table below in order to properly consider the impact.

| Protected Group |   | Positive impact?         |                  |                | Negative impact? If so, please specify the nature and extent of that impact | No specific impact | If the impact is negative how can it be mitigated? Please specify any mitigation measures and how and when they will be implemented | What , if any, are the cumulative effects of this decision when viewed in the context of other Council decisions and their equality impacts |
|-----------------|---|--------------------------|------------------|----------------|---|--------------------|---|---|
|                 |   | Eliminate discrimination | Advance equality | Good relations |   |                    |   |   |
| <b>Gender</b>   | Men                                     |                          |                  |                |   |                    |   |   |
|                 | Women                                   |                          |                  |                |   |                    |   |   |
| <b>Race</b>     | White                                   |                          |                  |                |   |                    |   |   |
|                 | Mixed/Multiple ethnic groups            |                          |                  |                |   |                    |   |   |
|                 | Asian/Asian British                     |                          |                  |                |   |                    |   |   |
|                 | Black/African/Caribbean / Black British |                          |                  |                |   |                    |   |   |

|                   |                       |  |  |  |  |  |  |  |
|-------------------|-----------------------|--|--|--|--|--|--|--|
|                   | Gypsies / travellers  |  |  |  |  |  |  |  |
|                   | Other ethnic group    |  |  |  |  |  |  |  |
| <b>Disability</b> | Physical              |  |  |  |  |  |  |  |
|                   | Sensory               |  |  |  |  |  |  |  |
|                   | Learning Difficulties |  |  |  |  |  |  |  |
|                   | Learning Disabilities |  |  |  |  |  |  |  |
|                   | Mental Health         |  |  |  |  |  |  |  |



| Protected Group                                  |                            | Positive impact?         |                  |                | Negative impact? | No specific impact | What will the impact be? If the impact is negative how can it be mitigated? (action) | What are the cumulative effects of |
|--|----------------------------|--------------------------|------------------|----------------|------------------|--------------------|--|------------------------------------|
|  |                            | Eliminate discrimination | Advance equality | Good relations |                  |                    |  |                                    |
| <b>Sexual Orientation</b>                        | Lesbian, gay men, bisexual |                          |                  |                |                  |                    |  |                                    |
| <b>Age</b>                                       | Older people (50+)         |                          |                  |                |                  |                    |  |                                    |
|  | Younger people (16 - 25)   |                          |                  |                |                  |                    |  |                                    |
|  | Children (under 16 )       |                          |                  |                |                  |                    |  |                                    |
| <b>Gender Reassignment</b>                       |                            |                          |                  |                |                  |                    |  |                                    |
| <b>Impact due to pregnancy/maternity</b>         |                            |                          |                  |                |                  |                    |  |                                    |
| <b>Groups with particular faiths and beliefs</b> |                            |                          |                  |                |                  |                    |  |                                    |
| <b>People on low incomes</b>                     |                            |                          |                  |                |                  |                    |  |                                    |

**SECTION 4: ACTION PLAN**

**4.1** Complete the action plan if you need to reduce or remove the negative impacts you have identified, take steps to foster good relations or fill data gaps.

*Please include the action required by your team/unit, groups affected, the intended outcome of your action, resources needed, a lead person responsible for undertaking the action (inc. their department and contact details), the completion date for the action, and the relevant RAG rating: R(ed) – action not initiated, A(mber) – action initiated and in progress, G(reen) – action complete.*

**NB. Add any additional rows, if required.**

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| Action Required   | Equality Groups Targeted   | Intended outcome  | Resources Needed  | Name of Lead, Unit & Contact Details  | Completion Date (DD/MM/YY)                                     | RAG |
|---|--|---|---|---|--|-----|
| Route Optimisation – A Review of Transport Routes will be completed by end of January.<br>Any service users who | All Service Users using these routes. Many of whom will have a special educational | To ensure that routes are fully considered and optimised and pick up points (as opposed to home pick up) are used when appropriate. This will ensure that | Education and Inclusion Staff, Fleet and Procurement staff, | Sabi Hothi (Sabi leading but supported by Nigel Jakubowski, Fleet Manager). | 31 <sup>st</sup> January 2023 and 31 <sup>st</sup> March 2023. |     |

|  |  |   |   |  |  |  |                     |
|--|--|---|---|--|--|--|---------------------|
|  | <p>have been identified as being able to use pick up will be notified not later than the end of March 2023.</p>  | <p>need and/or disability.</p>  | <p>service users are empowered and enabled and start to develop more independence.</p>  |  |  |  |                     |
| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Page 49</p> | <p>A detailed Review of Escort Provision will be completed by the end of January 2023.</p> <p>All service users affected, those, that in future, will be on a route with no escort, to be notified no later than end of April 2023.</p> <p>Change in service delivery will only come into effect from 1<sup>st</sup> September 2023 (for the school year 9/23-4/24).</p> | <p>All Service Users using these routes. Many of whom will have a special educational need and/or disability.</p> | <p>To ensure that the need for escorts on individual routes with individual groups of service users are fully considered and escorts withdrawn off some routes as appropriate.</p> <p>This will ensure that service users are empowered and enabled and start to develop more independence.</p> | <p>Education and Inclusion Staff, Fleet and Procurement staff,</p> | <p>Sabi Hothi (Sabi leading but supported by Nigel Jakubowski, Fleet Manager).</p> | <p>31<sup>st</sup> January 2023.<br/>and<br/>30<sup>th</sup> April 2023.<br/>1<sup>st</sup> September 2023</p> | <p><b>Green</b></p> |

|   |   |  |                                      |                   |  |              |
|---|---|--|--------------------------------------|-------------------|--|--------------|
| <p>Eligibility Change, a detailed review of historic entitlement will be undertaken. This will fully consider each individual needs against the policy. This will be completed by the end of January 2023. All service users who will lose eligibility to be notified no later than the end of April 2023.</p> <p>Change in service delivery will only come into effect from 1<sup>st</sup> September 2023 (for the school year 9/23-4/24).</p> | <p>All applicable Service Users using these routes, some of whom may have a special educational need and/or disability.</p> | <p>To ensure only those individuals with a right (as per legislation and policy) will receive a service and to ensure that those who do receive a service receive the one that best meets their long term needs.</p> | <p>Education and Inclusion Staff</p> | <p>Sabi Hothi</p> | <p>31<sup>st</sup> January 2023. and 30<sup>th</sup> April 2023. 1<sup>st</sup> September 2023</p> | <p>Green</p> |
| <p>An Eligibility Change, introduction of a Contribution Charge, a</p>  | <p>All applicable Service Users, some of whom</p>   | <p>To ensure only those individuals with a right (as per legislation and</p>   | <p>Education and Inclusion Staff</p> | <p>Sabi Hothi</p> | <p>28<sup>th</sup> February 2023 and</p>   | <p>Green</p> |

|  |  |   |  |  |  |  |  |
|--|--|---|--|--|--|--|--|
|  | <p>detailed review of existing cases who may be able to pay a charge to be completed by the end of February 2023.</p> <p>A Mechanism for payment will be developed and implemented and applications for 23/24 open by the end of March 2023.</p> <p>All service users who are to be charged to be notified no later than the end of April 2023.</p> <p>Change in service delivery will only come into effect from 1<sup>st</sup> September 2023 (for the school year 9/23-4/24).</p> | <p>may have a special educational need and/or disability.</p> | <p>policy) will receive a service and to ensure that those who do receive a service receive the one that best meets their long-term needs.</p> |  |  | <p>31<sup>st</sup> March 2023 and 30<sup>th</sup> April 2023 and 1<sup>st</sup> September 2023</p> |  |
|--|--|---|--|--|--|--|--|

|  |   |                                     |  |                                      |                   |  |                     |
|--|---|-------------------------------------|--|--------------------------------------|-------------------|--|---------------------|
| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Page 52</p> | <p>An Eligibility Change, Ceasing Faith/Same Sex School Travel. As the plan is for all existing eligibility to end &amp; no new eligibility to be agreed, as per policy a detailed review to be conducted and concluded no later than the end of January.</p> <p>All children and young people currently receiving this support will be notified that it is ceasing no later than the end of April 2023.</p> <p>Change in service delivery will only come into effect from 1<sup>st</sup> September 2023 (for the school year 9/23-</p> | <p>All applicable Service Users</p> | <p>To ensure only those individuals with a right (as per legislation and policy) will receive a service and to ensure that those who do receive a service receive the one that best meets their long-term needs.</p> | <p>Education and Inclusion Staff</p> | <p>Sabi Hothi</p> | <p>31<sup>st</sup> January 2023 and 30<sup>th</sup> April 2023 and 1<sup>st</sup> September 2023</p> | <p><b>Green</b></p> |
|--|---|-------------------------------------|--|--------------------------------------|-------------------|--|---------------------|

|  |   |  |   |                                      |                   |  |              |
|--|---|--|---|--------------------------------------|-------------------|--|--------------|
| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Page 53</p> | <p>4/24).</p>   |  |   |                                      |                   |  |              |
|  | <p>The provision of Travel Bursaries as a travel option A potential Eligibility Change A detailed review will be carried out and all potential recipients identified by 31<sup>st</sup> January 2023. All service users who may be eligible will be notified no later than the end of February 2023. All service users who have opted into this scheme to receive 1<sup>st</sup> Payment, 1 Month in Advance, in early August 2023.</p> | <p>All applicable Service Users who decide they wish to opt into the scheme and receive a bursary as opposed to an offer of transport.</p> | <p>To ensure that service users and their families can make a decision on how best to support their child to attend an educational establishment.</p> | <p>Education and Inclusion Staff</p> | <p>Sabi Hothi</p> | <p>31<sup>st</sup> January 2023 and 28<sup>th</sup> February and 30<sup>th</sup> April 2023 and 5<sup>th</sup> August September 2023</p> | <p>Green</p> |

|  |   |  |   |  |   |   |                     |
|--|---|--|---|--|---|---|---------------------|
|  | <p>An Eligibility Change, a detailed review of all service users to see who could successfully undergo Independent Travel Training. Review to be concluded no later than the end of February 2023. All those service users who could receive travel training to be notified by end of March 2023. Successful identification of options for a system to deliver travel training by the end of March 2023. All to be notified with a date for travel training to commenced no later than the end of May 2023. A system to be commissioned and</p> | <p>All applicable Service Users, all of whom will have a special educational need and/or disability.</p> | <p>To ensure that the needs of service users are fully considered and those most suitable for travel training are developed and supported to be more independent. This will ensure that service users are empowered and enabled and start to develop and become less dependent, this will better prepare these service users for adulthood. This will ensure that these service users will receive a service that best meets their long-term needs.</p> | <p>Education and Inclusion Staff, Fleet and Procurement staff,</p> | <p>Sabi Hothi (Sabi leading but supported by Savio de Crux, AD Ops, Place).</p> | <p>28<sup>th</sup> February and 31<sup>st</sup> March 2023 and 31<sup>st</sup> May 2023 30<sup>th</sup> June September 2023</p> | <p><b>Green</b></p> |
|--|---|--|---|--|---|---|---------------------|




|  |   |                          |  |                                       |                   |   |                     |
|--|---|--------------------------|--|---------------------------------------|-------------------|---|---------------------|
|  | <p>ready to go live by the of June 2023.</p> <p>Travel training to commence with 1<sup>st</sup> Cohort by the 1st September 2023. Successful delivery and completion of training of initial cohort of learners by end of December 2024</p>  |                          |  |                                       |                   |   |                     |
|  | <p>Data to be collected regarding the impact of changes. Data, especially equalities data, particularly regarding the protected characteristics of those who lose or have a changed service, to be collected, monitored and reported on</p> | <p>All Service Users</p> | <p>To see if any groups are disproportionately affected by the changes to the service.</p> | <p>Education and Inclusion Staff,</p> | <p>Sabi Hothi</p> | <p>Ongoing from 1<sup>st</sup> January 2023</p> | <p><b>Green</b></p> |

|  |                                     |   |  |   |                                 |                     |
|--|-------------------------------------|---|--|---|---------------------------------|---------------------|
| <p>quarterly. Additionally data regarding the protected characteristics of those who appeal a decision and the outcomes of those appeals to be collected, monitored and reported on quarterly,</p> |                                     |   |  |   |                                 |                     |
| <p>Review of the impact of the policy and these savings to be carried out in June 2025.</p>  | <p>All applicable Service Users</p> | <p>To check the following:</p> <ul style="list-style-type: none"> <li>• Is the policy being adhered to.</li> <li>• Is the policy and the resulting savings still ensuring the service is equitable.</li> <li>• Have any particular groups been overly negatively affected/disadvanta</li> </ul> | <p>Education and Inclusion Staff, Fleet and Procurement staff,</p> | <p>Sabi Hothi (Sabi leading but supported by Savio de Crux, AD Ops, Place).</p> | <p>31<sup>st</sup> May 2025</p> | <p><b>Green</b></p> |

|  |  |  |   |  |  |  |  |  |
|--|--|--|---|--|--|--|--|--|
|  |  |  | ged. Has the policy resulted in more or less savings than envisaged and if so why?. |  |  |  |  |  |
|  |  |  |   |  |  |  |  |  |

## EQUALITY IMPACT ASSESSMENT TEMPLATE

### SUMMARY RAG RATING

|  |   |
|--|---|
| <p>The outcome of this EIA has been assessed to be:</p> <p>(delete as applicable – see Appendix A)</p> |  |
|--|---|

### SECTION 1:

|  |  |
|--|--|
| <b>Title</b>   | Education & Inclusion Staff Restructure  |
| <p>What are you analysing?</p> <ul style="list-style-type: none"> <li>• What is the policy/project/activity/strategy looking to achieve?</li> <li>• Who is it intended to benefit? Are any specific groups targeted by this decision?</li> <li>• What results are intended?</li> </ul> | <p>Staff restructure of the Education and Inclusion Service.</p> <p>Improved efficiency of the service in order to distinguish its statutory children's functions.</p> <p>Staff restructure fit for purpose.</p> |
| Date sent to Finance   | 6 <sup>th</sup> January 2023   |
| Version number and date of update  | Version 1  |

## SECTION 2: Do you need to complete a full Equality Impact Assessment (EIA)?

Not all proposals will require a full EIA, the assessment of impacts should be proportionate to the nature of the project/policy in question and its likely impact. To decide on the level of detail of the assessment required consider the potential impact on persons with protected characteristics.

|            |   |   |  |
|------------|---|---|--|
| <b>2.1</b> | <p><b>Please provide an overview of who uses/will use your service or facility and identify who are likely to be impacted by the proposal</b></p> <ul style="list-style-type: none"> <li>• <i>If you do not formally collect data about a particular group then use the results of local surveys or consultations, census data, national trends or anecdotal evidence (indicate where this is the case). Please attempt to complete all boxes.</i></li> <li>• <i>Consider whether there is a need to consult stakeholders and the public, including members of protected groups, in order to gather information on potential impacts of the proposal</i></li> </ul> |   |  |
|            |   |   |  |
|            | <b>Equality Characteristic</b>  | <b>Current or expected make up of service users</b> | <b>Over-represented or Under-represented relative to overall size in local population?</b> |
|            | <b>Gender</b>   | Internal review                                     |  |
|            | <b>Ethnicity</b>  | Internal review                                     |  |
|            | <b>Disability</b>   | Internal review                                     |  |
|            | <b>Sexual orientation</b>   | Internal review                                     |  |
|            | <b>Age</b>  | Internal review                                     |  |

|  |                                   |                 |  |
|--|-----------------------------------|-----------------|--|
|  | <b>Religion or belief</b>         | Internal review |  |
|  | <b>Gender Identity</b>            | Internal review |  |
|  | <b>Pregnancy/Maternity</b>        | Internal review |  |
|  | <b>Marriage/Civil Partnership</b> | Internal review |  |

**2.2 Are there any groups with protected characteristic that are overrepresented in the monitoring information relative to their size of the population? *If so, this could indicate that the proposal may have a disproportionate impact on this group even if it is a universal service.*** No

**2.3 Are there any groups with protected characteristics that are underrepresented in the monitoring information relative to their size of the population? *If so, this could indicate that the*** No

*service may not be accessible to all groups or there may be some form of direct or indirect discrimination occurring.*

**2.4 Does the project, policy or proposal have the potential to disproportionately impact on people with a protected characteristic? If so, is the impact positive or negative?**

|   | <b>None</b>                         | <b>Positive</b>          | <b>Negative</b>          | <b>Not sure</b>          |
|---|-------------------------------------|--------------------------|--------------------------|--------------------------|
| Men or women  | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| People of a particular race or ethnicity (including refugees, asylum seekers, migrants and gypsies and travellers)          | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Disabled <sup>2</sup> people (consider different types of physical, learning or mental disabilities)                        | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| People of particular sexual orientation/s   | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| People in particular age groups (consider in particular children, under 21s and over 65s)                                   | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| People who are intending to undergo, are undergoing or have undergone a process or part of a process of gender reassignment | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

<sup>2</sup> Disability discrimination is different from other types of discrimination since it includes the duty to make reasonable adjustments.

|            |  |                                     |                          |                          |                          |
|------------|--|-------------------------------------|--------------------------|--------------------------|--------------------------|
|            | Impact due to pregnancy/<br>maternity  | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|            | People of particular faiths<br>and beliefs   | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|            | People on low incomes*   | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>2.5</b> | <b>Based on your responses, should a full, detailed EIA be carried out on the project, policy or proposal</b>  |                                     |                          |                          |                          |
|            | Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>  |                                     |                          |                          |                          |
| <b>2.6</b> | <b>Provide brief reasons on how you have come to this decision?</b>  |                                     |                          |                          |                          |
|            | This proposal affects the staffing of the department rather than the outward facing service delivery to end users. It will require an EIA to be undertaken with respect to internal staff, for which a separate staff restructure EIA will be produced, but as far as outward facing clients are concerned there are no equality implications. |                                     |                          |                          |                          |

**If the answer in 2.5 above is “No” then sections 3 and 4 are not required to be completed.**



**SECTION 3: ASSESSING THE IMPACT**

In order to be able to identify ways to mitigate any potential impact it is essential that we know what those potential impacts might be. Using the evidence gathered in section 2, explain what the potential impact of your proposal might be on the groups you have identified. You may wish to further supplement the evidence you have gathered using the table below in order to properly consider the impact.

| Protected Group |   | Positive impact?         |                  |                | Negative impact? If so, please specify the nature and extent of that impact | No specific impact | If the impact is negative how can it be mitigated? Please specify any mitigation measures and how and when they will be implemented | What , if any, are the cumulative effects of this decision when viewed in the context of other Council decisions and their equality impacts |
|-----------------|---|--------------------------|------------------|----------------|---|--------------------|---|---|
|                 |   | Eliminate discrimination | Advance equality | Good relations |   |                    |   |   |
| <b>Gender</b>   | Men                                     |                          |                  |                |   |                    |   |   |
|                 | Women                                   |                          |                  |                |   |                    |   |   |
| <b>Race</b>     | White                                   |                          |                  |                |   |                    |   |   |
|                 | Mixed/Multiple ethnic groups            |                          |                  |                |   |                    |   |   |
|                 | Asian/Asian British                     |                          |                  |                |   |                    |   |   |
|                 | Black/African/Caribbean / Black British |                          |                  |                |   |                    |   |   |

|                   |                       |  |  |  |  |  |  |  |
|-------------------|-----------------------|--|--|--|--|--|--|--|
|                   | Gypsies / travellers  |  |  |  |  |  |  |  |
|                   | Other ethnic group    |  |  |  |  |  |  |  |
| <b>Disability</b> | Physical              |  |  |  |  |  |  |  |
|                   | Sensory               |  |  |  |  |  |  |  |
|                   | Learning Difficulties |  |  |  |  |  |  |  |
|                   | Learning Disabilities |  |  |  |  |  |  |  |
|                   | Mental Health         |  |  |  |  |  |  |  |

| Protected Group                                  |                            | Positive impact?         |                  |                | Negative impact? | No specific impact | What will the impact be? If the impact is negative how can it be mitigated? (action) | What are the cumulative effects |
|--|----------------------------|--------------------------|------------------|----------------|------------------|--------------------|--|---------------------------------|
|  |                            | Eliminate discrimination | Advance equality | Good relations |                  |                    |  |                                 |
| <b>Sexual Orientation</b>                        | Lesbian, gay men, bisexual |                          |                  |                |                  |                    |  |                                 |
| <b>Age</b>                                       | Older people (50+)         |                          |                  |                |                  |                    |  |                                 |
|  | Younger people (16 - 25)   |                          |                  |                |                  |                    |  |                                 |
|  | Children (under 16 )       |                          |                  |                |                  |                    |  |                                 |
| <b>Gender Reassignment</b>                       |                            |                          |                  |                |                  |                    |  |                                 |
| <b>Impact due to pregnancy/maternity</b>         |                            |                          |                  |                |                  |                    |  |                                 |
| <b>Groups with particular faiths and beliefs</b> |                            |                          |                  |                |                  |                    |  |                                 |
| <b>People on low incomes</b>                     |                            |                          |                  |                |                  |                    |  |                                 |

**SECTION 4: ACTION PLAN**

**4.1** Complete the action plan if you need to reduce or remove the negative impacts you have identified, take steps to foster good relations or fill data gaps.

*Please include the action required by your team/unit, groups affected, the intended outcome of your action, resources needed, a lead person responsible for undertaking the action (inc. their department and contact details), the completion date for the action, and the relevant RAG rating: R(ed) – action not initiated, A(mber) – action initiated and in progress, G(reen) – action complete.*

**NB. Add any additional rows, if required.**

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| Action Required | Equality Groups Targeted | Intended outcome | Resources Needed | Name of Lead, Unit & Contact Details | Completion Date (DD/MM/YY) | RAG |
|-----------------|--------------------------|------------------|------------------|--------------------------------------|----------------------------|-----|
|                 |                          |                  |                  |                                      |                            |     |
|                 |                          |                  |                  |                                      |                            |     |
|                 |                          |                  |                  |                                      |                            |     |
|                 |                          |                  |                  |                                      |                            |     |

|  |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|
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|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |

## Appendix A

### Equality Impact Assessment Decision Rating Guide

**PLEASE SEE PAGE 1 FOR THE RATING OF THIS PROPOSAL**

| Decision   | Action   | Risk   |
|--|--|--|
| <p>As a result of performing the EIA, there is a risk that a disproportionately negative impact (direct, indirect, unintentional or otherwise) exists to one or more of the nine groups of people who share a protected characteristic under the Equality Act 2010. It is not clear if mitigating actions are possible.</p>    | <p><b>Further advice should be taken</b></p>                 | <p><b>Red</b></p>       |
| <p>As a result of performing the EIA, there is a risk that a disproportionately negative impact (as described above) exists to one or more of the nine groups of people who share a protected characteristic under the Equality Act 2010. However, this risk may be removed or reduced by implementing mitigating actions.</p> | <p><b>Proceed pending agreement of mitigating action</b></p> | <p><b>Amber</b></p>    |
| <p>As a result of performing the EIA, the proposal does not appear to have any disproportionate negative impact on people who share a protected characteristics or anticipated impacts will be either positive or neutral.</p>   | <p><b>Proceed</b></p>  | <p><b>Green:</b></p>  |

# Budget Scrutiny 2023/24

## Slough Children First

31 January 2023

# BACKGROUND

The Council has severe but now considerably improving financial, and related challenges, which are being fully addressed.

The Council issued a s114 in July 2021 facing at one time a potential Capitalisation Direction (CD) of £782m with annual revenue savings needed of £20m for 7 years.

No annual accounts from 2017/18

The DSG had been effectively ignored for several years and had a projected deficit of £41m by 26/27



# BACKGROUND

Faced with these problems the Council actioned an agreed financial strategy which has resulted in:

- A reduction in the CD to circa £369m, a reduction of £413m
- Generated over £170m of capital receipts, planning to achieve £200m this financial year and £100m in 2023/24
- Reduced the revenue savings required to:
  - £20m 2022/23, £22.4m 2023/24 – 22/23 forecasting over achievement and all proposals for 23/24 in place
  - £14m from 2024/25 to 2028/29
  - Submitted two sets of accounts, 2018/19 and 2019/20, with 2020/21 planned for in the next two months
  - Very pro actively tackled the DSG, with the annual deficit forecast to reduce to zero by 2025/26

## BACKGROUND

SCF has been a wholly owned company of the Council since April 2021 providing Children's Social Care and Early Help Services to the Council. The Company has financial challenges that require resolving, these are set out below:

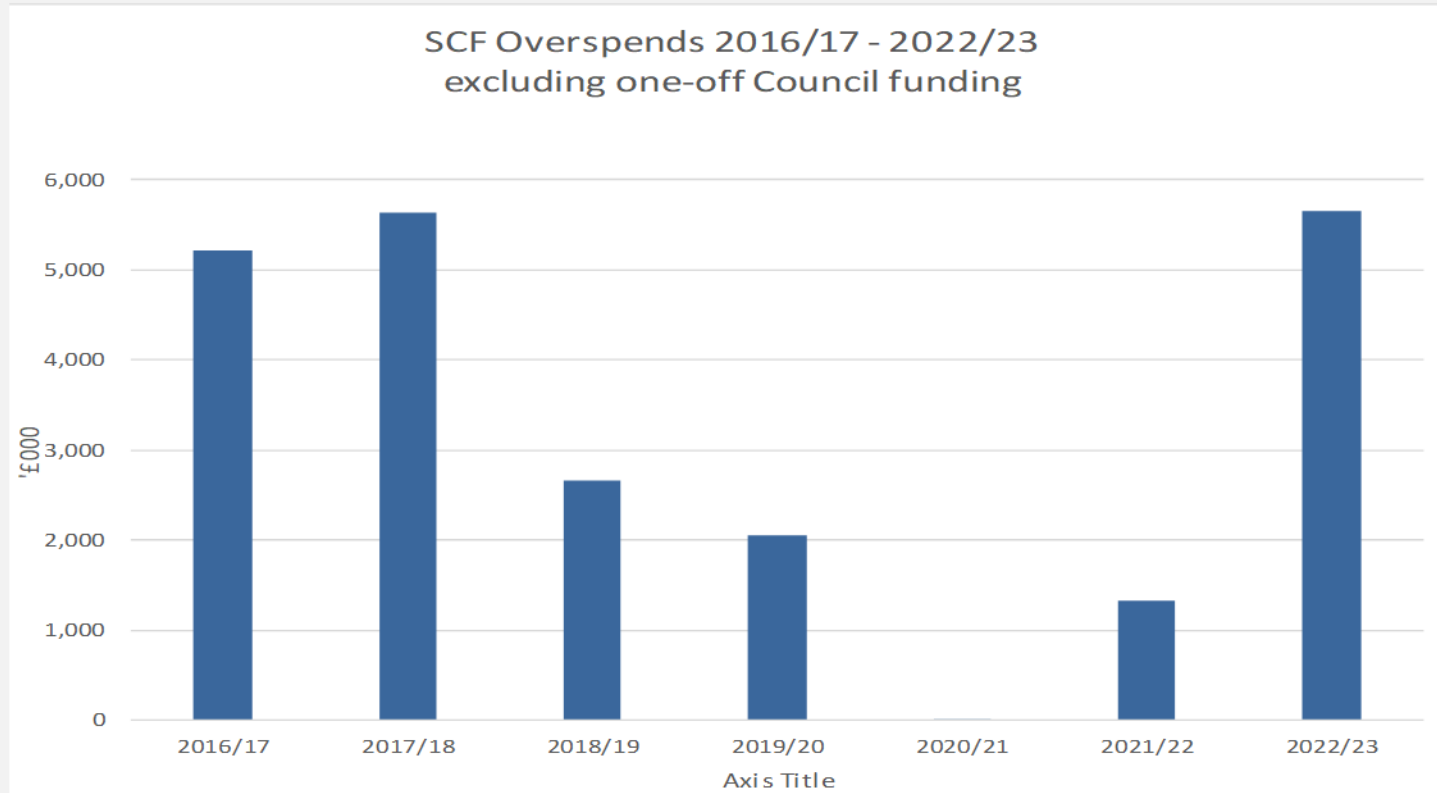
- Prior to the company becoming wholly owned it accumulated losses of £5.4m and was facing liquidation. The debt was written-off by the Council and DfE.
- In addition to the £5.4m, between 16/17 & 19/20 the Council provided £10.3m of one-off transformation funding to the company, initially funded by capital receipts but incorrectly applied to support business as usual activity so added to the Council's overall deficit.
- In 2021/22 the company made a loss of £1.3m, of which £0.6m was agreed to be funded by Cabinet in December 2022

## BACKGROUND

- The company is forecasting a loss of £5.6m for 2022/23 temporarily financed in part by one-off in-year change requests totalling £1.5m.
- The Company has overspent in total £22.3m in the seven years from 2016/17 to 2022/23, an average of £3.2m pa
- The Council has also provided the company with a £5.0m working capital loan which currently the company has no means of repaying
- The company has written to the Council twice in 2022/23 warning of potential liquidation
- As can be seen overleaf the annual overspend has accelerated in 2022/23

**It is expected that all service areas contribute more in savings and efficiencies than they demand in inflation and pressures – this is the only way in the long run that the council's position can be repaired. Annual running costs of SCF are increasing greater than its underlying annual income and this needs addressing**

# SCF/TRUST OVERSPENDS 2016/17 – 2022/23



| 2016/17 | 2017/18 | 2018/19 | 2019/20 | 2020/21 | 2021/22 | 2022/23 | Total  |
|---------|---------|---------|---------|---------|---------|---------|--------|
| £000    | £000    | £000    | £000    | £000    | £000    | £000    | £000   |
| 5,218   | 5,640   | 2,671   | 2,060   | 0       | 1,330   | 5,651   | 22,570 |

# BUDGET OVERVIEW

- In **August 2022** the company presented a draft Business Plan for 2023/24 – 2027/28 requesting net growth of £3.9m for 2023/24 and a further request for invest to save funding of £1.3m to make future savings.
- This assumed an overspend in August of £3.9m for 2022/23 and included the additional cost of replacing a reduction in a DfE running costs grant of £1.4m with Council funding
- In **October 2022** a DfE commissioned report by Mutual Ventures made a number of observations relating to the Business Plan, suggesting that inflation had been understated, savings were optimistic and the companies plans for implementation were not clearly set out.
- Mutual Ventures suggested the net pressures in the Business Plan should be increased by £3.0m from £3.9m to £6.9m.
- The DfE were asked by the Council to include within the MV brief the potential for savings from the Company but said this would not be included.

# BUDGET OVERVIEW

- A revised draft Business Plan was submitted to the Council on 23rd January 2023 requesting an increase of £10m on the current contract, a 32% increase.
- If agreed to, the budget for the contract with SCF would be £41.7m, the largest Directorate budget in the Council, approximately 40% of Council net funding before the CD with the £10m increase having to be saved from other services in addition to other savings.

|  |              |
|--|--------------|
| ➤ The £10m arises from:                      | <b>£m</b>    |
| ➤ Inflation 2023/24                          | 2.0          |
| ➤ Overspend 2022/23 ongoing                  | 5.1          |
| ➤ Reduction in DFE and Public Health Funding | 1.5          |
| ➤ Placement pressures                        | 0.5          |
| ➤ Other care and support costs               | 0.3          |
| ➤ Spend to Save                              | 1.7          |
| ➤ Transformation                             | <u>0.3</u>   |
| <b>Increased Costs</b>                       | <b>11.4</b>  |
| ➤ Less Savings                               | <u>(1.1)</u> |
| <b>Total</b>                                 | <b>10.3</b>  |

# BREAKDOWN OF £11.4M INCREASES (1)

## £2.0m inflation

£0.9m 4.7% inflation on staffing

£0.9m 5.0% on Placements

£0.2m 5.0% on Overheads

## £5.1m Overspend in 2022/23 pre in year requests for funding

£1.16m removal of DFE transformation and no assumed Public Health funding

£2.10m shortfall against (£4.68m) savings target, with inability to reduce staffing as case loads remain high, delays in commissioning activity, and shortfall of health funding targeted.

£1.66m due to higher placement volumes to originally plan and with more in residential placements than plan,

£0.59m Legal costs above budget with higher than projected proceedings.

**£1.5m Reduction in funding**, £1.35m DFE running cost grant funding, £0.15m Covid funding.

## BREAKDOWN OF £11.4M INCREASES (2)

**£0.5m increase in other care and support costs**, reflects growing care leavers support incl. rise in asylum seekers (partially offset by Home Office funding below), rising costs for increasing complexities with children with disability, less (£0.20m) full year impact from rise in health contributions to packages.

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**£1.7m Invest to Save**

**£0.3m Transformation**



# 2023/24 – BUDGET SAVINGS PROPOSALS £1,140K (1)

## **Commissioning best value - £60k**

- Develop local provision for a block contract of four beds following tender in 2022/23 expected to deliver a circa £500 per week saving on current rates. Savings achieved when young people are moved into the provision
- Expectation to reduce rates by £100 per week, increasing gradually to eight placements

## **Carer recruitment- £240k**

- Increase the number of children placed through in-house fostering provision from the development of the fostering strategy, continuation of the Mockingbird programme to support and retain carers, working in a larger geographic remit and a revised focus on marketing for Slough.
- Develop a home from home provision using internally recruited carers at above minimum wage to support families in Slough.

## 2023/24 – BUDGET SAVINGS PROPOSALS £1,140K (2)

### Commissioning UASCs £30k

- Provide accommodation for nine Asylum seekers aged 18+. Provide Minimal savings in 2023/24 as the property is to be developed. Expected to deliver a £107k pa saving when fully up and running in 2024/25.

### Out of hours activity- £10k

- Two new grants will provide the opportunity to work with families to address needs, extending the hours of support to evenings and weekends. This is expected to reduce calls to the out of hours service hosted by Bracknell.

## 2023/24 – BUDGET SAVINGS PROPOSALS £1,140K (3)

### **Edge of care - £100k**

- Caseload reductions from Edge of Care and cost of living impact leading to fall in legal hours, court and counsel fees. More manageable caseloads lead to better compliance and reduced court delays and lengthy proceedings. Community Based parenting assessments reduces cost of external court appointed expert fees.

### **Recruitment and retention - £700k**

- Investment in Targeted Early Help results in a 20% reduction in escalation into statutory casework along with additional safeguarding team, allowing safe removal of the two Innovate teams.

## 2023/24 – BUDGET SAVINGS SUMMARY

| Ref. No. | Saving title              | 2023/24 Saving (£m) |
|----------|---------------------------|---------------------|
|          | Commissioning best value  | 0.060               |
|          | Carer recruitment         | 0.240               |
|          | Commissioning UASC        | 0.030               |
|          | Out of hours              | 0.010               |
|          | Edge of care              | 0.100               |
|          | Recruitment and retention | 0.700               |
|          | <b>TOTAL</b>              | <b>1.140</b>        |

None of the proposals require a public consultation