

Record of decision that Equality Impact Assessment is not required
(July 2013)

Directorate and service area | CYPS

Name and contact of officer(s) taking decision that EIA not required

Amber Burton

What are you proposing to do?

Part trading the Educational Psychology strand of the Inclusive Education Service.

Why are you proposing this?

To build a more sustainable service and contribute to mitigating the financial deficit.

Does the proposal involve a significant commitment or removal of resources?

Potentially, if we don't trade then resources could be jeopardised.

Will this proposal change anything for customers or staff? What will change?

Core service will remain the same but there will opportunities to buy in more of this for schools and settings.

Will the proposal make things worse for people with protected characteristics (age, disability, sex, disability, gender reassignment, religion or belief, pregnancy or maternity, marriage or civil partnership)? (Customers, staff etc). How do you know? Do you have any evidence to support your assessment?

Will make things more transparent and will identify a clear distinction between what the LA provides that is free at the point of delivery and what the role of schools are in terms of using their element 2 funding.

If there might be a negative impact on people with protected characteristics can this impact be reduced? How?

N/A

Could the proposal have a significant negative impact on some people with protected characteristics or a less severe negative impact on a lot of people with protected characteristics? If "Yes" more detailed analysis should be undertaken and an EIA completed.

N/A

Does the proposal relate to an area where there are known inequalities (e.g. disabled people's access to public transport)?

No	
Could the proposal have a greater negative impact on people in rural areas?	
Equitable access not dependent on geography.	
Could the proposal have a worse impact on people with less money?	
No	
Will the proposal have a significant effect on how other organisations operate (e.g. partners, funding criteria, etc). Do any of these organisations support people with protected characteristics?	
Schools will have to purchase some elements of provision. This will be clearly articulated and is in line with what they should be doing in relation to their own funding.	
Do the answers to the previous questions make it reasonable to conclude that there will be no or very limited adverse impacts on people with protected characteristics?	Yes, there will be very limited adverse impact
Will there be no or limited adverse impacts on people in rural areas?	No adverse impact
Will there be no or limited adverse impacts on people in rural areas?	No adverse impact
Further analysis and full EIA Required	No
Decision not to undertake EIA approved by (Assistant Director or equivalent)	Andrew Terry
Date:	08/04/15