

# Public Document Pack



## NOTICE OF MEETING

|                      |  |
|----------------------|--|
| <b>Meeting</b>       | Executive Lead Member for Children's Services Decision Day |
| <b>Date and Time</b> | Friday, 17th September, 2021 at 2.00 pm                    |
| <b>Place</b>         | Remote Meeting   |
| <b>Enquiries to</b>  | members.services@hants.gov.uk                              |

Carolyn Williamson FCPFA  
Chief Executive  
The Castle, Winchester SO23 8UJ

## FILMING AND BROADCAST NOTIFICATION

This meeting is being held remotely and will be recorded and broadcast live via the County Council's website.

## AGENDA

### DEPUTATIONS

To receive any deputations notified under Standing Order 12.

### KEY DECISIONS (NON-EXEMPT/NON-CONFIDENTIAL)

**1. APPROVAL TO SPEND - NEW PROCUREMENTS** (Pages 3 - 14)

To consider a report of the Director of Children's Services seeking approval to spend in relation to a framework agreement.

### NON KEY DECISIONS (NON-EXEMPT/NON-CONFIDENTIAL)

**2. SAVINGS PROGRAMME TO 2023 - REVENUE SAVINGS PROPOSALS** (Pages 15 - 192)

To consider a report of the Director of Children's Services and Director of Corporate Operations outlining the detailed savings proposals for Children's Services that have been developed as part of the Savings Programme to 2023 (SP2023) Programme.

### KEY DECISIONS (EXEMPT/CONFIDENTIAL)

None

**NON KEY DECISIONS (EXEMPT/CONFIDENTIAL)**

None

**ABOUT THIS AGENDA:**

**On request, this agenda can be provided in alternative versions (such as large print, Braille or audio) and in alternative languages.**

**ABOUT THIS MEETING:**

**The press and public are welcome to observe the public sessions of the meeting via the webcast**

## HAMPSHIRE COUNTY COUNCIL

### Decision Report

|                       |   |
|-----------------------|---|
| <b>Decision Maker</b> | Executive Lead Member for Children's Services |
| <b>Date:</b>          | 17 September 2021                             |
| <b>Title:</b>         | Approval to Spend – New Procurements          |
| <b>Report From:</b>   | Director of Children's Services               |

**Contact name:** Laura Timms, Head of Commissioning and Service Development

**Tel:** Via Teams

**Email:** [Laura.Timms@hants.gov.uk](mailto:Laura.Timms@hants.gov.uk)

### Purpose of this Report

1. The purpose of this paper is to seek approval to spend in relation to Care Support Framework which has a value over £1,000,000, in accordance with the Council's Contract Standing Orders and Constitution.
2. This paper seeks to
  - Give information on the value and Council spend
  - Request approval to spend in line with the Council's Contract Standing Orders.

### Recommendation

3. It is recommended that the Executive Lead Member for Children's Services gives approval to spend for a Care Support for Children with a Disability contract for a total period of six years (four years with two one-year extension options). The total value of the contract is £6,450,000, of which approval is sought for £6,000,000 of Hampshire County Council spend.

### Contextual Information

4. Children's Services procure services to complement in-house delivery, or where an in-house delivery is either not possible or not desirable. Commissioners and Category Managers establish in advance the most effective procurement route, the kind of contractual agreements that should

be used and the type of procurement activity that needs to be undertaken to ensure a successful, competitive, and compliant process. Procurement activity also looks at how the resulting contracts will be monitored to deliver value for money, innovation and deliver the defined outcomes for children.

5. This report requests approval for spend on an open framework for Care Support. A framework is an agreement with providers to establish terms governing individual contracts that may be awarded during the life of the agreement. The value set against a framework is indicative of the forecasted spend. Whilst actual spend may be lower than this amount, total contracts awarded under a framework agreement may not exceed the total framework value approved. An open framework is one whereby providers can join during the life of the contract and not just at the start. This enables us to benefit from new entrants to the market and those who have improved CQC registrations to join once they meet the minimum criteria. Approval to procure was requested of DMT on 8<sup>th</sup> September 2021.
6. Approval to spend is sought for up to £6,450,000 for the total framework value over the life of the contract. The framework is planned for an initial period of four years with two options to extend by up to a further year (six years in total).
7. For information, Isle of Wight Children's Services will be named on the framework as a potential purchaser. This will enable them to call off the contract during its lifetime. Their potential spend figures are included in Appendix 1. Portsmouth City Council were asked if they would like to join but have declined.
8. The Breaks for Carers of Disabled Children Regulations 2011 brought into effect Paragraph 6(1)(c) of Schedule 2 to the Children Act 1989 (inserted by section 25 of the Children and Young Persons Act 2008), requiring local authorities to provide services to assist individuals who provide care for disabled children to continue to do so, or to do so more effectively, by giving them breaks from caring.
9. The Childrens Act 1989 S17 (11) and The Breaks for Carers of Disabled Children Regulations 2011 state that "a child is disabled if he is blind, deaf or dumb or suffers from mental disorder of any kind or is substantially and permanently handicapped by illness, injury or congenital deformity or such other disability as may be prescribed".
10. The Breaks for Carers of Disabled Children Regulations 2011 also define short breaks with the caveat that provision shall be made, in so far as is reasonable and practicable, for a range of services which are sufficient to assist carers to continue to provide care or to do so more effectively. In particular the local authority must provide, as appropriate, a range of:
  - day-time care in the homes of disabled children or elsewhere;
  - overnight care in the homes of disabled children or elsewhere;

- educational or leisure activities for disabled children outside their homes.
11. Hampshire County Council Children's Services is re-commissioning Care Support for children and young people with a disability. This support service is provided in the child's home, in the community, or a combination of both.
  12. The framework will enable Disabled Children's Team (DCT) Social Workers to commission individual packages of support for the children and families they support with the knowledge that the providers on the contract have met minimum standards and quality requirements. The tender ensures that any due diligence has been undertaken in advance and that pricing is agreed upfront enabling them to call off with confidence and without the need for case by case negotiation which is time consuming for both parties and can lead to delays in service delivery.
  13. The spend is from existing revenue budgets and is accounted for. The total spend figure allows for price increases at point of tender, inflation uplifts, as well as an increase in packages.

### **Consultation and Equalities**

14. Stakeholder engagement will be undertaken for the procurement exercise to ensure that the service is designed effectively to meet need and be fit for purpose. This could involve providers, service users and families, internal staff who commission Care Support such as Social Workers, officers from other local authorities, and health colleagues.
15. An Equality Impact Assessment has been completed for this recommendation and is included in full below.

### **Other Key Issues**

16. The Public Services (Social Value) Act 2012 requires the Council as public authority 'to have regard to economic, social and environmental well-being in connection with public services contracts'. The Social Value is either defined in the Service Specification for a contract, for example asking the provider to use apprentices or employ people from disadvantaged groups. Alternatively, during the tender process, the provider is asked how it adds Social Value to a service.
17. The Modern Slavery Act 2015 requires the Council to incorporate human rights due diligence within procurement practices and supply chains and establishing shared awareness and common goals with providers in tackling modern slavery.

18. The Council, as contracting authority, has an obligation to shape the tendering processes to allow small to medium businesses fair access to winning contracts.

### **Climate Change.**

19. Hampshire County Council utilises two decision-making tools to assess the carbon emissions and resilience impacts of its projects and decisions. These tools provide a clear, robust, and transparent way of assessing how projects, policies and initiatives contribute towards the County Council's climate change targets of being carbon neutral and resilient to the impacts of a 2°C temperature rise by 2050. This process ensures that climate change considerations are built into everything the Authority does. The carbon mitigation tool and climate change adaptation tool were both considered but were deemed not applicable to this report because the projects detailed within will not have a carbon emissions impact and are not vulnerable to climate change.

### **Conclusions**

20. It is recommended that the Executive Lead Member for Children's Services gives the approval to spend in relation to the Care Support for Children with a Disability. The total value is £6,450,000 of which £6,000,000 is Hampshire County Council Children's Services spend.

**REQUIRED CORPORATE AND LEGAL INFORMATION:**

**Links to the Strategic Plan**

|  |     |
|--|-----|
| Hampshire maintains strong and sustainable economic growth and prosperity: | Yes |
| People in Hampshire live safe, healthy and independent lives:              | Yes |
| People in Hampshire enjoy a rich and diverse environment:                  | No  |
| People in Hampshire enjoy being part of strong, inclusive communities:     | Yes |

OR

**Other Significant Links**

|  |             |
|--|-------------|
| <b>Links to previous Member decisions:</b>                           |             |
| <u>Title</u><br>N/A  | <u>Date</u> |
| <b>Direct links to specific legislation or Government Directives</b> |             |
| <u>Title</u><br>N/A  | <u>Date</u> |

|   |                 |
|---|-----------------|
| <b>Section 100 D - Local Government Act 1972 - background documents</b>   |                 |
| <p>The following documents discuss facts or matters on which this report, or an important part of it, is based and have been relied upon to a material extent in the preparation of this report. (NB: the list excludes published works and any documents which disclose exempt or confidential information as defined in the Act.)</p> |                 |
| <u>Document</u>   | <u>Location</u> |
| None  |                 |

## EQUALITIES IMPACT ASSESSMENT:

### 1. Equality Duty

The County Council has a duty under Section 149 of the Equality Act 2010 ('the Act') to have due regard in the exercise of its functions to the need to:

- Eliminate discrimination, harassment and victimisation and any other conduct prohibited by or under the Act with regard to the protected characteristics as set out in section 4 of the Act (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation);
- Advance equality of opportunity between persons who share a relevant protected characteristic within section 149(7) of the Act (age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation) and those who do not share it;
- Foster good relations between persons who share a relevant protected characteristic within section 149(7) of the Act (see above) and persons who do not share it.

Due regard in this context involves having due regard in particular to:

- The need to remove or minimise disadvantages suffered by persons sharing a relevant protected characteristic that are connected to that characteristic;
- Take steps to meet the needs of persons sharing a relevant protected characteristic that are different from the needs of persons who do not share it;
- Encourage persons sharing a relevant protected characteristic to participate in public life or in any other activity in which participation by such persons is disproportionately low.

### 2. Equalities Impact Assessment:

#### 2.1 Care Support

**EIA 111 - Tender for Care Support Service for Children with a Disability**

Status

Approved

Department

Childrens Services

Service Area

Access, Resources & Business Development

Author

Cross, Sarah

Authoriser

EIA Contact Details



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[Contributor3](#)

Timms, Laura

[Linked](#)

No

[Linked EIA](#)

[Savings Programme EIA:](#)

No

Ref:

[Service Affected](#)

Care Support for Children with a Disability

[Service Description](#)

Hampshire County Council Children's Services is re-commissioning Care Support for children and young people with a disability. This service is provided to support children and families with a range of tasks and activities dependent on assessed need. The support could be provided in the child's home such as help with washing, dressing and feeding, or in the community; or in some cases it may be a combination of both types of support in order to meet the needs of the child and the family.

[Service Change](#)

Tendering the service and putting a contract in place will enable Disabled Children's Team Social Workers to commission individual packages of support for the children and families they support, with the knowledge that the providers on the contract have met minimum standards and quality requirements. The tender ensures that any due diligence has been undertaken in advance and that pricing is agreed upfront enabling Social Workers to call off with confidence and without the need for case by case negotiation which is time consuming for both parties and can lead to delays in service delivery.

[Geographic Impact](#)

All Hampshire

[Engagement/Consultation](#)

No, but intend to or planned

[Additional Information](#)

The service detailed in this Equality Impact Assessment (EIA) is an existing service that is available to eligible families. There are no proposed changes to the existing service or its criteria. This EIA is to support the re-tendering of the service to ensure that a new contract is in place for July 2022.

## Overview Statement

### Impact Assessment

Age

Public Impact

Positive

Staff Impact

Positive

Decision Rationale

This service will have a positive impact on eligible children and young people. The positive impact on staff is the availability of support to create bespoke packages of care.

Mitigation/Actions

Disability

Public Impact

Positive

Staff Impact

Positive

Decision Rationale

This service will have a positive impact on eligible children and young people with a disability and their families.

Mitigation/Actions

Gender Reassignment

Public Impact

Neutral

Staff Impact

Neutral

Decision Rationale

No impact has been identified for this characteristic as it is not relevant to the service detailed within this assessment.

Mitigation/Actions

Pregnancy & Maternity

Public Impact

Neutral

Staff Impact

Neutral

Decision Rationale

No impact has been identified for this characteristic as it is not relevant to the service detailed within this assessment.

Mitigation/Actions

Race

Public Impact

Neutral

Staff Impact

Neutral

Decision Rationale

No impact has been identified for this characteristic as it is not relevant to the service detailed within this assessment.

Mitigation/Actions

Religion or Belief

Public Impact

Neutral

Staff Impact

Neutral

Decision Rationale

No impact has been identified for this characteristic as it is not relevant to the service detailed within this assessment.

Mitigation/Actions

Sex

Public Impact

Neutral

Neutral

Staff Impact

Decision Rationale

No impact has been identified for this characteristic as it is not relevant to the service detailed within this assessment.

Mitigation/Actions

Sexual Orientation

Public Impact

Neutral

Staff Impact

Neutral

Decision Rationale

No impact has been identified for this characteristic as it is not relevant to the service detailed within this assessment.

Mitigation/Actions

Marriage & Civil Partnership

Public Impact

Neutral

Staff Impact

Neutral

Decision Rationale

No impact has been identified for this characteristic as it is not relevant to the service detailed within this assessment.

[Mitigation/Actions](#)

Poverty

[Public Impact](#)

Positive

[Staff Impact](#)

Neutral

[Rationale\\_POVERTY](#)

Care Support is a Tier 4 Specialist Service which is provided to eligible families at no cost to them.

[Mitigation/Actions](#)

Rurality

[Public Impact](#)

Neutral

[Staff Impact](#)

Neutral

[Decision Rationale](#)

No impact has been identified for this characteristic as it is not relevant to the service detailed within this assessment.

[Mitigation/Actions](#)

Item 1. Selected.

Tender for Care Support Service for Children with a Disability

Department: Childrens Services

Status: Approved

Service Area: Access, Resources & Business Development

Approved: 25/08/2021

**Appendix One**

| <b>Project Title</b>                        | <b>Contract term &amp; start date</b> | <b>Anticipated Hampshire County Council value (annual)</b> | <b>Anticipated Hampshire County Council value (total)</b> | <b>Total potential framework value (includes IOW spend)</b> | <b>Approval required</b> |
|---|---------------------------------------|--|---|---|--------------------------|
| Care Support for Children with a Disability | 6 years<br>15 July 2022 start date    | £1,000,000   | £6,000,000  | £6,450,000  | Approval to spend        |

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## HAMPSHIRE COUNTY COUNCIL

### Decision Report

|                        |  |
|------------------------|--|
| <b>Decision Maker:</b> | Executive Lead Member for Children's Services                        |
| <b>Date:</b>           | 17 September 2021  |
| <b>Title:</b>          | Savings Programme to 2023 – Revenue Savings Proposals                |
| <b>Report From:</b>    | Director of Children's Services and Director of Corporate Operations |

**Contact name:** Steve Crocker, Director of Children's Services  
Rob Carr, Director of Corporate Operations

**Tel:** 01962 846400      **Email:** [steve.crocker@hants.gov.uk](mailto:steve.crocker@hants.gov.uk)  
01962 847400      [rob.carr@hants.gov.uk](mailto:rob.carr@hants.gov.uk)

#### Purpose of this Report

1. The purpose of this report is to outline the detailed savings proposals for Children's Services that have been developed as part of the Savings Programme to 2023 (SP2023) Programme.

#### Recommendation(s)

2. To approve the submission of the proposed savings options contained in this report and Appendix 1 to the Cabinet.

#### Executive Summary

3. This report outlines the detailed savings proposals for Children's Services that have been developed as part of the Savings to 2023 (SP2023) Programme. The report also provides details of the Equality Impact Assessments (EIAs) that have been produced in respect of these proposals and highlights where applicable, any key issues arising from the public consultation exercise that was carried out over the summer and how these have impacted on the final proposals presented in this report.
4. The Executive Lead Member is requested to approve the detailed savings proposals for submission to Cabinet in October and then full County Council in November, recognising that there will be further public consultation for some proposals.

## Contextual Information

5. Members will be fully aware that the County Council has responded to reductions in public spending, designed to close the structural deficit within the economy, since the first reductions to government grants were applied in 2010/11 and then as part of subsequent Comprehensive Spending Reviews (CSRs).
6. Whilst in more recent years there have been no reductions in government grant to address, what small increases there have been have not been sufficient to cover inflationary increases, coupled with a continued (and growing) underfunding for social care demand pressures.
7. One of the key features of the County Council's well documented financial strategy and previous savings programmes has been the ability to plan well in advance, take decisions early and provide the time and capacity to properly implement savings so that a full year impact is derived in the financial year that they are needed albeit elements of more recent programmes have taken longer to deliver as they become more complex.
8. This strategy has enabled the County Council to cushion some of the most difficult implications of the financial changes which have affected the short-term financial viability of some Councils, with eight authorities having been granted exceptional financial support packages by Government in response to unmanageable pressures arising in 2020/21 and 2021/22. Furthermore, the County Council is accounting for the specific financial challenges arising because of the Coronavirus pandemic on a non-recurrent basis and expects to meet these challenges within the existing support package from Government, together with funding already set aside for this purpose. This is testament to the strength of the Council's underlying financial position owing to the success of its service transformation agenda and prudent financial management approach.
9. However, Covid-19 has impacted delivery of both the Transformation to 2019 (Tt2019) and Transformation to 2021 (Tt2021) programmes, with £45m of outstanding savings still to deliver. Whilst sufficient resources have been set aside to cover this delayed implementation, the need to commence the successor programme will require twin-tracked delivery of change programmes, presenting a significant challenge for services. SP2023 will seek to achieve an additional £80m of savings, bringing the total savings to be delivered over the next two years to £125m and cumulatively to £640m in total.
10. It is recognised that each successive transformation programme is becoming more difficult to deliver as the potential to achieve further permanent cost reductions through early intervention and demand management and prevention approaches is reduced. Given the level of savings already achieved and the shortened timescales for delivery, the SP2023 programme will focus primarily on services that may be reduced or stopped across the council rather than on driving further transformative change, although opportunities for transformation,



efficiencies and income generation will of course continue to be pursued and there are further such opportunities within Children's Services.

11. The ongoing impacts of the pandemic continue to present capacity challenges for operational teams and their ability to support transformation programmes has been limited as a result. However, with the acute impacts of the pandemic beginning to recede, existing change programmes in Adults and Children's social care will continue to be progressed alongside delivery of the SP2023 programme.
12. The announcement of a further single year Spending Review covering the period to March 2022 has placed the County Council in a very difficult position in terms of future financial planning. Given the lack of any certainty after this period, the County Council has had no choice but to assume that savings required to meet a two-year gap of at least £80m will be required by April 2023 as we cannot take the risk of delaying the programme until 2024. Furthermore, the financial constraints created by Covid-19 mean that there will be no funding available to cash flow a savings programme beyond April 2023.
13. The business-as-usual deficit in 2022/23, forecast to be £40.2m, has been provided for, and will be drawn from the Budget Bridging Reserve in line with our normal strategy. However, given the current medium-term deficit due to Covid-19 pressures and the resulting financial response package, which uses up all available financial flexibility and still requires significant additional government funding, it is critical that SP2023 is delivered by 1 April 2023.
14. Departments have looked closely at potential opportunities to achieve the required savings and unsurprisingly the exercise has been extremely challenging because savings of £560m have already been driven out over the past eleven years, and the fact that the size of the target (a further 10% reduction in departmental cash limited budgets) requires a complete "re-look"; with previously discounted options potentially having to be re-considered. It has been a significant challenge for all departments to develop a set of proposals that can enable their share of the SP2023 Programme target to be delivered.
15. The County Council undertook an open public consultation called *Serving Hampshire – Balancing the Budget* which ran for six weeks between 7 June and 18 July. The consultation was widely promoted to stakeholders and residents and asked for their views on ways the County Council could balance its budget in response to continuing pressures on local government funding, and still deliver core public services.
16. The consultation was clear that a range of options would be needed to deliver the required £80m of savings by 2023. Therefore, whilst each option offers a valid way of contributing in part to balancing the budget – plugging the estimated £80m gap in full will inevitably require a combination of approaches. For example, the Information Pack illustrated the amount of savings that would still be required even if council tax was increased by up to 10%. It explained that the

£80m estimated budget shortfall considered an assumed increase in 'core' council tax of 1.99% and an increase in the Adult Social Care Precept of 2% in both 2022/23 and 2023/24. The Pack also explained that if central government were to support changing local government arrangements in Hampshire, savings would still take several years to be realised. Residents were similarly made aware that the use of 'spare' reserves would only provide a temporary fix, providing enough money to run services for around 14 days.

17. As the consultation feedback confirms, several different approaches are likely to be still needed to meet the scale of the financial challenge. Consequently, the County Council will seek to:
  - **Continue with its financial strategy**, which includes:
    - **targeting resources** on the most vulnerable adults and children
    - **using reserves carefully** to help meet one-off demand pressures
  - **Maximise income generation** opportunities.
  - **Lobby central government** for legislative change to enable charging for some services.
  - **Minimise reductions and changes to local services** wherever possible, including by raising council tax by 3.99%.
  - Consider further the opportunities around **devolution of financial powers** in response to the Government's County Deal and levelling up agenda.
18. Executive Members and Chief Officers have been provided with the key findings from the consultation to help in their consideration of the final savings proposals for this report. Responses to the consultation will similarly help to inform the decision making by Cabinet and Full Council in October and November of 2021 on options for delivering a balanced budget up to 2023/24, which the Authority is required by law to do.
19. Additionally, Equality Impact Assessments have been produced for all the detailed savings proposals and these, together with the broad outcomes of the consultation and the development work on the overall SP2023 Programme, have helped to shape the final proposals presented for approval in this report.

## **Budget Update**

20. Members will be aware that 2019/20 represented the final year of the previous multi-year Spending Review period. Single year Spending Reviews were undertaken for 2020 and 2021 due to the significant levels of economic and fiscal uncertainty associated with the UK's departure from the European Union and impacts of the Coronavirus pandemic respectively. The Government's decision to suspend multi-year budget planning and revert to annual spending rounds for most departments means that the prospects for local government finance beyond 2021 remain uncertain.

21. In recent years, significant lobbying of the Government has been undertaken by Hampshire and the wider local government sector to ask them to address the financial pressures we are facing and to convince them to provide an early indication of the financial resources available to local authorities over the medium term.
22. At the time of writing, there has been no announcement from the Government regarding the 2021 Spending Round. Members will be briefed on the detail of the Spending Round as part of the updated Medium Term Financial Strategy when available.

### **Savings Programme to 2023 – Departmental Context and Approach**

23. Children's Services delivered over £80m recurring cost reductions from June 2010 to 2017. For Tt2019 the department identified savings of £30.1m to be delivered over an extended period, enabled by additional corporate support, and for Tt21 a further £17.2m was identified. The target for SP23 is £21.3m and the department has again considered savings proposals against the key principles that it has assessed savings since 2010:
  - Ensure a safe and effective social care system for children.
  - Ensure sufficient capacity to lead, challenge and improve the education system to help ensure high quality educational outcomes for all, but particularly more vulnerable groups.
  - Continue to recognise that our workforce is our strength and that we will further develop and maintain a strong, diverse workforce that is adaptable and flexible, and which has succession planning built in.
  - Tightly target limited resources according to the needs of children and families.
  - Secure and sustain targeted and co-ordinated early help provision.
  - Maximise the opportunities to create efficiencies and maintain and enhance services through partnership and sold service arrangements.
24. The approach has been thorough and included a review of staff pay budgets to separate that which is addressable from that which is funded through Dedicated Schools Grant (DSG), other grants and income etc. The proposals that have been submitted are those that the department can deliver sustainably and ensure the services continue to perform at a high-level.
25. As with previous programmes, the savings proposals should be looked at in the context of five key themes:
  - i. Funding and expenditure for Children's Services in Hampshire continues to be considerably below national, regional and comparator local authorities. Despite this, Hampshire is the joint highest performing authority under Ofsted's ILACS inspection regime.

- ii. The large majority of spend is external, primarily the costs of Children Looked After (CLA). To realise cashable savings on external spend, it is not rational to cut staffing spend beyond a certain point, as this reduces our ability to realise the subsequent external spend saving or, worse, opens the door to more significant additional spend.
  - iii. Some areas of saving would have a profound impact on our statutory duties including, most significantly, our statutory duty to safeguard children and will take the local authority right up to the line where it can deliver safe and effective services in this regard.
  - iv. Following the logic of (iii) above, Hampshire may no longer be able to sustain performance at the current level and would most likely be rated as 'inadequate' (not least because caseloads will be taken as an objective measure of a safe and effective service by Ofsted) and this would lead to reputational damage, but also, equally significantly in this context, the loss of significant external income and open the door for additional spend as we have seen with many other authorities.
  - v. Significant corporate support for service improvement through transformation has been made available based on robust evidence.
26. The approach to the SP23 savings programme is a careful balance of medium to long-term strategic transformation and savings that can be made in the short-term. The former ensures a significant and sustainable quantum of savings. The latter can be secured without comprising the former, which would otherwise result in a false economy. This tried and tested approach places a premium on upfront thinking during the early stages of programme design.
27. An outline of each of the programme savings workstreams is given in the following paragraphs, with savings workstreams summarised in Appendix 1. These are subject to consultation where appropriate.

**Government Funding: £6.1m, Proposal 2 Corporate Funding: £5m**

28. In anticipation of the outcome of the Spending Review in the Autumn 2021, it is prudently assumed that £6.1m of additional government funding will be provided over 2022/23 and 2023/24. Additionally, corporate funding of £5m has been provided.

**Care Leavers/Post 16: £75k**

29. Due to increasing demand for Post 16 and Care Leaver accommodation, this workstream will implement twin strategies. In the short-term, internal processes will be reviewed and improved to ensure that post 16 placements for young people are appropriate and suitable, and that young people move into

placements designed to enhance their independence as soon as they are ready to do so. In the longer-term, an expansion in supported and semi-independent accommodation in the county (in partnership with the voluntary and independent sector) will ensure that appropriate and suitable placements are available for post 16 young people, which are close to home. This will benefit young people and be more cost effective for the County Council. This will also address the current overspend.

**Wessex Dance: £40k**

30. This workstream will secure the saving by identifying alternative funding sources and making efficiencies within the current service.

**Participation: £46k**

31. This workstream will remove one post from the Service now that participation is well embedded in the districts and services. The proposal is for this to continue with districts developing, co-ordinating and promoting this work without a specific central function.

**New Ways of Working: £224k**

32. As an outcome of Covid and lockdown, this cross-branch workstream will identify savings that result from adopting new ways of working, including different use of buildings, travel, car parking and other variable costs.

**Youth Offending Team: £178k**

33. As youth crime prevention continues to be successful, this workstream will reduce staffing levels in line with reducing caseloads.

**Short Break – Overnight Respite: £450k**

34. To consult on not reopening Children's Services respite home for disabled children (Firvale) which, prior to Covid, provided overnight respite care for 12 children. These 12 children were, prior to Covid, occupying at less than 20% of the available Firvale capacity. Since March 2020, Firvale has been closed and the staff deployed elsewhere within our non-disabled children's homes. Whilst the building belongs to the NHS, £400,000 of investment from the Council is required to improve the Firvale building, and its location is increasingly overlooked by neighbouring properties because of housing development.
35. Both these factors bring into question the ongoing suitability of Firvale. There may be opportunities for delivery methods to be modernised, making better use of innovative and technological approaches, and to become more outcomes

focussed. This project will investigate the range of alternative provision options available, engage and consult with key stakeholder groups (including the NHS who own and operate service from the Firvale building) to develop proposals that will meet the long-term needs of current and future service users and their families.

### **Short Break Activities: £200k**

36. To consider the scope, delivery and funding of commissioned short break activities identifying innovative service delivery opportunities (building on Covid learning) and targeting parental priorities. Furthermore, and subject to Holiday Activities and Food programme funding from the Department for Education continuing, this project will seek to align the HAF offer with relevant short break activities to ensure the most efficient use of public funds and reduce any duplication.

### **Income from external sources with regards to Out of Hours Services: £50k**

37. Children's Services currently provide an Out of Hours Service on a commercial basis to Southampton, Portsmouth, and IOW councils. This workstream will seek to expand the sold service to new client local authorities.

### **Modernising Placements Programme (MPP): £2,700k**

38. The purpose of MPP is to ensure that when children and young people come into care they are placed with the most appropriate placement and support that will meet their needs, in an environment that provides the best possible start in life, and the support that they need as they move into adult life. The programme comprises linked workstreams including:

- i. Foster Carers: This workstream is focussed on increasing the number of Hampshire County Council approved fostering households to care for an additional 187 children to reduce the use of more expensive care providers whose provision can often mean children are placed further away from home. This increase (to a total of 675 children cared for by county foster carers) will be achieved through improving the journey and experience of foster carers from the time that they first consider fostering through to being an active member of Hampshire County Council's fostering community.

Through an expanded Fostering Recruitment Service, targeted marketing and recruitment will be undertaken to those members of the public who have the value base and household space to care for children. Partnerships will be sought both within Hampshire County Council and its share services as well as externally with businesses and companies in Hampshire to raise awareness of fostering in previously untapped ways by supporting the implementation of Fostering Friendly policies and offering

companies an opportunity to achieve their corporate social responsibility vision. The workstream aims to ensure foster carers receive appropriate financial reward for the skills they bring to fostering Hampshire's children and once approved, foster carers will be supported by the new Hampshire Hives, a community of support coordinated by an employed foster carer, a Hive Carer Support Worker, and supported by a linked carer who will offer sleepovers and day care opportunities to the children in the Hive. Foster carers will also be supported by the new Psychological Service (see below) offering psychological consultations about individual children that help increase foster carers' ability to respond to children who have experienced trauma whilst also supporting their own emotional wellbeing.

- ii. Residential Services. A new Urgent Care Service is being developed in one of Hampshire's existing children's homes to support the needs of a small cohort of young people who have the highest vulnerabilities. This is a multi-disciplinary model offering the opportunity for intensive support for children over a 12-week period to contribute towards a period of stability and relationship building that enables longer term care settings to be identified and relationships to be made before the child moves. This support will reduce the costs of more expensive longer-term care, often with independent care providers, through settling a child sooner and reducing the negative impact that multiple moves can have for children, sometimes leading to them needing the care of a secure environment. The Extended Care Service will ensure that as the child moves from the Urgent Care Service, they move with someone who is familiar to them and can be there for them to help build new relationships in their new home. The Extended Care Service will also support children living in Hampshire's children's homes where they may be unsettled or when it is time for them to move on helping to increase the occupancy of Hampshire's children's homes.
- iii. Psychological Service. A new service to support foster carers, residential and district staff to provide trauma informed care, building on the Hampshire Approach. The service will support staff and foster carers to understand the impact of trauma on children, increase knowledge and understanding through consultations and training and provide focused interventions to help them support children in their care. This service is aimed to support the emotional wellbeing not only of our children but also of our foster carers and staff to promote resilience. This will ensure that more children can live with Hampshire foster carers and within Hampshire's children's homes reducing the need for more expensive independent fostering placements and residential homes.
- iv. Training. Train and support residential care home staff to improve staff retention, optimising utilisation of the Council's care home bed capacity, reducing the need to use more expensive private care homes.

- v. External Market. To review our approach to working with external providers of care and support to ensure cost effective commissioned arrangements are in place; providers are accountable for outcomes for children; those services are of good quality; and that a fair price is paid.

#### **Services to Schools: £250k**

- 39. The purpose of this workstream is to generate additional surplus from the collective enterprise of the sold services to schools by increasing market share from Hampshire schools and those beyond Hampshire borders. The sold services in scope comprise Hampshire Inspection and Advisory Service, Governor Services, Music Service, Stubbington Study Centre, Minstead Study Centre, and the Careers Advisory Service.

#### **Children with Additional Needs: £100k**

- 40. There are several inclusion services that are funded by the Local Authority. These services facilitate vulnerable children's access to education and support improved outcomes. They include the Virtual School, Hampshire and the Isle of Wight's Educational Psychology Service and the Inclusion Support Service. This project will review the functions of these services to consider which are essential statutory services and will remain funded by the Local Authority and which are services could be funded in alternative ways through the dedicated schools grant, including costs for the non-statutory work with schools (currently funded by the Local Authority) and consider funding them through other sources.

#### **Skills and Participation: £50k**

- 41. This workstream will remove one post and stop work promoting the skills agenda through the skills strategy and pass the work to the Local Enterprise Partnerships.

#### **Premises Costs: £36k**

- 42. This workstream will reduce facilities management costs by vacating the Cambridge Road office accommodation, also potentially producing a capital receipt of £600k to £800k.

#### **Caretaking and Cleaning: £30k**

- 43. Through more efficient budget planning and more efficient service delivery, this workstream will reduce caretaking and cleaning costs.

#### **Home to School Transport: £2,500k**



44. The purpose of this programme is to work differently with the home to school transport (HtST) operator supply chain. The programme will include a comprehensive review of the way in which other local authorities commission home to school transport including:
- i. The approach to dedicated contracted transport provision and optimisation of travel escorts provided directly by operators.
  - ii. Contracting one or multiple schools to a single transport operator.
  - iii. Enabling the transport operator market to better develop supply chains and become more proficient in organising transport routes. This could enable operators to design transport, working directly with children, families, and schools to make more efficient transport arrangements.
  - iv. A redesign of the Home to School Transport service achieving back-office efficiencies, such as reduction in the number of invoices being processed each month.

**Workforce Development: £158k**

45. This workstream will review the structure, scope and delivery mechanisms used within the Children's Services Workforce Development team to deliver savings through staffing changes, increased virtual delivery and optimising use of Council venues for training, reducing external venue hire costs.

**Health and Partnerships: £50k**

46. This workstream will investigate the potential for improved integration between the Continuing Care teams across Children's Services and the CCG, removing duplication of tasks, aligning governance, and improving the process for families.

**Attribution of Placement Costs: £3,000k**

47. There are children and young people who are currently living in residential homes, where the home also provides education. These education costs are included in the weekly fee and in most cases are funded by social care only. This workstream aims to ensure that the costs associated with the provision of education are funded by High Needs Block (education), and as a result seeks to secure an estimated £500,000 of funding from High Needs Block towards the cost of the educational element of these placements. This is an estimated figure as the work required will be on an individual child level, understanding the placement costs and the educational element of them.

48. Additionally, this project will review existing funding arrangements for young people who are joint funded by education and social care in an Independent Non-Maintained Special School or Specialist Post 16 Institution (colleges). The arrangements for agreeing funding splits between education and social care are locally determined and Hampshire's existing arrangements are wide ranging. The project will seek to establish a fair and transparent split to apply to all joint funded placements. It is anticipated that rebalancing the funding contributions from both education and social care in a consistent manner will result in a saving of up to £2.5m against the children and families revenue budget. Having these costs attributed consistently will enable the Department for Education to see the full costs of education provision.

### **Services for Young Children (SfYC): £105k**

49. This workstream will make efficiencies in the service's approach to handling inbound contact (e.g., telephone, email, post, web) from service-users, providers, and partners, as well as its business processes, building on changes to delivery introduced through the pandemic, where new technology has enabled a more centralised service rather than geographic model. Changes planned include:

- i. Reviewing and improving the approach to contact management, including seeking opportunities to exploit technology.
- ii. Reducing administration resource through channel shift opportunities that increase the level of self service.
- iii. Streamline where possible, early years provider payments to reduce the number of payments made per term.
- iv. Ensure that the sold service function fully funds the administration resources needed.

### **Key challenges, risks, issues, and interdependencies or impacts on services provided by other departments.**

50. Alongside key themes set out in paragraph 25, the transformational changes proposed for social care, and the proposed remodelling of other services such as HtST, are as in previous programmes, unavoidably challenging.

51. There are common themes and key risks involved with the Department's SP23 savings approach:

- If changes to the social care operating model, including Modernising Placements, are not fully adopted, and embedded within social work practice, then the expected impact in children and families will be reduced and placement savings will not be achieved. Similarly, the need to address new and emerging forms of abuse or neglect, or new policy areas tend to

create increases in demand. Recent examples of this are 'county lines' and unaccompanied asylum-seeking children.

- MPP, HtST and the Post 16/Care Leavers accommodation programmes have key market related dependencies. MPP because we are increasing marketing activities to compete for relatively scarce foster carers that might otherwise be lost to the independent sector, and the HtST because we anticipate influencing changes to the delivery approach of the transport supply chain. In respect of Post 16/Care Leavers, we are potentially seeking to enter a market and become both commissioner and service provider, where we are currently only a commissioner.
- If there is an insurmountable challenge to any of these proposals, savings would have to be found from other areas.
- If the required capacity and capability is insufficient to both transform and sustain the changes, then savings are unlikely to be achieved and service quality will suffer, potentially leading to increased expenditure.
- Given that only £67m (out of £92m) of the pay budget is controllable staffing budget and that skilled staff with the capacity to carry out transformation work with families is a pre-requisite to create the change in families that will ultimately release savings, then the paradox of having to make reductions in the staffing budget to reach the savings target remains as evident for SP23 as it did for T21.

52. Other enablers include:

- A range of IT support, including the replacement social care system that will go-live in the Summer of 2022. This system is expected to increase the amount of productive time available for social workers to spend with families. The system is also expected to enable a 'digital by default' approach to working practices.
- Inextricably linked to this programme is a department wide programme to improve the use of data and analytics in reporting and decision-making. The programme continues to introduce near-to-real-time performance dashboards that provide managers with a 'finger on the pulse' of their services.
- A continued good flow of appropriately qualified social work staff through the Graduate Entry Training Scheme (GETS) is assisting with the longer-term plan of reducing reliance on agency social workers. The recruitment of 270 Graduate Trainees to date, with more to come, is proving this is a well evidenced strategy. In addition, where we do employ agency social workers, ensuring these are sourced through Connect2Hampshire enable us to get the right people doing the right level of work, at lower cost.

## **Summary Financial Implications**

53. The savings target that was set for Children's Services was £21.349m and the detailed savings proposals that are being put forward to meet this target are contained in Appendix 1.
54. Significant funding for growth in Children Looked After (CLA) numbers and costs (and in turn the knock-on impact for care leavers), has been provided in recent years. As previously reported, the projections of the growth in the costs of CLA used to estimate the support required are based on a wide range of assumptions and predictions and given the volatile nature of these areas, it is necessary to continually monitor activity and spend.
55. The CLA forecast and required funding is currently under review, along with funding for the staffing model. The Medium-Term Financial Strategy (MTFS) will be presented to Cabinet in October and will include detail of the work completed and seek approval for any additional corporate funding.
56. The department faces the challenge that alongside delivering this SP23 target, the earlier transformation programmes are scheduled to continue to deliver in parallel. In addition, one of the SP23 workstreams, Modernising Placements Programme (MPP) is anticipated to run beyond April 2023 as reflected within the business case supporting the programme. Corporate support has been agreed to aid delivery of workstream.
57. Both the Department's cost of change and early delivery of elements of SP23 will be utilised to support the department through this programme.

## **Workforce Implications**

58. Appendix 1 also provides information on the estimated number of staff impacted (reductions in staffing) because of implementing the proposals.
59. Of the 37.6 Full Time Equivalent (FTE) posts that may be affected, it is anticipated that savings in 17 posts will be achieved through natural turnover/redeployment within the relevant services. This would leave a balance of 20.6 that may therefore need to be managed between now and the implementation date.
60. The County Council's approach to managing down staff levels in a planned and sensitive way using managed recruitment, redeployment of staff where possible and voluntary redundancy where appropriate will be continued.

## Climate Implications

61. Hampshire County Council utilises two decision-making tools to assess the carbon emissions and resilience of its projects and decisions. These tools provide a clear, robust, and transparent way of assessing how projects, policies and initiatives contribute towards the County Council's climate change targets of being carbon neutral and resilient to the impacts of a 2°C temperature rise by 2050. This process ensures that climate change considerations are built into everything the Authority does.
62. Given that this report deals with savings proposals it is difficult to assess any specific climate change impacts at this stage, but assessments will be undertaken for individual proposals, if appropriate as part of the implementation process.

## Consultation, Decision Making and Equality Impact Assessments

63. As part of its prudent financial strategy, the County Council has been planning since June 2020 how it might tackle the anticipated deficit in its budget by 2023/24. As part of the MTFs, which was last approved by the County Council in September 2020, initial assumptions have been made about inflation, pressures, council tax levels and the use of reserves. Total anticipated savings of £80m are required and savings targets were set for departments as part of the planning process for balancing the budget.
64. The proposals in this report represent suggested ways in which departmental savings could be generated to meet the target that has been set as part of the SP2023 Programme. Individual Executive Members cannot make decisions on strategic issues such as council tax levels and use of reserves and therefore, these proposals, together with the outcomes of the *Serving Hampshire - Balancing the Budget* consultation exercise outlined below, will go forward to Cabinet and County Council, and will be considered considering all the options that are available to balance the budget by 2023/24.
65. The County Council undertook an open public consultation called *Serving Hampshire – Balancing the Budget* which ran for six weeks from 7 June to the 18 July 2021. The consultation was widely promoted to stakeholders through a range of online and offline channels including: the County Council's website; local media and social media channels; the County Council's residents' e-newsletter *Your Hampshire*; direct mail contact to a wide range of groups and organisations across Hampshire; posters and adverts in County Council libraries, Country Parks, at Hillier Gardens and Calshot Activity Centre; in residential and day care settings, on electronic noticeboards in GP surgeries and healthcare settings. Information Packs and Response Forms were available in hard copy in standard and Easy Read, with other formats available on request. Comments could also be submitted via email, letter or as comments on social media.

66. The consultation sought residents' and stakeholders' views on several options that could contribute towards balancing the revenue budget, and any alternatives not yet considered – as well as the potential impact of these approaches. The consultation was clear that a range of options would be needed to meet the required £80m savings by 2023. For example, the Information Pack illustrated the amount of savings that would still be required even if council tax was increased by up to 10%.

67. The options were:

- Reducing and changing services.
- Introducing and increasing charges for some services.
- Lobbying central government for legislative change.
- Generating additional income.
- Using the County Council's reserves.
- Increasing council tax.
- Changing local government arrangements in Hampshire.

68. Information on each of the above approaches was provided in an Information Pack. This set out the limitations of each option, if taken in isolation, to achieving required savings. For example, supporting information explained that the £80m estimated budget shortfall considered an assumed increase in 'core' council tax of 1.99% and an increase in the Adult Social Care Precept of 2% in both 2022/23 and 2023/24. The Pack also explained that if central government were to support changing local government arrangements in Hampshire, savings would still take several years to be realised. Residents were similarly made aware that the use of 'spare' reserves would only provide a temporary fix, providing enough money to run services for around 14 days.

69. Therefore, whilst each option offers a valid way of contributing in-part to balancing the budget – plugging the estimated £80m gap in full will inevitably require a combination of approaches.

70. A total of 2,027 responses were received to the consultation – 1,931 via the Response Forms and 96 as unstructured responses through email, letter, and social media. The key findings from consultation feedback are as follows:

71. The key findings from consultation feedback are as follows:

- Agreement that the County Council should carry on with its **financial strategy** now stands at 45%, compared with 52% in 2019, and 65% in 2017. This involves targeting resources on the most vulnerable people; planning to secure savings early and enable investment in more efficient ways of working; and the careful use of reserves to help address funding gaps and plug additional demand pressures (e.g., for social care).

- The data suggests that respondents are concerned about the implications of further service changes and charges and increasingly feel that the solution lies with nation Government.
- Both data and verbatim comments indicate the respondents want the County Council to **lobby central Government** for further funding and to allow additional charging in several areas:
  - 87% agreed with lobbying for additional funding to deliver social care services for adults and children.
  - 69% agreed with lobbying for increased central government grant funding for libraries.
  - 66% agreed with updating the 1964 Public Libraries and Museums Act to enable service modernisation.
  - 62% agreed with means testing/ charging for Home to School Transport (HiST).
  - 60% agreed with charging £10 for issuing an Older Person's Bus Pass.
  - 51% agreed with making change to the charging approach for non-residential social services.
- However, there were exceptions, namely that:
  - Most respondents (52%) did not feel that it would be appropriate to lobby for charges relating to Household Waste Recycling Centres (HWRCs).
  - 47% disagreed (compared to 38% who agreed) that councils should be permitted to charge a 25% per journey fare for concessionary travel.
- A clear majority of respondents (63%) agreed that the County Council should explore further the possibility of changing local government arrangements for Hampshire.
- No majority view was achieved for any of the other proposals, but the weight of opinion veered slightly towards agreement with:
  - The position that reserves should not be used (48% agreement vs 42% disagreement).
  - That existing service charges could be raised (45% agreement vs 33% disagreement).

And towards disagreement with:

  - Introducing new service charges (47% disagreement vs 41% agreement).
  - Reducing or changing services (49% disagreement vs 36% agreement).
- A slight majority of respondents (52%) preferred that the County Council raise **Council Tax** by less than 3.99%. This compared to 21% of respondents whose first choice was to raise council tax by 3.99% and 27% who would choose an increase of more than 3.99%.
- Suggestions for income generation most related to charges that the County Council could apply. There was also frequent mention of changes to how Council Tax is collected, delivering efficiencies in Council services, ways that the Council could save costs to its operational budget, and suggestions that

the County Council could improve its return on investments and adopt more commercial practices.

- Around half of respondents specified impacts that they felt would arise should the County Council continue with its financial strategy and approve the proposed options. Almost half of these related to the protected equalities characteristic of age (47%) – most often the effect on children and young people – with impacts on poverty (33%), disability (30%), and rurality (23%) also commonly mentioned. The potential environmental impacts were also noted in a third of the comments submitted (34%). The specific nature of the perceived impacts primarily related to reduction in service quality or availability and the personal financial impacts of increased taxation or charging.
- Efficiency savings were the most common focus of additional suggestions, incorporating staffing, contractor and Member costs, process efficiencies and more effective use of building space.
- The 96 unstructured responses to the consultation, submitted via letter / email or on social media, primarily focussed on the perceived impacts of the proposals, stating concern about reductions to services and the need to focus on reducing costs and lobbying national government for additional funding in preference to raising local taxes.

### Proposals following consultation feedback

72. Executive Lead Members and Chief Officers have been provided with the key findings from the consultation to help in their consideration of the final savings proposals. As the consultation feedback confirms, several different approaches are likely to still be needed to meet the scale of the financial challenge.

Consequently, the County Council will seek to:

- **Continue with its financial strategy**, which includes:
  - **targeting resources** on the most vulnerable adults and children
  - **using reserves carefully** to help meet one-off demand pressures
- **Maximise income generation** opportunities.
- **Lobby central government** for legislative change to enable charging for some services.
- **Minimise reductions and changes to local services** wherever possible, including by raising council tax by 3.99%.
- Consider further the opportunities around **devolution of financial powers** in response to the Government's County Deal and levelling up agenda.

73. The proposals set out in Appendix 1 have, wherever possible, been developed in line with these principles. Some examples include:

- Services to schools – opportunities to expand business activity and to make modest changes to pricing structures to create a surplus.



- Services for Young Children – targeting resources to drive efficiencies and ensuring costs for traded services are fully recovered.
  - MPP – careful targeting of resources to maximise efficiency, increase cost avoidance and deliver better outcomes to vulnerable children.
74. Following the Executive Member Decision Days, all final savings proposals will go on to be considered by the Cabinet and Full Council in October and November – providing further opportunity for the overall options for balancing the budget to be considered as a whole and in view of the consultation findings. Further to ratification by Cabinet and Full Council, some proposals may be subject to further, more detailed consultation.
75. In addition to the consultation exercise, Equality Impact Assessments (EIAs) have been produced for all the savings proposals outlined in Appendix 1 and these have been provided for information in Appendix 2. These will be considered further and alongside a cumulative EIA by Cabinet and Full Council. The cumulative assessment provides an opportunity to consider the multiple impacts across proposals as a whole and, therefore, identify any potential areas of multiple disadvantages, where mitigating action(s) may be needed.
76. Together the *Balancing the Budget* consultation and Equality Impact Assessments have helped to shape the final proposals presented for approval in this report.
77. The following proposals will require phase 2 consultations
- Short Breaks – Overnight respite:
- A public consultation is planned and would open in January 2022 for a period of at least 12 weeks. During this period, the Council will engage service users, stakeholders, partner organisations and members of the public to provide input to shape how these types of services could be delivered more effectively, whilst reducing cost.
  - The consultation will outline the range of options that are under consideration. These will include not reopening Firvale, opportunities for modernising service delivery, increased use of alternative provision/providers, greater innovation and for the short breaks/respite offer to become more outcome focussed.
- Commissioning and funding of Short Break Activities:
- If HAF funding does not continue, a public consultation may be required to seek views on how best to reshape the short breaks offer, maximising opportunities for innovative forms of service delivery, meeting parental priorities and to realise a £200,000 saving.
- Home to School Transport
- The SP23 HtST programme is exploring how best a reduction in unit costs can be achieved. Discussion with major stakeholders (schools, families, other services within the Local Authority, and transport operators) will be

required and ongoing as new initiatives are developed and then implemented. It is possible that impacts for service users, for example extensively changing how children join the transport route from a 'home pick' up to collection points will require fuller and formal public consultation.

- As proposed changes are developed, the requirement to consult will be confirmed and as needed consultations will be carried out to align with the associated decision-making processes.

**REQUIRED CORPORATE AND LEGAL INFORMATION:**

**Links to the Strategic Plan**

|   |        |
|---|--------|
| <b>Hampshire maintains strong and sustainable economic growth and prosperity:</b> | Yes/No |
| <b>People in Hampshire live safe, healthy, and independent lives:</b>             | Yes/No |
| <b>People in Hampshire enjoy a rich and diverse environment:</b>                  | Yes/No |
| <b>People in Hampshire enjoy being part of strong, inclusive communities:</b>     | Yes/No |

**Other Significant Links**

|  |  |
|--|--|
| <b>Links to previous Member decisions:</b>   |  |
| <u>Title</u><br><br>Medium Term Financial Strategy Update<br><a href="https://democracy.hants.gov.uk/documents/s53375/MTFS%20-%20Cabinet%20FINAL.pdf">https://democracy.hants.gov.uk/documents/s53375/MTFS%20-%20Cabinet%20FINAL.pdf</a> | <u>Date</u><br><br>Cabinet - 14 July 2020<br>County Council – 16 July 2020 |
| <b>Direct links to specific legislation or Government Directives</b>   |  |
| <u>Title</u>   | <u>Date</u>  |

|   |                 |
|---|-----------------|
| <b>Section 100 D - Local Government Act 1972 - background documents</b>   |                 |
| <p>The following documents discuss facts or matters on which this report, or an important part of it, is based and have been relied upon to a material extent in the preparation of this report. (NB: the list excludes published works and any documents which disclose exempt or confidential information as defined in the Act.)</p> |                 |
| <u>Document</u>   | <u>Location</u> |
| None  |                 |

## **EQUALITIES IMPACT ASSESSMENT:**

### **78. Equality Duty**

The County Council has a duty under Section 149 of the Equality Act 2010 ('the Act') to have due regard in the exercise of its functions to the need to:

- Eliminate discrimination, harassment and victimisation and any other conduct prohibited by or under the Act regarding the protected characteristics as set out in section 4 of the Act (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation).
- Advance equality of opportunity between persons who share a relevant protected characteristic within section 149(7) of the Act (age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex, and sexual orientation) and those who do not share it.
- Foster good relations between persons who share a relevant protected characteristic within section 149(7) of the Act (see above) and persons who do not share it.

Due regard in this context involves having due regard to:

- The need to remove or minimise disadvantages suffered by persons sharing a relevant protected characteristic that are connected to that characteristic.
- Take steps to meet the needs of persons sharing a relevant protected characteristic that are different from the needs of persons who do not share it.
- Encourage persons sharing a relevant protected characteristic to participate in public life or in any other activity in which participation by such persons is disproportionately low.

### **79. Equalities Impact Assessment:**

A full Equalities Impact Assessment has been undertaken for each of the savings options and these are included as a separate appendix to this report (Appendix 2).

## Appendix 1: Children's Services – Proposed Savings Options (Subject to consultation where appropriate)

| Ref. | Service Area and Description of Proposal   | Impact of Proposal   | 2022/23<br>£'000 | 2023/24<br>£'000 | FY<br>Impact<br>£'000 | Est.<br>Staff<br>Impact<br>FTE |
|------|--|--|------------------|------------------|-----------------------|--------------------------------|
| CS01 | <b>Central Government Funding</b><br>(Expected) Government Grant 2023/24   | N/A  | 0                | 6,107            | 6,107                 | 0                              |
| CS02 | <b>Additional Corporate Funding</b> Grant 2021/22  | N/A  | 0                | 5,000            | 5,000                 | 0                              |
| CS03 | <b>Care Leavers/Post 16</b> <ul style="list-style-type: none"> <li>Review and improve internal processes to ensure that post 16 placements for young people are appropriate and suitable, and that young people move into placements designed to enhance their independence as soon as they are ready to do so.</li> <li>Expand supported and semi-independent accommodation in the county (in partnership with the voluntary and independent sector) to provide more placements for post 16 young people, which are close to home.</li> </ul> | <p>Service Users: More appropriate and right sized local placements would be identified for post 16 CIC and CL's. Some post 16 CIC may have to leave long term high-cost placements.</p> <p>Staff: No significant impact on staff</p> <p>Politicians: This would be a positive development to provide more local and suitable placements for this cohort</p> <p>Partner: Provides an opportunity for a partner to expand and/or develop their provision in the county.</p> | 0                | 75               | 75                    | 0                              |
| CS04 | <b>Wessex Dance Academy</b><br>Proposal is to seek alternative funding sources for Wessex Dance (incl. High Needs Block) and make efficiencies to current service model (Income and efficiency)  | No impact expected across any of the stakeholder groups  | 0                | 40               | 40                    | 0                              |

## Appendix 1: Children's Services – Proposed Savings Options (Subject to consultation where appropriate)

| Ref. | Service Area and Description of Proposal   | Impact of Proposal  | 2022/23<br>£'000 | 2023/24<br>£'000 | FY<br>Impact<br>£'000 | Est.<br>Staff<br>Impact<br>FTE |
|------|--|---|------------------|------------------|-----------------------|--------------------------------|
| CS05 | <p><b>Participation</b></p> <p>Participation function is now well embedded in districts and across the service. Proposal is for this to continue with districts developing, co-ordinating and promoting this work without a specific central function.</p> | Staff: One post at risk of redundancy   | 46               | 46               | 46                    | 1                              |
| CS06 | <p><b>New Ways of Working</b></p> <p>Aggregated cross branch savings from new ways of working post-Covid/lockdown including buildings, travel, car parking and other related costs.</p>  | Service Users: No impact<br>Staff: Minimal impact<br>Politicians: No impact<br>Partner: Minimal impact  | 0                | 224              | 224                   | 0                              |
| CS07 | <p><b>Youth Offending Team</b></p> <p>Reduce staffing levels in the YOT by not replacing vacant posts as caseloads continue to reduce.</p>   | If the impact of youth crime prevention continues to be successful, then the numbers of young people in core youth offending business should be absorbed by the reduced staffing. | 0                | 178              | 178                   | 5                              |

**Appendix 1: Children’s Services – Proposed Savings Options (Subject to consultation where appropriate)**

| Ref. | Service Area and Description of Proposal   | Impact of Proposal  | 2022/23<br>£'000 | 2023/24<br>£'000 | FY<br>Impact<br>£'000 | Est.<br>Staff<br>Impact<br>FTE |
|------|--|---|------------------|------------------|-----------------------|--------------------------------|
| CS08 | <p><b>Short Breaks – Overnight Respite</b></p> <p>Close Firvale respite home for disabled children and provide alternative sources of support to families.</p> | <p>Service Users may receive alternative and different forms of respite care, but would still receive a service.</p> <p>Changes to provision and the location of provision may result in stakeholders communicating and seeking support from councillors.</p> <p>The Firvale building belongs to the NHS and so there will be an impact on HHFT as a partner in the event that HCC no longer utilises the building.</p> | 100              | 450              | 450                   | 20.6                           |

## Appendix 1: Children's Services – Proposed Savings Options (Subject to consultation where appropriate)

| Ref. | Service Area and Description of Proposal   | Impact of Proposal  | 2022/23<br>£'000 | 2023/24<br>£'000 | FY<br>Impact<br>£'000 | Est.<br>Staff<br>Impact<br>FTE |
|------|--|---|------------------|------------------|-----------------------|--------------------------------|
| CS09 | <p><b>Short Breaks Activities</b></p> <p>Use Holiday Activity and Food funding to fund relevant schemes currently commissioned via short breaks. Reshape the short breaks offer, identifying opportunities for innovative service delivery and targeted parental priorities.</p> | <p>Service Users: Minimal given the potential for continued HAF funding and evidence that suggests costs for activities are lower than anticipated in the latest commissioning round.</p> <p>Politicians: Short break activities have been subject to budget reductions in the recent past and some stakeholders and providers may seek support in relation to any proposed changes.</p> <p>Partners: Providers will need to collate data on those attending are eligible for free school meals. If HAF funding does not continue, there will be less funding available to deliver activities in the same way as they do today.</p> | 0                | 200              | 200                   | 0                              |
| CS10 | <p><b>Sold Services: Out of Hours (OOH)</b></p> <p>Selling OOHs services to other LAs.</p> <p>HCC currently provides OOH for IOW, Southampton, and Portsmouth. There is interest from OLAs, including Berks.</p>   | <p>Partners: Opportunity for regional LAs to pool resources and share in Hampshire expertise.</p> <p>Streamlines interactions for allied professions - Police, Education, Health and brings a coherence to 'thresholds' for access to services that crosses several LAs</p>   | 0                | 50               | 50                    | 0                              |



**Appendix 1: Children's Services – Proposed Savings Options (Subject to consultation where appropriate)**

| Ref. | Service Area and Description of Proposal  | Impact of Proposal   | 2022/23<br>£'000 | 2023/24<br>£'000 | FY<br>Impact<br>£'000 | Est.<br>Staff<br>Impact<br>FTE |
|------|---|--|------------------|------------------|-----------------------|--------------------------------|
| CS11 | <p><b>Modernising Placements Programme</b></p> <p>The focus of MPP is to ensure that when children and young people come into care they are placed with the most appropriate placement and support that will meet their needs, an environment which will give them the best possible start in life, and the support that they need as they move into adult life.</p> <p>MPP aims to increase the number of foster carers who work directly with the Council, rather than through other, more expensive, care providers. This includes the introduction of a new Hive foster care support network.</p> <p>New residential services (Urgent Care &amp; Extended Care) will offer initial and ongoing support to children to find their best long-term place to live.</p> <p>The new Psychological Service will support foster carers and Residential and District staff to provide trauma informed care building on the Hampshire Approach enabling them to care for a broader number of children.</p> <p>MPP will train and support residential care home staff to improve staff retention, keeping Council, Care Home beds available, reducing the need to use more expensive private care homes.</p> <p>Work with other providers of care, outside of the County Council to ensure a fair price is paid.</p> | <p>A positive impact on children and young people in care, both in the quality of the care provided through support and training, but also due to finding the best care available first-time reducing changes in carers and their homes and increasing children's sense of belonging.</p> <p>A positive impact on Foster Carers and staff, who will receive more training and support improving their experience of looking after children and young people.</p> <p>This change will be politically positive, improving the lives of children and young people in care at a lower cost.</p> <p>Staff will feel higher levels of job satisfaction through increased knowledge and skills meaning they can positively meet children's needs whilst feeling more resilient and supported in their roles.</p> <p>Partners more directly involved bringing their skills and expertise to Children's Services staff where shared development and learning can benefit children more widely.</p> <p>A tension with the external market as placements as our need for placements</p> | 0                | 2,700            | 4,014                 | 0                              |

**Appendix 1: Children's Services – Proposed Savings Options (Subject to consultation where appropriate)**

| Ref. | Service Area and Description of Proposal  | Impact of Proposal  | 2022/23<br>£'000 | 2023/24<br>£'000 | FY<br>Impact<br>£'000 | Est.<br>Staff<br>Impact<br>FTE |
|------|---|---|------------------|------------------|-----------------------|--------------------------------|
|      |   | <p>will still exceed what we can provided in-house. This will need to be managed through ongoing close working relationships.</p> <p>The full year impact is more than the targeted saving and will be realised beyond 2023/24.</p> |                  |                  |                       |                                |
| CS12 | <p><b>Services to Schools</b></p> <p>To generate additional surplus from the collective enterprise of the sold services to schools by increasing market share from Hampshire schools and those beyond Hampshire borders including consideration of pricing policy, operational efficiencies, reducing overheads and creating greater synergies between teams.</p> | <p>Potentially an opportunity to strengthen the services to Hampshire schools by becoming more customer focused.</p>  | 0                | 250              | 250                   | 0                              |

## Appendix 1: Children's Services – Proposed Savings Options (Subject to consultation where appropriate)

| Ref. | Service Area and Description of Proposal  | Impact of Proposal   | 2022/23<br>£'000 | 2023/24<br>£'000 | FY<br>Impact<br>£'000 | Est.<br>Staff<br>Impact<br>FTE |
|------|---|--|------------------|------------------|-----------------------|--------------------------------|
| CS13 | <p><b>Children with Additional Needs</b></p> <p>There are several inclusion services that are currently funded by the Local Authority. These services facilitate vulnerable children's access to education and support improved outcomes. They include the Virtual School, Hampshire and the Isle of Wight's Educational Psychology Service and the Inclusion Support Service. This project will review the functions of those services to consider which are essential statutory services and will remain funded by the Local Authority and which are services could be funded in alternative ways through the dedicated schools grant. The proposal is to review costs for the non-statutory work with schools (currently funded by the Local Authority) and consider funding them through other sources.</p> | <p>The DSG and particularly the high needs block has some existing pressures so this proposal will require careful structuring of aggregated school budgets in order to meet funding requirements.</p> | 100              | 100              | 100                   | 0                              |
| CS14 | <p><b>Skills and Participation</b></p> <p>Cease the County Council's work on promoting the skills agenda through the creation of a skills strategy, and leave that work to the Local Enterprise Partnerships</p>  | <p>A role will be at risk of being redundant</p> <p>The County Council will not have an overarching skills strategy or capacity to lead the debate in this area.</p>                                   | 0                | 50               | 50                    | 1                              |
| CS15 | <p><b>Strategic Development: Premises Costs</b></p> <p>Reduce facilities management costs by vacating the Cambridge Road office accommodation, also potentially producing a capital receipt of £600k to £800k.</p>  | <p>Planned in conjunction with the Corporate Accommodation Board.</p>  | 36               | 36               | 36                    | 0                              |

## Appendix 1: Children's Services – Proposed Savings Options (Subject to consultation where appropriate)

| Ref. | Service Area and Description of Proposal  | Impact of Proposal   | 2022/23<br>£'000 | 2023/24<br>£'000 | FY<br>Impact<br>£'000 | Est.<br>Staff<br>Impact<br>FTE |
|------|---|--|------------------|------------------|-----------------------|--------------------------------|
| CS16 | <p><b>Strategic Development: Caretaking and Cleaning</b></p> <p>Through more efficient budget planning and more efficient service delivery, this workstream will reduce caretaking and cleaning costs</p>   | No impact expected across any of the stakeholder groups  | 0                | 30               | 30                    | 1                              |
| CS17 | <p><b>Home to School Transport</b></p> <p>To transform the school transport provider supply chain and the service's back-office function, including:</p> <ul style="list-style-type: none"> <li>• The approach to dedicated contracted transport provision and optimisation of travel escorts provided directly by operators.</li> <li>• Contracting one or multiple schools to a single operator</li> <li>• Enabling the transport operator market to better develop supply chains and become more proficient in organising transport routes. This could enable operators to design transport, working directly with children, families, and schools to make more efficient transport arrangements.</li> <li>• A redesign of the Home to School Transport service achieving back-office efficiencies, such as reduction in the number of invoices being processed each month.</li> </ul> | <p>There may be changes for service users in the way they transport arrangements are communicated, managed, and delivered. Journey times, key contacts, and the mix of children in a vehicle could change. Schools could work directly with one transport operator and that transport operator may work across several schools in a similar location seeking to make more efficient transport arrangements</p> <p>The responsibilities of the transport operators commissioned by HCC may change, and new responsibilities could potentially be incorporated into contracts. Currently travel escorts are almost all employed directly by HCC and assigned to a route. The escort workforce could see the proportion of escorts in the service, employed directly by HCC, reduce and more employment opportunity with operators.</p> | 0                | 2,300            | 2,500                 | 2                              |

**Appendix 1: Children's Services – Proposed Savings Options (Subject to consultation where appropriate)**

| Ref. | Service Area and Description of Proposal  | Impact of Proposal  | 2022/23<br>£'000 | 2023/24<br>£'000 | FY<br>Impact<br>£'000 | Est.<br>Staff<br>Impact<br>FTE |
|------|---|---|------------------|------------------|-----------------------|--------------------------------|
| CS18 | <p><b>Workforce Development</b></p> <p>Restructure Workforce Development team, reduce external commissioning bringing more delivery in-house and changing course provision. Reduce external venue hire costs.</p>   | <p>Some courses may be delivered to achieve learning outcomes but without external accreditation.</p> <p>Less choice in training venues and more online delivery.</p>   | 38               | 158              | 158                   | 3                              |
| CS19 | <p><b>Health and Partnerships</b></p> <p>Integrating Continuing Care teams across Hampshire CSD and the CCG would provide opportunities to reduce the total FTE required from the removal of duplication and the other benefits relating to a single governance process from being a single integrated team.</p> <p>The process for establishing eligibility for Continuing Care, managing care packages, and administrating the process overall is currently managed by two separate teams in the CCG and Children's Services which inevitably leads to come duplication of tasks and staff time to ensure we are working jointly.</p> | <p>Potential for one multi-agency team managing the commissioning and quality monitoring of care packages for children eligible for continuing care which could result in an improved experience for families.</p> <p>Requires effective joint working between HCC and the NHS to integrate processes and governance.</p> | 0                | 50               | 50                    | 1                              |

## Appendix 1: Children's Services – Proposed Savings Options (Subject to consultation where appropriate)

| Ref. | Service Area and Description of Proposal   | Impact of Proposal  | 2022/23<br>£'000 | 2023/24<br>£'000 | FY<br>Impact<br>£'000 | Est.<br>Staff<br>Impact<br>FTE |
|------|--|---|------------------|------------------|-----------------------|--------------------------------|
| CS20 | <p><b>Attribution of Placements Costs</b></p> <p>The proposal will ensure that all relevant and appropriate costs are reviewed and charged to the high needs block and as a result seeks to reduce expenditure against the HCC revenue budget.</p> <p>The allocation of cost to each budget is locally determined. The proposal is to see a greater use of the of High Needs Block to fund joint placements - both Independent Non-Maintained Special Schools (incl. SPI) and residential placements where education is provided on site.</p> <p>The social care contribution to current SEN INMSS or SPI placements is £5m for 20-21 academic year (adults and children social care). There are other education related costs potentially being charged to Children's social care through education provision associated with NCP placements.</p> | <p>The proposal will not impact service users as placements will continue to be funded and young people can continue to attend the provisions.</p> <p>There would be no impact to the provider market as the current situation will remain whereby, they invoice SEN, and the split of the cost is agreed internally. The deficit on the high needs block may increase.</p> | 2,211            | 3,000            | 3,000                 | 0                              |

## Appendix 1: Children's Services – Proposed Savings Options (Subject to consultation where appropriate)

| Ref.                | Service Area and Description of Proposal  | Impact of Proposal  | 2022/23<br>£'000 | 2023/24<br>£'000 | FY<br>Impact<br>£'000 | Est.<br>Staff<br>Impact<br>FTE |
|---------------------|---|---|------------------|------------------|-----------------------|--------------------------------|
| CS21                | <p><b>Services for Young Children</b></p> <p>Deliver efficiencies in the services approach to contact management as well as its business processes, building on changes to delivery introduced through the pandemic, where new technology has enabled a more centralised service rather than geographic model. Changes planned include:</p> <ul style="list-style-type: none"> <li>• Exploit contact management technology such as C4C.</li> <li>• Reducing administration resource through channel shift opportunities that increase the level of self service.</li> <li>• Streamline where possible, early years provider payments to reduce the number of payments made per term.</li> <li>• Ensure that the sold service function fully funds the administration resources needed.</li> </ul> | <p>Staffing reductions will be achieved through the deletion of vacant posts.</p> <p>The way in which the service communicated with parents and service providers may change, with increased self-service and use of technology.</p> <p>Providers may see change to the way in which the data for EYE funding claims is collected and the timing and duration of payments, which has the potential to affect cashflow for providers however, any changes will remain compliant with statutory guidance.</p> | 105              | 105              | 105                   | 3                              |
| <b>Total 21,349</b> |   |   | <b>2,636</b>     | <b>21,149</b>    | <b>22,663</b>         | <b>37.6</b>                    |





## Children's Services EIAs

| <b>Savings Programme reference(s)</b> | <b>Service Area</b>                     |
|---------------------------------------|---|
| CS03                                  | Care Leavers/Post 16                    |
| CS04                                  | Wessex Dance                            |
| CS05                                  | Participation                           |
| CS06                                  | New Ways of Working (CSTP Cross Branch) |
| CS07                                  | Youth Offending Team                    |
| CS08                                  | Short Breaks – Overnight Respite        |
| CS09                                  | Short Breaks Activities                 |
| CS10                                  | Sold Services: Out of Hours (OOHs)      |
| CS11                                  | Modernising Placements Programme (MPP)  |
| CS12                                  | Services to Schools                     |
| CS13                                  | Children with Additional Needs          |
| CS14                                  | Skills and Participation                |
| CS16                                  | Strategic Development                   |
| CS17                                  | HTST                                    |
| CS18                                  | Workforce Development                   |
| CS19                                  | Health & Partnership                    |
| CS20                                  | Attribution of Placement Costs          |
| CS21                                  | SfYC                                    |

# CS03 – Care Leavers/Post 16

## SP23 Equality Impact Assessment Form

Guidance containing information and considerations for Equalities Impacts and paying due regard to the Public Sector Equality duty is available [here](#). Please refer to it before undertaking your EIA.

|  |   |
|--|---|
| Name of SP23 proposal:<br><br><b>CS03: Post 16 Accommodation</b> | SP23 Opportunity Reference:<br>Please use this structure as a reference for your EIA:<br><b>EIA –Children’s Services –<br/>Post 16 Accommodation –<br/>2021/04/16</b> |
|  |   |

### EIA writer(s) and authoriser

| No. |                  | Name           | Department          | Position        | Email address  | Phone number | Date     | Issue |
|-----|------------------|----------------|---------------------|-----------------|--|--------------|----------|-------|
| 1   | Report Writer(s) | Alison Smailes | Children’s Services | Head of SLI&SD  | Alison.smailes@hants.gov.uk  | Via MS Teams | 16/04/21 | 1     |
| 2   | EIA authoriser   | Stuart Ashley  | Children’s Services | Deputy Director | <a href="mailto:Stuart.ashley@hants.gov.uk">Stuart.ashley@hants.gov.uk</a> | Via Teams    | 29/04/21 |       |
| 3   | EIA Coordinator  | Betsy Locke    | Children’s Services | Project Officer | <a href="mailto:eia.childrens@hants.gov.uk">eia.childrens@hants.gov.uk</a> | Teams        |          |       |

### Section one – information about the service and service change

|                  |  |
|------------------|--|
| Service affected |  |
|------------------|--|

|   |   |
|---|---|
|   | Accommodation and support for post 16 young people  |
| <b>Please provide a short description of the service / policy/project/project phase</b> | This project seeks to further enhance and develop accommodation and support provision for young people aged 16-21, providing person centred and outcome focussed support to young people (including Looked After children, Care Leavers and young people known or not known yet to Children's Services with an established connection to Hampshire). This proposal will: <ul style="list-style-type: none"> <li>- Enter into an arrangement with independent providers to better commission placements.</li> <li>- Collaborate with district/borough councils to identify capital build options that meet the needs of young people.</li> <li>- Revise the processes in place to ensure timely transition into suitable and appropriate provision for post 16 CIC.</li> </ul> |
| <b>Please explain the new/changed service/policy/project</b>                            | The service will continue to be accessible to all 16–21-year-olds and will ensure through the service specification stability and quality of provision, that accommodation is provided with good transport links where appropriate. Staff will be trained appropriately to support young people with all their needs.   |

## Engagement and consultation

The County Council's *Serving Hampshire Balancing the Budget* consultation (2021-2023) will seek residents' and stakeholders' views on strategic options for funding the Authority's budget gap. Where applicable, detailed proposals for making savings will be subject to further, more detailed 'stage two' consultation before any decisions on service specific changes are made.

### Has any pre-consultation engagement been carried out?

(Delete as appropriate)

|     |    |  |
|-----|----|--|
| Yes | No | <b>No, but is planned to be undertaken</b> |
|-----|----|--|

### Describe the consultation or engagement you have performed or are intending to perform.

Describe who was engaged or consulted. What was the outcome of the activity and how have the results influenced what you are doing? If no consultation or engagement is planned, please explain why.

Engagement will be carried out with providers, stakeholders, district and borough councils and other authorities. The feedback received will inform the specification and detail of the project. Feedback from young people will form part of the engagement.

**Section two: Assessment**

Carefully and consciously consider the impacts of the proposed change.

Consider at this point whether the assessment is of impacts on staff or service users. If it is both the impacts may be contradictory for each group (negative for staff but positive for customers, or vice versa). Consider completing two assessment tables (one for staff and one for customers) and providing one equality statement for both groups.

If the proposed change is expected to have a positive, neutral (no impact) or negative (low, medium, or high) impact on people in the protected characteristics groups. Indicate the impact by entering the risk score in the relevant column in the table below.

If an overview assessment of due regard is appropriate, please go to box 2.

**Table 1 Impact Assessment**

| Protected characteristic<br>(see <a href="#">EIA Guidance</a> for considerations) | Positive | Neutral | Negative - low | Negative - Medium | Negative - High | Affects staff, public or both? |
|---|----------|---------|----------------|-------------------|-----------------|--------------------------------|
| Age   | Yes      |         |                |                   |                 | Public                         |
| Disability  | Yes      |         |                |                   |                 | Public                         |
| Gender reassignment   | Yes      |         |                |                   |                 | Public                         |
| Pregnancy and maternity   | Yes      |         |                |                   |                 | Public                         |

|   |     |  |  |  |  |        |
|---|-----|--|--|--|--|--------|
| <b>Race</b>                             | Yes |  |  |  |  | Public |
| <b>Religion or belief</b>               | Yes |  |  |  |  | Public |
| <b>Sex</b>                              | Yes |  |  |  |  | Public |
| <b>Sexual orientation</b>               | Yes |  |  |  |  | Public |
| <b>Marriage &amp; civil partnership</b> | Yes |  |  |  |  | Public |
| <b>Poverty</b>                          | Yes |  |  |  |  | Public |
| <b>Rurality</b>                         | Yes |  |  |  |  | Public |

**Table 2 Geographical impact**

Does the proposal impact on a specific area? Consider the [demographic data](#) of the locations.

| <b>Area</b>           | <b>Yes / no</b>          |
|-----------------------|--------------------------|
| All Hampshire         | Yes                      |
| Basingstoke and Deane | No (all Hants see above) |
| East Hampshire        | “                        |
| Eastleigh             | “                        |
| Fareham               | “                        |

|             |   |
|-------------|---|
| Gosport     | “ |
| Hart        | “ |
| Havant      | “ |
| New Forest  | “ |
| Rushmoor    | “ |
| Test Valley | “ |
| Winchester  | “ |

### **Section three: Equality Statement**

For all characteristics marked as either having a neutral or low negative impact, challenge your assessment - carefully consider the protected characteristics, if necessary, review the Inclusion and Diversity eLearning, discuss with an EIA co-ordinator.

**Table 3 Consideration of and explanation for neutral or low negative impacts**

| <b>Protected characteristic</b>       | <b>Brief explanation of why this has been assessed as having neutral or low negative impact</b> |
|---------------------------------------|---|
| N/A none identified as neutral or low |   |

For all characteristics marked as either having a ‘medium negative’ or ‘high negative’, please complete the following table:

**Table 4 Explanation and mitigation for medium and high impacts**

| <b>Protected characteristic</b> | <b>Brief explanation of why this has been assessed as having medium or high negative impact</b> | <b>Is there a Geographical impact? If so, please explain -use list below to identify geographical area(s)</b> | <b>Short explanation of mitigating actions</b> |
|---------------------------------|---|---|--|
|                                 |   |   |  |

|  |  |  |  |
|--|--|--|--|
| N/A none identified as medium or high negative |  |  |  |
|--|--|--|--|

If you have specified mitigations as part of the assessment, now consider reviewing the impact severity/risk assessment.

For all characteristics marked as either having a positive impact please explain why here.

**Table 5 Consideration of and explanation for positive impacts**

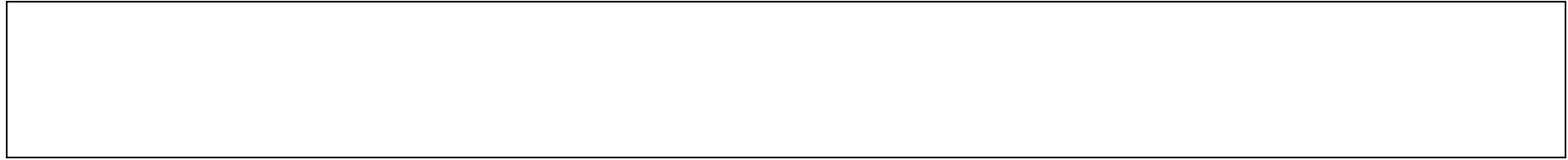
| Protected characteristic | Brief explanation of why this has been assessed as having positive impact   |
|--------------------------|---|
| All                      | The service is for all 16–21-year-olds who are or have been looked after, care leavers or have a connection to Hampshire, it is accessible to all and staffed by those who are appropriately trained in meeting the specific needs of young people. The service will aim to secure even better outcomes for all young people. |

**Further actions and recommendations to consider:**

- If neutral or low negative impacts have been carefully considered and identified correctly, the activity is likely to proceed.
- If medium negative or high negative have been identified:
  - The policy, service review, scheme or practice may be paused or stopped
  - The policy, service review, scheme or practice can be changed to remove, reduce, or mitigate against the negative impacts.
  - Consider undertaking consultation/re-consulting<sup>1</sup>.
  - If all options have been considered carefully and there are no other proportionate ways to remove, reduce, or mitigate - explain and justify reasons why in the assessment.
  - Carry out a subsequent impact severity assessment following mitigating actions.

**Box 1 Please set out any additional information which you think is relevant to this impact assessment:**

Staff will be trained as appropriate to support young people’s needs, but at the current time there are no known impacts for staff with protected characteristics of this training.



**Box 2**

**If appropriate, (i.e., it is immediately evident that a full EIA is not necessary) please provide a short succinct assessment to show that due regard has been given and that there is no requirement for a full EIA:**

This project aims to utilise resources effectively and efficiently, in focusing on the specific needs of young people and collaborating with districts/borough and providers to provide the accommodation and support that is needed in supporting their transition to independence. There are positive impacts for those with protected characteristics.



# CS04 Wessex Dance Academy

## SP23 Equality Impact Assessment Form

Guidance containing information and considerations for Equalities Impacts and paying due regard to the Public Sector Equality duty is available [here](#). Please refer to it before undertaking your EIA.

|   |  |
|---|--|
| <b>Name of SP23 proposal:</b><br><br><b><i>CS04: Wessex Dance Academy</i></b> | <b>SP23 Opportunity Reference:</b><br>Please use this structure as a reference for your EIA:<br><b><i>EIA –Children’s Services – Wessex Dance Academy – 2021/04/16</i></b> |
|   |  |

Page 57

### EIA writer(s) and authoriser

| No. |                  | Name           | Department          | Position        | Email address  | Phone number | Date     | Issue |
|-----|------------------|----------------|---------------------|-----------------|--|--------------|----------|-------|
| 1   | Report Writer(s) | Alison Smailes | Children’s Services | Head of SLI&SD  | Alison.smailes@hants.gov.uk  | Via MS Teams | 16/04/21 | 1     |
| 2   | EIA authoriser   | Stuart Ashley  | Children’s Services | Deputy Director | <a href="mailto:Stuart.ashley@hants.gov.uk">Stuart.ashley@hants.gov.uk</a> | Via Teams    | 29/04/21 |       |
| 3   | EIA Coordinator  |                |                     |                 |  |              |          |       |

### Section one – information about the service and service change

|   |   |
|---|---|
| <b>Service affected</b>   | Wessex Dance Academy  |
| <b>Please provide a short description of the service / policy/project/project phase</b> | <p>Based on a partnership between Hampshire County Council and Hampshire Cultural trust, for over 10 years Wessex Dance Academy (WDA) has successfully delivered 12-week contemporary dance programmes three times a year (aligned with school terms) for vulnerable young people aged 15-24 across the county. The cohort of young people who benefit from WDA include children who are Looked After, Care Leavers, young people attending Education Centres, those excluded from school/at risk of being excluded as well as young people who offend/are at risk of doing so.</p> <p>WDA's ethos is to provide a warm and nurturing environment within which young people learn to dance to a professional standard culminating in a public performance at the Theatre Royal, Winchester. The confidence gained in learning new skills within a structured day, with support on hand from skilled staff very often leads to other positive outcomes such as a return to school/entry into training/employment and improved relationships with family.</p> |
| <b>Please explain the new/changed service/policy/project</b>                            | <p>The funding for Wessex Dance Academy (WDA) has changed over the years as the project has developed from a small-scale project into an established programme for vulnerable young people. The Academy currently runs three cohorts a year and is now ten years old. As the Academy continues to improve outcomes for young people the proposal is to identify and maximise opportunities for alternative sources of funding (for example increasing the fundraising opportunities), along with options for efficiencies to the current service model and delivery.</p>  |

## Engagement and consultation

The County Council's *Serving Hampshire Balancing the Budget* consultation (2021-2023) will seek residents' and stakeholders' views on strategic options for funding the Authority's budget gap. Where applicable, detailed proposals for making savings will be subject to further, more detailed 'stage two' consultation before any decisions on service specific changes are made.

**Has any pre-consultation engagement been carried out?**

(Delete as appropriate)

|            |    |                                     |
|------------|----|-------------------------------------|
| <b>Yes</b> | No | No, but is planned to be undertaken |
|------------|----|-------------------------------------|

**Describe the consultation or engagement you have performed or are intending to perform.**

Describe who was engaged or consulted. What was the outcome of the activity and how have the results influenced what you are doing? If no consultation or engagement is planned, please explain why.

We previously consulted with referrers in summer 2019.

We will consult with WDA referrers about the current relevant proposals once they are scoped and agreed.

**Section two: Assessment**

Carefully and consciously consider the impacts of the proposed change.

Consider at this point whether the assessment is of impacts on staff or service users. If it is both the impacts may be contradictory for each group (negative for staff but positive for customers, or vice versa). Consider completing two assessment tables (one for staff and one for customers) and providing one equality statement for both groups.

If the proposed change is expected to have a positive, neutral (no impact) or negative (low, medium, or high) impact on people in the protected characteristics groups. Indicate the impact by entering the risk score in the relevant column in the table below.

If an overview assessment of due regard is appropriate, please go to box 2.

**Table 1 Impact Assessment**

| Protected characteristic<br>(see <a href="#">EIA Guidance</a> for considerations) | Positive | Neutral | Negative - low | Negative - Medium | Negative - High | Affects staff, public or both? |
|---|----------|---------|----------------|-------------------|-----------------|--------------------------------|
|   |          |         |                |                   |                 |                                |

|   |     |     |  |  |  |                                  |
|---|-----|-----|--|--|--|----------------------------------|
| <b>Age</b>                              | Yes | Yes |  |  |  | Positive–Public<br>Neutral-Staff |
| <b>Disability</b>                       |     | Yes |  |  |  | Both                             |
| <b>Gender reassignment</b>              |     | Yes |  |  |  | Both                             |
| <b>Pregnancy and maternity</b>          |     | Yes |  |  |  | Both                             |
| <b>Race</b>                             |     | Yes |  |  |  | Both                             |
| <b>Religion or belief</b>               |     | Yes |  |  |  | Both                             |
| <b>Sex</b>                              |     | Yes |  |  |  | Both                             |
| <b>Sexual orientation</b>               |     | Yes |  |  |  | Both                             |
| <b>Marriage &amp; civil partnership</b> |     | Yes |  |  |  | Both                             |
| <b>Poverty</b>                          |     | Yes |  |  |  | Both                             |
| <b>Rurality</b>                         |     | Yes |  |  |  | Both                             |

**Table 2 Geographical impact**

Does the proposal impact on a specific area? Consider the [demographic data](#) of the locations.

| <b>Area</b>   | <b>Yes / no</b> |
|---------------|-----------------|
| All Hampshire | Yes             |

|                       |  |
|-----------------------|--|
| Basingstoke and Deane |  |
| East Hampshire        |  |
| Eastleigh             |  |
| Fareham               |  |
| Gosport               |  |
| Hart                  |  |
| Havant                |  |
| New Forest            |  |
| Rushmoor              |  |
| Test Valley           |  |
| Winchester            |  |

### **Section three: Equality Statement**

**For all characteristics marked as either having a neutral or low negative impact, challenge your assessment - carefully consider the protected characteristics, if necessary, review the Inclusion and Diversity eLearning, discuss with an EIA co-ordinator.**

**Table 3 Consideration of and explanation for neutral or low negative impacts**

| <b>Protected characteristic</b>  | <b>Brief explanation of why this has been assessed as having neutral or low negative impact</b>   |
|----------------------------------|---|
| All characteristics (except age) | The WDA has a positive impact on young people who are vulnerable and for many of whom protected characteristics apply. The proposed changes will not change the benefit of the programme to young people, so these changes have been identified as neutral for both staff |

|  |  |
|--|--|
|  | and public. At this stage there is no indication of negative impacts on the staff (who are mostly female) and this will be monitored as the proposal is further developed. |
|--|--|

For all characteristics marked as either having a ‘medium negative’ or ‘high negative’, please complete the following table:

**Table 4 Explanation and mitigation for medium and high impacts**

| Protected characteristic                       | Brief explanation of why this has been assessed as having medium or high negative impact | Is there a Geographical impact? If so, please explain -use list below to identify geographical area(s) | Short explanation of mitigating actions |
|--|--|--|---|
| <i>N/A – none identified as medium or high</i> |  |  |   |

If you have specified mitigations as part of the assessment, now consider reviewing the impact severity/risk assessment.

For all characteristics marked as either having a positive impact please explain why here.

**Table 5 Consideration of and explanation for positive impacts**

| Protected characteristic | Brief explanation of why this has been assessed as having positive impact   |
|--------------------------|---|
| Age                      | The continued delivery of WDA will have a positive impact on younger people and their outcomes which the Academy has been proven to deliver from our external evaluation. Many of these young people are not currently in education, training, or employment. |

**Further actions and recommendations to consider:**

- If neutral or low negative impacts have been carefully considered and identified correctly, the activity is likely to proceed.
- If medium negative or high negative have been identified:
  - The policy, service review, scheme or practice may be paused or stopped
  - The policy, service review, scheme or practice can be changed to remove, reduce, or mitigate against the negative impacts.

- Consider undertaking consultation/re-consulting<sup>2</sup>.
- If all options have been considered carefully and there are no other proportionate ways to remove, reduce, or mitigate - explain and justify reasons why in the assessment.
- Carry out a subsequent impact severity assessment following mitigating actions.

**Box 1 Please set out any additional information which you think is relevant to this impact assessment:**

As the proposal is developed the impact assessment will be improved and reviewed as appropriate and relevant.

**Box 2**

**If appropriate, (i.e., it is immediately evident that a full EIA is not necessary) please provide a short succinct assessment to show that due regard has been given and that there is no requirement for a full EIA:**

There is no low, medium or high negative impacts identified

# CS05 Participation

## SP23 Equality Impact Assessment Form

Guidance containing information and considerations for Equalities Impacts and paying due regard to the Public Sector Equality duty is available [here](#). Please refer to it before undertaking your EIA.

|  |   |
|--|---|
| <b>Name of SP23 proposal:</b><br><br><b><i>CS05: Participation</i></b> | <b>SP23 Opportunity Reference:</b><br>Please use this structure as a reference for your EIA:<br><b><i>EIA –Children’s Services – Participation – 2021/04/16</i></b> |
|  |   |

### EIA writer(s) and authoriser

| No. |                  | Name           | Department          | Position        | Email address  | Phone number  | Date     | Issue |
|-----|------------------|----------------|---------------------|-----------------|--|---------------|----------|-------|
| 1   | Report Writer(s) | Alison Smailes | Children’s Services | Head of SLI&SD  | <a href="mailto:Alison.smailes@hants.gov.uk">Alison.smailes@hants.gov.uk</a> | Via MS Team   | 16/04/21 | 1     |
| 2   | EIA authoriser   | Stuart Ashley  | Children’s Services | Deputy Director | <a href="mailto:Stuart.ashley@hants.gov.uk">Stuart.ashley@hants.gov.uk</a>   | Via Teams     | 29/04/21 |       |
| 3   | EIA Coordinator  | Betsy Locke    | Children’s Services |                 | <a href="mailto:Eia.childrens@hants.gov.uk">Eia.childrens@hants.gov.uk</a>   | 0370 779 5530 |          |       |

### Section one – information about the service and service change



|   |  |
|---|--|
| <b>Service affected</b>   | Children and Families Branch   |
| <b>Please provide a short description of the service / policy/project/project phase</b> | The participation of children and families is key to the delivery of our services and the impact of our outcomes, and is fully embedded within all teams and districts, and led locally.                             |
| <b>Please explain the new/changed service/policy/project</b>                            | As participation is now fully embedded within our districts and services, the proposal is for this to continue with districts developing, co-ordinating and promoting this work without a specific central function. |

## Engagement and consultation

The County Council's *Serving Hampshire Balancing the Budget* consultation (2021-2023) will seek residents' and stakeholders' views on strategic options for funding the Authority's budget gap. Where applicable, detailed proposals for making savings will be subject to further, more detailed 'stage two' consultation before any decisions on service specific changes are made.

### Has any pre-consultation engagement been carried out?

(Delete as appropriate)

|     |    |  |
|-----|----|--|
| Yes | No | <b>No, but is planned to be undertaken</b> |
|-----|----|--|

### Describe the consultation or engagement you have performed or are intending to perform.

Describe who was engaged or consulted. What was the outcome of the activity and how have the results influenced what you are doing? If no consultation or engagement is planned, please explain why.

A full consultation in line with HR procedures will be taken as appropriate.

**Section two: Assessment**

Carefully and consciously consider the impacts of the proposed change.

Consider at this point whether the assessment is of impacts on staff or service users. If it is both the impacts may be contradictory for each group (negative for staff but positive for customers, or vice versa). Consider completing two assessment tables (one for staff and one for customers) and providing one equality statement for both groups.

If the proposed change is expected to have a positive, neutral (no impact) or negative (low, medium, or high) impact on people in the protected characteristics groups. Indicate the impact by entering the risk score in the relevant column in the table below.

If an overview assessment of due regard is appropriate, please go to box 2.

**Table 1 Impact Assessment**

| <b>Protected characteristic<br/>(see <a href="#">EIA Guidance</a> for considerations)</b> | <b>Positive</b> | <b>Neutral</b> | <b>Negative - low</b> | <b>Negative - Medium</b> | <b>Negative - High</b> | <b>Affects staff, public or both?</b> |
|---|-----------------|----------------|-----------------------|--------------------------|------------------------|---------------------------------------|
| <b>Age</b>  |                 | Yes            |                       |                          |                        | Both                                  |
| <b>Disability</b>   |                 | Yes            |                       |                          |                        | Both                                  |
| <b>Gender reassignment</b>  |                 | Yes            |                       |                          |                        | Both                                  |
| <b>Pregnancy and maternity</b>  |                 | Yes            |                       |                          |                        | Both                                  |
| <b>Race</b>   |                 | Yes            |                       |                          |                        | Both                                  |
| <b>Religion or belief</b>   |                 | Yes            |                       |                          |                        | Both                                  |
| <b>Sex</b>  |                 | Yes            |                       |                          |                        | Both                                  |

|   |  |     |  |  |  |      |
|---|--|-----|--|--|--|------|
| <b>Sexual orientation</b>               |  | Yes |  |  |  | Both |
| <b>Marriage &amp; civil partnership</b> |  | Yes |  |  |  | Both |
| <b>Poverty</b>                          |  | Yes |  |  |  | Both |
| <b>Rurality</b>                         |  | Yes |  |  |  | Both |
| Yes                                     |  |     |  |  |  |      |

**Table 2 Geographical impact**

Does the proposal impact on a specific area? Consider the [demographic data](#) of the locations.

| <b>Area</b>           | <b>Yes / no</b> |
|-----------------------|-----------------|
| All Hampshire         | Yes             |
| Basingstoke and Deane |                 |
| East Hampshire        |                 |
| Eastleigh             |                 |
| Fareham               |                 |
| Gosport               |                 |
| Hart                  |                 |

|             |  |
|-------------|--|
| Havant      |  |
| New Forest  |  |
| Rushmoor    |  |
| Test Valley |  |
| Winchester  |  |

**Section three: Equality Statement**

**For all characteristics marked as either having a neutral or low negative impact, challenge your assessment - carefully consider the protected characteristics, if necessary, review the Inclusion and Diversity eLearning, discuss with an EIA co-ordinator.**

**Table 3 Consideration of and explanation for neutral or low negative impacts**

| <b>Protected characteristic</b> | <b>Brief explanation of why this has been assessed as having neutral or low negative impact</b>  |
|---------------------------------|--|
| All characteristics             | The wider public and services to children and families will have neutral impact from this proposal as there will be no change experienced for them. For the proposal of one reduced central post, there will be a consultation as required and it is envisaged there will be redeployment into a suitable role utilising the skills within the department. |

**For all characteristics marked as either having a ‘medium negative’ or ‘high negative’, please complete the following table:**

**Table 4 Explanation and mitigation for medium and high impacts**

| <b>Protected characteristic</b> | <b>Brief explanation of why this has been assessed as having medium or high negative impact</b> | <b>Is there a Geographical impact? If so, please explain -use list below to identify geographical area(s)</b> | <b>Short explanation of mitigating actions</b> |
|---------------------------------|---|---|--|
|                                 |   |   |  |

|                     |  |  |  |
|---------------------|--|--|--|
| N/A none identified |  |  |  |
|---------------------|--|--|--|

If you have specified mitigations as part of the assessment, now consider reviewing the impact severity/risk assessment.

For all characteristics marked as either having a positive impact please explain why here.

**Table 5 Consideration of and explanation for positive impacts**

| Protected characteristic | Brief explanation of why this has been assessed as having positive impact |
|--------------------------|---|
| N/A                      |   |

**Further actions and recommendations to consider:**

- If neutral or low negative impacts have been carefully considered and identified correctly, the activity is likely to proceed.
- If medium negative or high negative have been identified:
  - The policy, service review, scheme or practice may be paused or stopped
  - The policy, service review, scheme or practice can be changed to remove, reduce, or mitigate against the negative impacts.
  - Consider undertaking consultation/re-consulting<sup>3</sup>.
  - If all options have been considered carefully and there are no other proportionate ways to remove, reduce, or mitigate - explain and justify reasons why in the assessment.
  - Carry out a subsequent impact severity assessment following mitigating actions.

**Box 1 Please set out any additional information which you think is relevant to this impact assessment:**

|     |
|-----|
| N/A |
|-----|

---

**Box 2**

**If appropriate, (i.e., it is immediately evident that a full EIA is not necessary) please provide a short succinct assessment to show that due regard has been given and that there is no requirement for a full EIA:**

There is no low, medium or high negative impacts identified

# CS06 New Ways of Working

## SP23 Equality Impact Assessment Form

Guidance containing information and considerations for Equalities Impacts and paying due regard to the Public Sector Equality duty is available [here](#). Please refer to it before undertaking your EIA.

|                               |   |
|-------------------------------|---|
| <b>Name of SP23 proposal:</b> | <b>SP23 Opportunity Reference:</b><br>Please use this structure as a reference for your EIA:<br><b><i>EIA –CSD CS06NWOW<br/>/21/06/10</i></b> |
| C&F New Ways of Working       | CS06  |

Page 71

### EIA writer(s) and authoriser

| No |                  | Name            | Department          | Position           | Email address  | Phone number  | Date     | Issue |
|----|------------------|-----------------|---------------------|--------------------|--|---------------|----------|-------|
| 1  | Report Writer(s) | Stuart Bestwick | Children's Services | Head of Service    | Stuart.Bestwick@hants.gov.uk   | 0370 779 6297 | 01/06/21 | 1     |
| 2  | EIA authoriser   | Ian Smart       | Children's Services | Assistant Director | ian.smart@hants.gov.uk   | 0370 779 8506 | 09.07.21 | 1     |
| 3  | EIA Coordinator  | Betsy Locke     | Children's Services |                    | <a href="mailto:Eia.childrens@hants.gov.uk">Eia.childrens@hants.gov.uk</a> | 0370 779 5530 |          |       |

## Section one – information about the service and service change

|   |   |
|---|---|
| <b>Service affected</b>   | Day to day operations of Children’s Service Department (CSD) and therefore potentially all staff and some partners and service users.   |
| <b>Please provide a short description of the service / policy/project/project phase</b> | <p>During the Covid lockdown, services across CSD have adopted new and more agile ways of working using technology to work at home and connect with our partners and service users. This has resulted in a significant underspend in travel, parking, printing and could lead to potential reduction in premises cost.</p> <p>A small project team will be assigned to understand the nature of these costs and ensure the savings can be maintained (repeatable) without adversely affecting future service provision once the New Ways of Working (NWoW) have been established.</p> |
| <b>Please explain the new/changed service/policy/project</b>                            | Changes not yet identified; Individual EIAs will be revisited as the options emerge.  |

| <b>Engagement and consultation</b>   |    |                                     |
|--|----|-------------------------------------|
| <p>The County Council’s <i>Serving Hampshire Balancing the Budget</i> consultation (2021-2023) will seek residents’ and stakeholders’ views on strategic options for funding the Authority’s budget gap. Where applicable, detailed proposals for making savings will be subject to further, more detailed ‘stage two’ consultation before any decisions on service specific changes are made.</p> |    |                                     |
| <p><b>Has any pre-consultation engagement been carried out?</b><br/>(Delete as appropriate)</p>  |    |                                     |
| Yes  | No | No, but is planned to be undertaken |



**Describe the consultation or engagement you have performed or are intending to perform.**

Describe who was engaged or consulted. What was the outcome of the activity and how have the results influenced what you are doing? If no consultation or engagement is planned, please explain why.

There has been a corporate survey completed by staff to consider arrangements for returning to office working under the Collective Wisdom and these have informed an Open Workplace policy.

CSDMT have developed these with further engagements to interpret what the new ways of working will mean for the department. Departmental principles have been pulled together with staff. Each branch of CSD has also been developing conversations within their own services to refine the principles for returning to the office in line with their circumstances.

If there is a need identified to seek views or consult formally with any group, research and consultation will be undertaken to inform and support decision making. Individual EIAs will then be developed to support identified characteristics.

**Section two: Assessment**

Carefully and consciously consider the impacts of the proposed change.

Consider at this point whether the assessment is of impacts on staff or service users. If it is both the impacts may be contradictory for each group (negative for staff but positive for customers, or vice versa). Consider completing two assessment tables (one for staff and one for customers) and providing one equality statement for both groups.

If the proposed change is expected to have a positive, neutral (no impact) or negative (low, medium, or high) impact on people in the protected characteristics groups. Indicate the impact by entering the risk score in the relevant column in the table below.

If an overview assessment of due regard is appropriate, please go to box 2.

**Table 1 Impact Assessment – initial anticipated potential impacts**

| Protected characteristic<br>(see <a href="#">EIA Guidance</a> for considerations) | Positive | Neutral | Negative - low | Negative - Medium | Negative - High | Affects staff, public or both? |
|---|----------|---------|----------------|-------------------|-----------------|--------------------------------|
| Age   |          | X       |                |                   |                 | Both                           |

|   |  |   |  |  |  |      |
|---|--|---|--|--|--|------|
| <b>Disability</b>                       |  | X |  |  |  | Both |
| <b>Gender reassignment</b>              |  | X |  |  |  | Both |
| <b>Pregnancy and maternity</b>          |  | X |  |  |  | Both |
| <b>Race</b>                             |  | X |  |  |  | Both |
| <b>Religion or belief</b>               |  | X |  |  |  | Both |
| <b>Sex</b>                              |  | X |  |  |  | Both |
| <b>Sexual orientation</b>               |  | X |  |  |  | Both |
| <b>Marriage &amp; civil partnership</b> |  | X |  |  |  | Both |
| <b>Poverty</b>                          |  | X |  |  |  | Both |
| <b>Rurality</b>                         |  | X |  |  |  | Both |

**Table 2 Geographical impact**

Does the proposal impact on a specific area? Consider the [demographic data](#) of the locations.

| <b>Area</b>           | <b>Yes / no</b> |
|-----------------------|-----------------|
| All Hampshire         | Yes             |
| Basingstoke and Deane |                 |

|                |  |
|----------------|--|
| East Hampshire |  |
| Eastleigh      |  |
| Fareham        |  |
| Gosport        |  |
| Hart           |  |
| Havant         |  |
| New Forest     |  |
| Rushmoor       |  |
| Test Valley    |  |
| Winchester     |  |

**Section three: Equality Statement** – We will consider the next sections once we have assessed and identified whether any characteristic is affected.

**For all characteristics marked as either having a neutral or low negative impact, challenge your assessment - carefully consider the protected characteristics, if necessary, review the Inclusion and Diversity eLearning, discuss with an EIA co-ordinator.**

**Table 3 Consideration of and explanation for neutral or low negative impacts**

| <b>Protected characteristic</b> | <b>Brief explanation of why this has been assessed as having neutral or low negative impact</b> |
|---------------------------------|---|
| <b>Age</b>                      | Following the analysis an EIA will be developed to support any identified characteristics       |
| <b>Disability</b>               | Following the analysis an EIA will be developed to support any identified characteristics       |

|   |   |
|---|---|
| <b>Gender reassignment</b>              | Following the analysis an EIA will be developed to support any identified characteristics |
| <b>Pregnancy and maternity</b>          | Following the analysis an EIA will be developed to support any identified characteristics |
| <b>Race</b>                             | Following the analysis an EIA will be developed to support any identified characteristics |
| <b>Religion or belief</b>               | Following the analysis an EIA will be developed to support any identified characteristics |
| <b>Sex</b>                              | Following the analysis an EIA will be developed to support any identified characteristics |
| <b>Sexual orientation</b>               | Following the analysis an EIA will be developed to support any identified characteristics |
| <b>Marriage &amp; civil partnership</b> | Following the analysis an EIA will be developed to support any identified characteristics |
| <b>Poverty</b>                          | Following the analysis an EIA will be developed to support any identified characteristics |
| <b>Rurality</b>                         | Following the analysis an EIA will be developed to support any identified characteristics |

For all characteristics marked as either having a 'medium negative' or 'high negative', please complete the following table:

**Table 4 Explanation and mitigation for medium and high impacts**

| <b>Protected characteristic</b> | <b>Brief explanation of why this has been assessed as having medium or high negative impact</b> | <b>Is there a Geographical impact? If so, please explain -use list below to identify geographical area(s)</b> | <b>Short explanation of mitigating actions</b> |
|---------------------------------|---|---|--|
|                                 |   |   |  |

If you have specified mitigations as part of the assessment, now consider reviewing the impact severity/risk assessment.

For all characteristics marked as either having a positive impact please explain why here.

**Table 5 Consideration of and explanation for positive impacts**

| Protected characteristic | Brief explanation of why this has been assessed as having positive impact |
|--------------------------|---|
|                          |   |

**Further actions and recommendations to consider:**

- If neutral or low negative impacts have been carefully considered and identified correctly, the activity is likely to proceed.
- If medium negative or high negative have been identified:
  - The policy, service review, scheme or practice may be paused or stopped
  - The policy, service review, scheme or practice can be changed to remove, reduce, or mitigate against the negative impacts.
  - Consider undertaking consultation/re-consulting<sup>4</sup>.
  - If all options have been considered carefully and there are no other proportionate ways to remove, reduce, or mitigate - explain and justify reasons why in the assessment.
  - Carry out a subsequent impact severity assessment following mitigating actions.

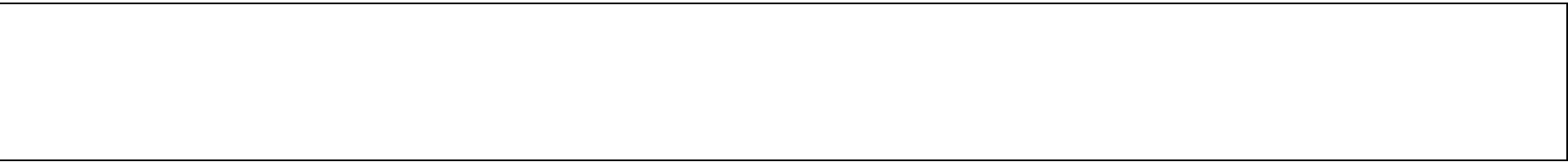
**Box 1 Please set out any additional information which you think is relevant to this impact assessment:**

Full EIAs will be developed for each workstream following analysis.

**Box 2**

**If appropriate, (i.e., it is immediately evident that a full EIA is not necessary) please provide a short succinct assessment to show that due regard has been given and that there is no requirement for a full EIA:**

\_\_\_\_\_



# CS07 Youth Offending Team

## SP23 Equality Impact Assessment Form

Guidance containing information and considerations for Equalities Impacts and paying due regard to the Public Sector Equality duty is available [here](#). Please refer to it before undertaking your EIA.

|   |   |
|---|---|
| <b>Name of SP23 proposal:</b><br><br><b><i>CS07: Youth Offending Team</i></b> | <b>SP23 Opportunity Reference:</b><br>Please use this structure as a reference for your EIA:<br><b><i>EIA –Children’s Services – YOT – 2021/04/16</i></b> |
|   |   |

Page 79

### EIA writer(s) and authoriser

| No. |                  | Name           | Department          | Position        | Email address  | Phone number  | Date     | Issue |
|-----|------------------|----------------|---------------------|-----------------|--|---------------|----------|-------|
| 1   | Report Writer(s) | Alison Smailes | CSD                 | Head of SLI&SD  | <a href="mailto:Alison.smailes@hants.gov.uk">Alison.smailes@hants.gov.uk</a> | Via MS Teams  | 16/04/21 | 1     |
| 2   | EIA authoriser   | Stuart Ashley  | CSD                 | Deputy Director | <a href="mailto:Stuart.ashley@hants.gov.uk">Stuart.ashley@hants.gov.uk</a>   | Via Teams     | 29/04/21 |       |
| 3   | EIA Coordinator  | Betsy Locke    | Children’s Services |                 | <a href="mailto:Eia.childrens@hants.gov.uk">Eia.childrens@hants.gov.uk</a>   | 0370 779 5530 |          |       |

### Section one – information about the service and service change

|   |   |
|---|---|
| <b>Service affected</b>   | Hampshire Youth Offending Team  |
| <b>Please provide a short description of the service / policy/project/project phase</b> | The Youth Offending team (YOT) is a multi-agency statutory partnership set up to prevent offending and reoffending of children and young people.  |
| <b>Please explain the new/changed service/policy/project</b>                            | Over recent years the success of the Youth Justice System has been marked. There has been a significant reduction in children entering the system and in the number of children in custody. As caseloads within the YOT continue to reduce, the proposal is to decrease the staffing levels required by not replacing some posts when they become vacant and adjusting recruitment to ensure resource meets the demand. |

## Engagement and consultation

The County Council's *Serving Hampshire Balancing the Budget* consultation (2021-2023) will seek residents' and stakeholders' views on strategic options for funding the Authority's budget gap. Where applicable, detailed proposals for making savings will be subject to further, more detailed 'stage two' consultation before any decisions on service specific changes are made.

### Has any pre-consultation engagement been carried out?

(Delete as appropriate)

|     |    |                                     |
|-----|----|-------------------------------------|
| Yes | No | No, but is planned to be undertaken |
|-----|----|-------------------------------------|

### Describe the consultation or engagement you have performed or are intending to perform.

Describe who was engaged or consulted. What was the outcome of the activity and how have the results influenced what you are doing? If no consultation or engagement is planned, please explain why.



**Section two: Assessment**

Carefully and consciously consider the impacts of the proposed change.

Consider at this point whether the assessment is of impacts on staff or service users. If it is both the impacts may be contradictory for each group (negative for staff but positive for customers, or vice versa). Consider completing two assessment tables (one for staff and one for customers) and providing one equality statement for both groups.

If the proposed change is expected to have a positive, neutral (no impact) or negative (low, medium, or high) impact on people in the protected characteristics groups. Indicate the impact by entering the risk score in the relevant column in the table below.

If an overview assessment of due regard is appropriate, please go to box 2.

**Table 1 Impact Assessment**

| Protected characteristic<br>(see <a href="#">EIA Guidance</a> for considerations) | Positive | Neutral | Negative - low | Negative - Medium | Negative - High | Affects staff, public or both? |
|---|----------|---------|----------------|-------------------|-----------------|--------------------------------|
| Age   |          | Yes     |                |                   |                 | Both                           |
| Disability  |          | Yes     |                |                   |                 | Both                           |
| Gender reassignment   |          | Yes     |                |                   |                 | Both                           |
| Pregnancy and maternity   |          | Yes     |                |                   |                 | Both                           |
| Race  |          | Yes     |                |                   |                 | Both                           |
| Religion or belief  |          | Yes     |                |                   |                 | Both                           |
| Sex   |          | Yes     |                |                   |                 | Both                           |

|   |  |     |  |  |  |      |
|---|--|-----|--|--|--|------|
| <b>Sexual orientation</b>               |  | Yes |  |  |  | Both |
| <b>Marriage &amp; civil partnership</b> |  | Yes |  |  |  | Both |
| <b>Poverty</b>                          |  | Yes |  |  |  | Both |
| <b>Rurality</b>                         |  | Yes |  |  |  | Both |

**Table 2 Geographical impact**

Does the proposal impact on a specific area? Consider the [demographic data](#) of the locations.

| <b>Area</b>           | <b>Yes / no</b> |
|-----------------------|-----------------|
| All Hampshire         | Yes             |
| Basingstoke and Deane |                 |
| East Hampshire        |                 |
| Eastleigh             |                 |
| Fareham               |                 |
| Gosport               |                 |
| Hart                  |                 |
| Havant                |                 |

|             |  |
|-------------|--|
| New Forest  |  |
| Rushmoor    |  |
| Test Valley |  |
| Winchester  |  |

**Section three: Equality Statement**

For all characteristics marked as either having a neutral or low negative impact, challenge your assessment - carefully consider the protected characteristics, if necessary, review the Inclusion and Diversity eLearning, discuss with an EIA co-ordinator.

**Table 3 Consideration of and explanation for neutral or low negative impacts**

| Protected characteristic | Brief explanation of why this has been assessed as having neutral or low negative impact   |
|--------------------------|--|
| All characteristics      | There is a neutral impact on both the public and staff for all characteristics – as caseloads in YOT continue to fall the number of staff required decreases, so recruitment to vacant posts will be reviewed to match resource with demand. |

For all characteristics marked as either having a ‘medium negative’ or ‘high negative’, please complete the following table:

**Table 4 Explanation and mitigation for medium and high impacts**

| Protected characteristic                         | Brief explanation of why this has been assessed as having medium or high negative impact | Is there a Geographical impact? If so, please explain -use list below to identify geographical area(s) | Short explanation of mitigating actions |
|--|--|--|---|
| <i>N/A none are identified as medium or high</i> |  |  |   |

If you have specified mitigations as part of the assessment, now consider reviewing the impact severity/risk assessment.

For all characteristics marked as either having a positive impact please explain why here.

**Table 5 Consideration of and explanation for positive impacts**

| Protected characteristic | Brief explanation of why this has been assessed as having positive impact |
|--------------------------|---|
| N/A                      |   |

**Further actions and recommendations to consider:**

- If neutral or low negative impacts have been carefully considered and identified correctly, the activity is likely to proceed.
- If medium negative or high negative have been identified:
  - The policy, service review, scheme or practice may be paused or stopped
  - The policy, service review, scheme or practice can be changed to remove, reduce, or mitigate against the negative impacts.
  - Consider undertaking consultation/re-consulting<sup>5</sup>.
  - If all options have been considered carefully and there are no other proportionate ways to remove, reduce, or mitigate - explain and justify reasons why in the assessment.
  - Carry out a subsequent impact severity assessment following mitigating actions

**Box 1 Please set out any additional information which you think is relevant to this impact assessment:**

|            |
|------------|
| <u>N/A</u> |
|------------|

**Box 2**

---

**If appropriate, (i.e., it is immediately evident that a full EIA is not necessary) please provide a short succinct assessment to show that due regard has been given and that there is no requirement for a full EIA:**

There is no low, medium or high negative impacts identified.

# CS08 Short Breaks – Overnight Respite

## SP23 Equality Impact Assessment Form

Guidance containing information and considerations for Equalities Impacts and paying due regard to the Public Sector Equality duty is available [here](#). Please refer to it before undertaking your EIA.

|   |  |
|---|--|
| Name of SP23 proposal:                      | SP23 Opportunity Reference:  |
| <b>CS08: Short Breaks Overnight Respite</b> | Please use this structure as a reference for your EIA:<br><b>EIA –Children’s Services – Short Breaks Overnight Respite</b> |
|   |  |

Page 86

### EIA writer(s) and authoriser

| No. |                  | Name          | Department | Position           | Email address  | Phone number | Date     | Issue |
|-----|------------------|---------------|------------|--------------------|--|--------------|----------|-------|
| 1   | Report Writer(s) | Kieran Lyons  | CSD        | Head of Service    | <a href="mailto:Kieran.Lyons@hants.gov.uk">Kieran.Lyons@hants.gov.uk</a>     | Via Teams    | 25/08/21 | 1     |
| 2   | EIA authoriser   | Suzanne Smith | CSD        | Assistant Director | <a href="mailto:suzanne.smith2@hants.gov.uk">suzanne.smith2@hants.gov.uk</a> | Via Teams    | 25/08/21 |       |
| 3   | EIA Coordinator  | Betsy Locke   | CSD        |                    | <a href="mailto:Eia.childrens@hants.gov.uk">Eia.childrens@hants.gov.uk</a>   | Via Teams    | 25/08/21 |       |

### Section one – information about the service and service change

|  |   |
|--|---|
| <p><b>Service affected</b></p>   | <p>Children with disabilities and complex needs may need specialist services from Children’s Services. For some children this can include overnight short breaks (respite), care support, technology enable care, buddies and in some cases, residential placements.</p> <p>The County Council operates one children’s home providing residential respite, Firvale in Basingstoke. The service has been closed since March 2020 due to the Covid-19 pandemic and no families have had access to the support provided from it. Additionally, all staff have been temporarily redeployed to other roles during this period.</p> <p>Other children access County Council commissioned services, delivered by external third-party providers. External services are commissioned, purchased and paid for in a variety of different ways including through contractual arrangements between the County Council and service providers, and through direct payments and personal budgets to families.</p> <p>More information can be found here:<br/> <a href="http://www.hants.gov.uk/socialcareandhealth/childrenandfamilies/specialneeds">www.hants.gov.uk/socialcareandhealth/childrenandfamilies/specialneeds</a></p> |
| <p><b>Please provide a short description of the service / policy/project/project phase</b></p> | <p>The County Council is now recommending that Firvale remains closed and alternative services should be either maintained or identified for the 12 families who previously used the home. The County Council believes that alternative provision can be sourced more cost effectively than at present, whilst continuing to meet the needs of those families.</p> <p>For Firvale to remain closed, alternative provision will need to be commissioned to either replace what the 12 families were previously receiving from Firvale or to provide an alternative form of provision which continues to meet their needs. This could include respite purchased from external providers, the offer of a Direct Payment or Personal Budget, the use of Specialist Respite Care with foster carers, the use of technology in the home and the community or care support provided in the home or the community. Families who may have used Firvale in the future will also be offered these alternative services where they have been assessed as needing them.</p>  |

**Please explain the new/changed service/policy/project**

The potential service changes could have the following impacts:

- 12 Children and their families will not return to receiving their overnight respite from Firvale.
- No future families will receive their overnight respite from Firvale.
- Families will receive alternative services which could include respite purchased from external providers, the offer of a Direct Payment or Personal Budget, the use of Specialist Respite Care with foster carers, the use of technology in the home and the community or care support provided in the home or the community.
- Some families may have to travel further to access their alternative services.
- Families who are current users of Firvale may have to experience a period of adjustment as they become familiar with their new services.
- Children and their families' may benefit from increasingly modern and efficient services, enabled through further use of technology and, where appropriate, delivered within their own homes.
- Children and their families may have greater flexibility and choice in terms of the services available to support them.
- Children and families many find that the services they need are delivered in different locations, by different organisations and in different ways.
- External service providers would share greater accountability for supporting children and their families, with commissioning increasingly focussed on achieving outcomes and supporting the development of independence skills.
- The way in which services are paid for may change if voluntary and community organisations are commissioned directly by families as a result of an increase in personal budgets.

Please note:

- the County Council would continue to meet its statutory requirements

These are examples of potential impacts; specific impacts will depend upon the options considered and agreed.



The County Council's *Serving Hampshire Balancing the Budget* consultation (2021-2023) sought residents' and stakeholders' views on strategic options for funding the Authority's budget gap. The public consultation closed on 18<sup>th</sup> July 2021. Of the 2,027 responses received there were 13 comments relevant to this work.

There were five (5) respondents who expressed concerns that the outcome of these changes would be a reduction in the overall capacity of respite care, leading to increased pressures and reliance on a wider range of publicly funded services from other public sector agencies and service providers (such as NHS organisations, District and Borough Councils).

Three (3) Respondents recognised that if respite care is to be provided in new ways (such as through the voluntary and community sector) capacity building and market development will be required. Furthermore, it was acknowledged that the effective delivery of these types of services is best achieved through a collaborative approach, working with partners, including NHS organisations, District and Borough Councils and voluntary community and social enterprises.

One (1) respondent suggested that some families may find the administration of Personal Budgets an additional burden if they were provided as an alternative form of provision. Another commented that "As a parent with a special needs child this area is currently drastically underfunded".

Irrespective of how service delivery is changed four (4) respondents emphasised the need for long-term plans to be collaborative and focused on the promotion of health and well-being for service users and families.

A detailed 'stage two' consultation, prior to any decisions on service specific changes are made is planned to be opened in 2022.

#### Has any pre-consultation engagement been carried out?

(Delete as appropriate)

|  |    |                                     |
|--|----|-------------------------------------|
| Yes (Some for Short Breaks activities) | No | No, but is planned to be undertaken |
|--|----|-------------------------------------|

#### Describe the consultation or engagement you have performed or are intending to perform.

Describe who was engaged or consulted. What was the outcome of the activity and how have the results influenced what you are doing? If no consultation or engagement is planned, please explain why.

A range of stakeholder engagement activity will be taken forward with key groups including service users and their families (through their social workers in the Disabled Childrens Teams), staff (though line management), stakeholder/advocacy groups (through service leads). A briefing is also scheduled with Trade Union representatives.

The public consultation is planned to be opened in January 2022 and will be publicised across a range of engagement channels and social media outlets.

#### **Section two: Assessment**

Carefully and consciously consider the impacts of the proposed change.

Consider at this point whether the assessment is of impacts on staff or service users. If it is both the impacts may be contradictory for each group (negative for staff but positive for customers, or vice versa). Consider completing two assessment tables (one for staff and one for customers) and providing one equality statement for both groups.

If the proposed change is expected to have a positive, neutral (no impact) or negative (low, medium, or high) impact on people in the protected characteristics groups. Indicate the impact by entering the risk score in the relevant column in the table below.

If an overview assessment of due regard is appropriate, please go to box 2.

**Table 1 Impact Assessment**

| Protected characteristic<br>(see <a href="#">EIA Guidance</a> for considerations) | Positive | Neutral | Negative - low | Negative - Medium | Negative - High | Affects staff, public or both? |
|---|----------|---------|----------------|-------------------|-----------------|--------------------------------|
| Age   |          |         |                | Yes               |                 | Public                         |
| Disability  |          |         |                | Yes               |                 | Public                         |
| Gender reassignment   |          | Yes     |                |                   |                 | Public                         |
| Pregnancy and maternity   |          | Yes     |                |                   |                 | Public                         |
| Race  |          | Yes     |                |                   |                 | Public                         |
| Religion or belief  |          | Yes     |                |                   |                 | Public                         |
| Sex   |          |         |                | Yes               |                 | Public / Staff                 |
| Sexual orientation  |          | Yes     |                |                   |                 | Public                         |

|   |  |     |  |  |  |        |
|---|--|-----|--|--|--|--------|
|   |  |     |  |  |  |        |
| <b>Marriage &amp; civil partnership</b> |  | Yes |  |  |  | Public |
| <b>Poverty</b>                          |  | Yes |  |  |  | Public |
| <b>Rurality</b>                         |  | Yes |  |  |  | Public |

**Table 2 Geographical impact**

Does the proposal impact on a specific area? Consider the [demographic data](#) of the locations.

| <b>Area</b>           | <b>Yes / no</b> |
|-----------------------|-----------------|
| All Hampshire         | YES             |
| Basingstoke and Deane |                 |
| East Hampshire        |                 |
| Eastleigh             |                 |
| Fareham               |                 |
| Gosport               |                 |
| Hart                  |                 |
| Havant                |                 |
| New Forest            |                 |

|             |  |
|-------------|--|
| Rushmoor    |  |
| Test Valley |  |
| Winchester  |  |

### Section three: Equality Statement

For all characteristics marked as either having a neutral or low negative impact, challenge your assessment - carefully consider the protected characteristics, if necessary, review the Inclusion and Diversity eLearning, discuss with an EIA co-ordinator.

**Table 3 Consideration of and explanation for neutral or low negative impacts**

| Protected characteristic                            | Brief explanation of why this has been assessed as having neutral or low negative impact  |
|---|---|
| A and B – Sex, Age and Disability (medium negative) | <p><b>Sex:</b> HCC staff at Firvale are currently all female, three of whom work part time hours.</p> <p><b>Age:</b> All service users are under 18 years of age. Of the 12 children currently allocated provision at Firvale, two are aged 17+, and a further five are 16+. These young people will commence their transition to alternative respite provision (through Adults Health &amp; Care).</p> <p><b>Disability:</b> All service users are registered disabled. For some young people a change in respite provision will be a challenging and unsettling experience.</p> |
| B – All other protected characteristics (neutral)   | There would be a range of other suitable services offered – the child and family would either be offered alternative respite provision, or an alternative and suitable care package would meet their assessed needs. The Council would continue to actively work with independent providers to develop the marketplace for both overnight respite and a range of other activities.  |

For all characteristics marked as either having a ‘medium negative’ or ‘high negative’, please complete the following table:

**Table 4 Explanation and mitigation for medium and high impacts**

| Protected characteristic | Brief explanation of why this has been assessed as having medium or high negative impact | Is there a Geographical impact? If so, please explain -use list below to identify geographical area(s) | Short explanation of mitigating actions |
|--------------------------|--|--|---|
|                          |  |  |   |

|            |   |  |  |
|------------|---|--|--|
| Sex        | HCC staff at Firvale are currently all female, three of whom work on a part-time hours basis.   | Firvale is located in Basingstoke, alternate roles may require additional or less travel from employees' home to work base. Until redeployment discussions commence, it will not be possible to determine what the impact will be.                               | As Firvale is currently closed, all staff are currently re-deployed across other Children's residential homes. We will work with displaced employees to identify suitable alternative roles and seek to maintain existing working patterns where this can be achieved. A staff consultation will be run alongside the public consultation. |
| Disability | All service users are registered disabled. For some young people a change in respite provision will be a challenging and unsettling experience.   | The services are open to those across the county area.   | A range of alternative provision will be offered to meet the assessed needs of children and young people and will be done in partnership with families to minimise the impact of the transition.<br>The fact that Firvale has not been open for 18 months will also reduce the impact of any transition.                                   |
| Age        | All service users are under 18 years of age. Of the 12 children currently allocated provision at Firvale, two are aged 17+, and a further five are 16+. These young people will commence their transition to alternative respite provision (though Adults Health & Care). | The services are open to those across the county area.<br>Six of the current 12 service users live in the Basingstoke area. If service users are offered alternative respite provision to Firvale, there is potential for additional travel time to be incurred. | A range of alternative provision will be offered to meet the assessed needs of children and young people. Support with transport may be considered as part of any work with families regarding new respite provision. Within the current cohort of service users, there are  |

|  |  |  |   |
|--|--|--|---|
|  |  |  | seven (out of 12) who will be moving on to Adults Health & Care services in the next 18 months. Irrespective of decisions around the future of Firvale, these service users would be transitioning to alternate services. |
|--|--|--|---|

If you have specified mitigations as part of the assessment, now consider reviewing the impact severity/risk assessment.

For all characteristics marked as either having a positive impact please explain why here.

**Table 5 Consideration of and explanation for positive impacts**

| Protected characteristic | Brief explanation of why this has been assessed as having positive impact |
|--------------------------|---|
| N/A                      |   |

**Further actions and recommendations to consider:**

- If neutral or low negative impacts have been carefully considered and identified correctly, the activity is likely to proceed.
- If medium negative or high negative have been identified:
  - The policy, service review, scheme or practice may be paused or stopped
  - The policy, service review, scheme or practice can be changed to remove, reduce, or mitigate against the negative impacts.
  - Consider undertaking consultation/re-consulting<sup>6</sup>.
  - If all options have been considered carefully and there are no other proportionate ways to remove, reduce, or mitigate - explain and justify reasons why in the assessment.
  - Carry out a subsequent impact severity assessment following mitigating actions.

**Box 1 Please set out any additional information which you think is relevant to this impact assessment:**

---

N/A

**Box 2**

**If appropriate, (i.e., it is immediately evident that a full EIA is not necessary) please provide a short succinct assessment to show that due regard has been given and that there is no requirement for a full EIA:**

## CS09 Short Breaks Activities

### SP23 Equality Impact Assessment Form

Guidance containing information and considerations for Equalities Impacts and paying due regard to the Public Sector Equality duty is available [here](#). Please refer to it before undertaking your EIA.

|  |   |
|--|---|
| <b>Name of SP23 proposal:</b><br><br><b><i>CS09: Short Breaks Activities</i></b> | <b>SP23 Opportunity Reference:</b><br>Please use this structure as a reference for your EIA:<br><b><i>EIA –Children’s Services – Short Breaks a – August 2021</i></b> |
|  |   |

Page 96

### EIA writer(s) and authoriser

| No. |                  | Name          | Department | Position                                      | Email address  | Phone number | Date     | Issue |
|-----|------------------|---------------|------------|---|--|--------------|----------|-------|
| 1   | Report Writer(s) | Laura Timms   | CSD        | Head of Commissioning and Service Development | <a href="mailto:Laura.Timms@hants.gov.uk">Laura.Timms@hants.gov.uk</a>       | Via MS Teams | 24/08/21 | 1     |
| 2   | EIA authoriser   | Suzanne Smith | CSD        | Assistant Director -                          | <a href="mailto:Suzanne.smith2@hants.gov.uk">Suzanne.smith2@hants.gov.uk</a> | Via MS Teams | 26/8/21  | 1     |
| 3   | EIA Coordinator  | Betsy Locke   | CSD        | EIA coordinator                               | <a href="mailto:eia.childrens@hants.gov.uk">eia.childrens@hants.gov.uk</a>   | Via MS Teams |          |       |



## Section one – information about the service and service change

|   |   |
|---|---|
| <b>Service affected</b>   | <p>The Short Break Activities programme involves the use of grant funding to support groups and organisations in Hampshire to provide Short Break activities that enable children and young people with disabilities or additional needs to join in with safe and fun activities. They give parents or carers an opportunity to have a short break from caring.</p>   |
| <b>Please provide a short description of the service / policy/project/project phase</b> | <p>To consider the scope, delivery and funding of commissioned short break activities identifying innovative service delivery opportunities (building on Covid learning) and targeting parental priorities. Furthermore, and subject to Holiday Activities and Food programme funding from the Department for Education continuing, this project will seek to align the HAF offer with relevant short break activities to ensure the most efficient use of public funds and reduce any duplication.</p>   |
| <b>Please explain the new/changed service/policy/project</b>                            | <p>The potential service changes could have the following impacts:</p> <ul style="list-style-type: none"> <li>• Children and young people are provided with a healthy meal as part of their short break activity</li> <li>• More children who are eligible for Free School Meals are able to access Short Break Activities</li> <li>• If HAF funding does not continue, a public consultation may be required to seek views on how best to reshape the short breaks offer, maximising opportunities for innovative forms of service delivery, meeting parental priorities and to realise a £200,000 saving.</li> <li>• A review of available funding sources may identify alternative funding options for external providers that helps to reduce their reliance on the County Council. This could be, for example, new grants (such as the Holiday Activities and Food scheme) or contributions from families (such as Disability Living Allowance / Personal Independence Payment or parental contributions)</li> </ul> |

## Engagement and consultation

The County Council's *Serving Hampshire Balancing the Budget* consultation (2021-2023) will seek residents' and stakeholders' views on strategic options for funding the Authority's budget gap. Where applicable, detailed proposals for making savings will be subject to further, more detailed 'stage two' consultation before any decisions on service specific changes are made.

**Has any pre-consultation engagement been carried out?**

**Yes**

**Describe the consultation or engagement you have performed or are intending to perform.**

Describe who was engaged or consulted. What was the outcome of the activity and how have the results influenced what you are doing? If no consultation or engagement is planned, please explain why.

A consultation was undertaken in 2020 with parents / carers and young people on the use of the Short Breaks budget. This information has informed the priorities for grant allocations. No further pre-engagement has been undertaken on these proposals and we will carry out a consultation as required before any decisions are made.

**Section two: Assessment**

Carefully and consciously consider the impacts of the proposed change.

Consider at this point whether the assessment is of impacts on staff or service users. If it is both the impacts may be contradictory for each group (negative for staff but positive for customers, or vice versa). Consider completing two assessment tables (one for staff and one for customers) and providing one equality statement for both groups.

If the proposed change is expected to have a positive, neutral (no impact) or negative (low, medium, or high) impact on people in the protected characteristics groups. Indicate the impact by entering the risk score in the relevant column in the table below.

If an overview assessment of due regard is appropriate, please go to box 2.

**Table 1 Impact Assessment**

| Protected characteristic<br>(see <a href="#">EIA</a> ) | Positive | Neutral | Negative - low | Negative - Medium | Negative - High | Affects staff, public or both? |
|--|----------|---------|----------------|-------------------|-----------------|--------------------------------|
|--|----------|---------|----------------|-------------------|-----------------|--------------------------------|

|  |     |     |               |  |  |        |
|--|-----|-----|---------------|--|--|--------|
| <a href="#">Guidance</a> for considerations) |     |     |               |  |  |        |
| <b>Age</b>                                   |     |     | Yes           |  |  | Public |
| <b>Disability</b>                            |     |     | Yes           |  |  | Public |
| <b>Gender reassignment</b>                   |     | Yes |               |  |  | Public |
| <b>Pregnancy and maternity</b>               |     | Yes |               |  |  | Public |
| <b>Race</b>                                  |     | Yes |               |  |  | Public |
| <b>Religion or belief</b>                    |     | Yes |               |  |  | Public |
| <b>Sex</b>                                   |     |     | Yes - females |  |  | Public |
| <b>Sexual orientation</b>                    |     | Yes |               |  |  | Public |
| <b>Marriage &amp; civil partnership</b>      |     | Yes |               |  |  | Public |
| <b>Poverty</b>                               | Yes |     |               |  |  | Public |
| <b>Rurality</b>                              |     | Yes |               |  |  | Public |

**Table 2 Geographical impact**

Does the proposal impact on a specific area? Consider the [demographic data](#) of the locations.

| Area | Yes / no |
|------|----------|
|------|----------|

|                       |     |
|-----------------------|-----|
| All Hampshire         | YES |
| Basingstoke and Deane |     |
| East Hampshire        |     |
| Eastleigh             |     |
| Fareham               |     |
| Gosport               |     |
| Hart                  |     |
| Havant                |     |
| New Forest            |     |
| Rushmoor              |     |
| Test Valley           |     |
| Winchester            |     |

### **Section three: Equality Statement**

**For all characteristics marked as either having a neutral or low negative impact, challenge your assessment - carefully consider the protected characteristics, if necessary, review the Inclusion and Diversity eLearning, discuss with an EIA co-ordinator.**

**Table 3 Consideration of and explanation for neutral or low negative impacts**

| <b>Protected characteristic</b> | <b>Brief explanation of why this has been assessed as having neutral or low negative impact</b> |
|---------------------------------|---|
|---------------------------------|---|

|                           |  |
|---------------------------|--|
| Age (low negative)        | In the event that HAF funding does not continue, the proposal will see a potential change to the Short Breaks activities offer, and potential availability of service which will affect young people (who have a disability) and parent/carers. According to the 2019 census, parent / carers are female adults in the main (58% of carers nationally are female and 8% of carers nationally care for a disabled child). |
| Disability (low negative) | Short Break Activities are for children who have a disability and their parent/carers, so in the event that HAF funding is not available and there is a potential change to Short Break Activities, then people with a disability could be negatively impacted.  |

For all characteristics marked as either having a 'medium negative' or 'high negative', please complete the following table:

Table 4 Explanation and mitigation for medium and high impacts

| Protected characteristic                                | Brief explanation of why this has been assessed as having medium or high negative impact | Is there a Geographical impact? If so, please explain -use list below to identify geographical area(s) | Short explanation of mitigating actions |
|---|--|--|---|
| <i>N/A – none identified as medium or high negative</i> |  |  |   |

If you have specified mitigations as part of the assessment, now consider reviewing the impact severity/risk assessment.

For all characteristics marked as either having a positive impact please explain why here.

Table 5 Consideration of and explanation for positive impacts

| Protected characteristic | Brief explanation of why this has been assessed as having positive impact   |
|--------------------------|---|
| Poverty                  | Assuming the HAF funding is available there is the potential for more people who are eligible for free school meals to access short break activities. |

Further actions and recommendations to consider:

- If neutral or low negative impacts have been carefully considered and identified correctly, the activity is likely to proceed.
- If medium negative or high negative have been identified:
  - The policy, service review, scheme or practice may be paused or stopped
  - The policy, service review, scheme or practice can be changed to remove, reduce, or mitigate against the negative impacts.
  - Consider undertaking consultation/re-consulting<sup>7</sup>.
  - If all options have been considered carefully and there are no other proportionate ways to remove, reduce, or mitigate - explain and justify reasons why in the assessment.
  - Carry out a subsequent impact severity assessment following mitigating actions.

**Box 1 Please set out any additional information which you think is relevant to this impact assessment:**

**Box 2**

**If appropriate, (i.e., it is immediately evident that a full EIA is not necessary) please provide a short succinct assessment to show that due regard has been given and that there is no requirement for a full EIA:**

There are currently no medium or high impacts identified

# CS10 Sold Services Out of Hours

## SP23 Equality Impact Assessment Form

Guidance containing information and considerations for Equalities Impacts and paying due regard to the Public Sector Equality duty is available [here](#). Please refer to it before undertaking your EIA.

|   |   |
|---|---|
| <b>Name of SP23 proposal:</b><br><br><b><i>CS10: Sold Services – Out of Hours</i></b> | <b>SP23 Opportunity Reference:</b><br>Please use this structure as a reference for your EIA:<br><b><i>EIA –Children’s Services – OOH – 2021/04/16</i></b> |
|   |   |

Page 103

### EIA writer(s) and authoriser

| No. |                  | Name           | Department | Position        | Email address  | Phone number  | Date     | Issue |
|-----|------------------|----------------|------------|-----------------|--|---------------|----------|-------|
| 1   | Report Writer(s) | Alison Smailes | CSD        | Head of SLI&SD  | <a href="mailto:Alison.smailes@hants.gov.uk">Alison.smailes@hants.gov.uk</a> | Via MS Teams  | 16/04/21 | 1     |
| 2   | EIA authoriser   | Stuart Ashley  | CSD        | Deputy Director | <a href="mailto:Stuart.ashley@hants.gov.uk">Stuart.ashley@hants.gov.uk</a>   | Via Teams     | 29/04/21 |       |
| 3   | EIA Coordinator  | Betsy Locke    | CSD        |                 | <a href="mailto:Eia.childrens@hants.gov.uk">Eia.childrens@hants.gov.uk</a>   | 0370 779 5530 |          |       |

### Section one – information about the service and service change

|   |  |
|---|--|
| <b>Service affected</b>   | Out of Hours Service   |
| <b>Please provide a short description of the service / policy/project/project phase</b> | The Out of Hours (OOH) service currently provides a social work response where required out of 'office' hours (evenings, through the night and weekends). Hampshire's service, which covers both adults and children, already provides services for the Isle of Wight, Southampton, and Portsmouth across children and/or vulnerable adults.   |
| <b>Please explain the new/changed service/policy/project</b>                            | <p>The proposal is to scope the opportunities for selling our OOH services further afield to other authorities, whilst maximising our offer to current customers and maintaining our high-quality service within Hampshire. The benefit of this proposal will be to enhance the out of hours consistency of decision making and threshold for children, families, and vulnerable adults across a wider geographical area with the advantages of economies of scale.</p> <p>There is a real opportunity for regional LAs to pool resources and share in Hampshire expertise, streamlining interactions for allied professionals (such as police, health) and bringing a coherence to thresholds for access to services that cross a number of areas.</p> <p>Various models of delivery will be scoped and costed, after consulting with those organisations/authorities about what their needs and requirements might be and what they might want to buy.</p> |

## Engagement and consultation



The County Council's *Serving Hampshire Balancing the Budget* consultation (2021-2023) will seek residents' and stakeholders' views on strategic options for funding the Authority's budget gap. Where applicable, detailed proposals for making savings will be subject to further, more detailed 'stage two' consultation before any decisions on service specific changes are made.

**Has any pre-consultation engagement been carried out?**

(Delete as appropriate)

|     |    |  |
|-----|----|--|
| Yes | No | <b>No, but is planned to be undertaken</b> |
|-----|----|--|

**Describe the consultation or engagement you have performed or are intending to perform.**

Describe who was engaged or consulted. What was the outcome of the activity and how have the results influenced what you are doing? If no consultation or engagement is planned, please explain why.

We plan to consult with partners and other authorities/organisations as part of our scoping work about what their requirements would be in purchasing out of hours services from Hampshire.

**Section two: Assessment**

Carefully and consciously consider the impacts of the proposed change.

Consider at this point whether the assessment is of impacts on staff or service users. If it is both the impacts may be contradictory for each group (negative for staff but positive for customers, or vice versa). Consider completing two assessment tables (one for staff and one for customers) and providing one equality statement for both groups.

If the proposed change is expected to have a positive, neutral (no impact) or negative (low, medium, or high) impact on people in the protected characteristics groups. Indicate the impact by entering the risk score in the relevant column in the table below.

If an overview assessment of due regard is appropriate, please go to box 2.

**Table 1 Impact Assessment**

| Protected characteristic<br>(see <a href="#">EIA Guidance</a> for considerations) | Positive | Neutral | Negative - low | Negative - Medium | Negative - High | Affects staff, public or both? |
|---|----------|---------|----------------|-------------------|-----------------|--------------------------------|
|   |          |         |                |                   |                 |                                |

|   |  |     |  |  |  |      |
|---|--|-----|--|--|--|------|
| <b>Age</b>                              |  | Yes |  |  |  | Both |
| <b>Disability</b>                       |  | Yes |  |  |  | Both |
| <b>Gender reassignment</b>              |  | Yes |  |  |  | Both |
| <b>Pregnancy and maternity</b>          |  | Yes |  |  |  | Both |
| <b>Race</b>                             |  | Yes |  |  |  | Both |
| <b>Religion or belief</b>               |  | Yes |  |  |  | Both |
| <b>Sex</b>                              |  | Yes |  |  |  | Both |
| <b>Sexual orientation</b>               |  | Yes |  |  |  | Both |
| <b>Marriage &amp; civil partnership</b> |  | Yes |  |  |  | Both |
| <b>Poverty</b>                          |  | Yes |  |  |  | Both |
| <b>Rurality</b>                         |  | Yes |  |  |  | Both |

**Table 2 Geographical impact**

Does the proposal impact on a specific area? Consider the [demographic data](#) of the locations.

| <b>Area</b>   | <b>Yes / no</b> |
|---------------|-----------------|
| All Hampshire | No              |

|                       |  |
|-----------------------|--|
| Basingstoke and Deane |  |
| East Hampshire        |  |
| Eastleigh             |  |
| Fareham               |  |
| Gosport               |  |
| Hart                  |  |
| Havant                |  |
| New Forest            |  |
| Rushmoor              |  |
| Test Valley           |  |
| Winchester            |  |

### **Section three: Equality Statement**

**For all characteristics marked as either having a neutral or low negative impact, challenge your assessment - carefully consider the protected characteristics, if necessary, review the Inclusion and Diversity eLearning, discuss with an EIA co-ordinator.**

**Table 3 Consideration of and explanation for neutral or low negative impacts**

| <b>Protected characteristic</b> | <b>Brief explanation of why this has been assessed as having neutral or low negative impact</b>   |
|---------------------------------|---|
| All characteristics             | There are neutral equality impacts for both staff and the public in Hampshire for this proposal to extend the sold service of Out of Hours to further local authorities. The work and the |

|  |
|--|
| service provided will be the same standard and quality within Hampshire; we would be extending and sharing our service and expertise to others who wish to buy into the service. |
|--|

For all characteristics marked as either having a ‘medium negative’ or ‘high negative’, please complete the following table:

**Table 4 Explanation and mitigation for medium and high impacts**

| Protected characteristic                        | Brief explanation of why this has been assessed as having medium or high negative impact | Is there a Geographical impact? If so, please explain -use list below to identify geographical area(s) | Short explanation of mitigating actions |
|---|--|--|---|
| <i>N/A no medium or high impacts identified</i> |  |  |   |

If you have specified mitigations as part of the assessment, now consider reviewing the impact severity/risk assessment.

For all characteristics marked as either having a positive impact please explain why here.

**Table 5 Consideration of and explanation for positive impacts**

| Protected characteristic | Brief explanation of why this has been assessed as having positive impact |
|--------------------------|---|
|                          | N/A   |

**Further actions and recommendations to consider:**

- If neutral or low negative impacts have been carefully considered and identified correctly, the activity is likely to proceed.
- If medium negative or high negative have been identified:
  - The policy, service review, scheme or practice may be paused or stopped
  - The policy, service review, scheme or practice can be changed to remove, reduce, or mitigate against the negative impacts.

- Consider undertaking consultation/re-consulting<sup>8</sup>.
- If all options have been considered carefully and there are no other proportionate ways to remove, reduce, or mitigate - explain and justify reasons why in the assessment.
- Carry out a subsequent impact severity assessment following mitigating actions.

**Box 1 Please set out any additional information which you think is relevant to this impact assessment:**

N/A

**Box 2**

**If appropriate, (i.e., it is immediately evident that a full EIA is not necessary) please provide a short succinct assessment to show that due regard has been given and that there is no requirement for a full EIA:**

There is no low, medium or high negative equality impacts identified in this income generating proposal.

# CS11 Modernising Placements Programme

## SP23 Equality Impact Assessment Form

Guidance containing information and considerations for Equalities Impacts and paying due regard to the Public Sector Equality duty is available [here](#). Please refer to it before undertaking your EIA.

|                                  |  |
|----------------------------------|--|
| <b>Name of SP23 proposal:</b>    | <b>SP23 Opportunity Reference:</b><br>Please use this structure as a reference for your EIA:<br><b><i>EIA –[Department]-[title]-[year/month/day]</i></b> |
| Modernising Placements Programme | EIA – Children’s Services – Modernising Placements Programme – 2021/03/05  |

### EIA writer(s) and authoriser

| No. |                  | Name          | Department          | Position                              | Email address  | Phone number | Date     | Issue |
|-----|------------------|---------------|---------------------|---------------------------------------|--|--------------|----------|-------|
| 1   | Report Writer(s) | Amber James   | Children’s Services | Head of Resource & Partnerships       | amber.james@hants.gov.uk   | 07595 495728 | 05/03/21 | 1     |
| 2   | EIA authoriser   | Suzanne Smith | Children’s Services | Assistant Director                    | <a href="mailto:Suzanne.smith2@hants.gov.uk">Suzanne.smith2@hants.gov.uk</a> | Teams        |          |       |
| 3   | EIA Coordinator  | Betsy Locke   | Children’s Services | Workforce Development Support Officer | <a href="mailto:eia.childrens@hants.gov.uk">eia.childrens@hants.gov.uk</a>   |              |          |       |

## Section one – information about the service and service change

|   |  |
|---|--|
| <b>Service affected</b>   | <u>Children's Services</u>   |
| <b>Please provide a short description of the service / policy/project/project phase</b> | <p>Children in care are one of the most vulnerable groups in society with national and local data showing that their needs are becoming more complex as societal influences change. The cost of care is also the most significant expenditure to Hampshire County Council's (HCC) Children's Services, influenced by market forces including high demand and limited supply in the national 'market' for external provider placements. Placements in Hampshire are a mixed economy between in-house provision and external, usually private, providers.</p> <p>It is a statutory requirement for Children's Services to ensure sufficient placements that meet the needs of its children. Nationally, there continues to be a shortage of placements particularly for children with complex needs and, in Hampshire, this challenge is no different. Our foster carers approvals have not kept pace with our children's needs. At the same time, decisions made when placing complex children alongside each other are critical to each child's wellbeing. In our residential children's homes this has led to lower bed occupancy.</p> <p>The Modernising Placements Programme (MPP) is part of a wider transformation of Children's Services', which supports our vision to ensure that children and young people have the best possible start in life. The focus for MPP is to ensure that when children and young people come into care, they are provided with the most appropriate placement and support that will meet their needs.</p> <p>Over the past 12 months, MPP has undertaken extensive national, international, and other local authority research to capture the challenges we are facing, and design and plan services and responses that will help us overcome these. This discovery phase resulted in identification of areas for priority focus, and a number of service developments to respond to these.</p> |
| <b>Please explain the new/changed service/policy/project</b>                            | <p>The aim of MPP is to develop care which provides the right accommodation and support at the right time for our looked after children in Hampshire's own provider services. It is also designed to support the shaping of the external market for the needs of Hampshire's children. The work of MPP is broad and wide ranging.</p> <p>Within foster care the programme will aim to improve the service by:</p> <ul style="list-style-type: none"> <li>• Improved marketing of foster care to potential foster carers</li> <li>• Optimising the foster carer suitability assessment process</li> </ul>   |

|  |   |
|--|---|
|  | <ul style="list-style-type: none"> <li>• Enhanced foster carer support from the psychological service (see below), and in the form of foster carer networks (Hampshire Hives) which will provide peer support, and</li> <li>• Improved relationships and contracts with Independent Fostering Agencies.</li> </ul> <p>Within residential care, improve the experience of looked after children by:</p> <ul style="list-style-type: none"> <li>• Introducing an Urgent and Extended Care service, providing immediate assessment of care requirements supporting transition to a permanent appropriate place of care and ongoing contact and support for children in care.</li> <li>• Improved training pathways for residential care staff.</li> <li>• Providing additional support via the Psychological Service (see below)</li> <li>• Improved relationships and contracts with private residential homes.</li> </ul> <p>Introduction of a Psychological Service to:</p> <ul style="list-style-type: none"> <li>• Increase in carers' resilience, confidence, and capability</li> <li>• Increase care placement stability.</li> <li>• Increase foster carer recruitment and retention.</li> <li>• Ensure children feel valued and heard.</li> <li>• Embed a culture of trauma informed parenting.</li> </ul> |
|--|---|

## Engagement and consultation

The County Council's *Serving Hampshire Balancing the Budget* consultation (2021-2023) will seek residents' and stakeholders' views on strategic options for funding the Authority's budget gap. Where applicable, detailed proposals for making savings will be subject to further, more detailed 'stage two' consultation before any decisions on service specific changes are made.

**Has any pre-consultation engagement been carried out?**

(Delete as appropriate)

|     |  |  |
|-----|--|--|
| Yes |  |  |
|-----|--|--|

**Describe the consultation or engagement you have performed or are intending to perform.**  
 Describe who was engaged or consulted. What was the outcome of the activity and how have the results influenced what you are doing? If no consultation or engagement is planned, please explain why.



Developments within the fostering service (specifically the Hampshire Hive foster carer network) have been discussed with staff in the fostering service and with Hampshire County Council foster carers (and wider where applicable) over the last 12 months to gather views, support the development of proposals and design the service that will be delivered.

Focus groups were undertaken by the Insight & Engagement Team with Hampshire residents to provide intelligence about what fostering means to people and begin to test out messages used by the service in marketing.

A group of Expert by Experience researchers (children in care and care leavers) were identified through interview and began training prior to the first COVID lockdown. The aim for this group was for the researchers to be trained in undertaking research to then go out to children in care and care leavers to provide views on what is important to them in their care to inform the programme's direction. This work had to be placed on hold during the pandemic but has recently been restarted. A survey is in draft to canvass views more widely in advance of holding face to face discussions.

Additionally, the Rees Centre (Oxford University) has been commissioned to undertake work to hear the voice of the family, again to understand what is important when their children are in care and to ensure that this is used to guide both the development of MPP but also Children's social care work more widely.

### **Section two: Assessment**

Carefully and consciously consider the impacts of the proposed change.

Consider at this point whether the assessment is of impacts on staff or service users. If it is both the impacts may be contradictory for each group (negative for staff but positive for customers, or vice versa). Consider completing two assessment tables (one for staff and one for customers) and providing one equality statement for both groups.

If the proposed change is expected to have a positive, neutral (no impact) or negative (low, medium, or high) impact on people in the protected characteristics groups. Indicate the impact by entering the risk score in the relevant column in the table below.

If an overview assessment of due regard is appropriate, please go to box 2.

### **Table 1 Impact Assessment**

| Protected characteristic<br>(see <a href="#">EIA Guidance</a> for considerations) | Positive | Neutral | Negative - low | Negative - Medium | Negative - High | Affects staff, public or both? |
|---|----------|---------|----------------|-------------------|-----------------|--------------------------------|
| Age   | X        |         |                |                   |                 | Public                         |
| Disability  | X        |         |                |                   |                 | Public                         |
| Gender reassignment   |          | X       |                |                   |                 | Public                         |
| Pregnancy and maternity   |          | X       |                |                   |                 | Public                         |
| Race  |          |         | X              |                   |                 | Public                         |
| Religion or belief  |          | X       |                |                   |                 | Public                         |
| Sex   |          |         |                | X                 |                 | Public                         |
| Sexual orientation  |          | X       |                |                   |                 | Public                         |
| Marriage & civil partnership  |          | X       |                |                   |                 | Public                         |
| Poverty   |          | X       |                |                   |                 | Public                         |
| Rurality  |          | X       |                |                   |                 | Public                         |

**Table 2 Geographical impact**

Does the proposal impact on a specific area? Consider the [demographic data](#) of the locations.

| Area                  | Yes / no |
|-----------------------|----------|
| All Hampshire         | Yes      |
| Basingstoke and Deane |          |
| East Hampshire        |          |
| Eastleigh             |          |
| Fareham               |          |
| Gosport               |          |
| Hart                  |          |
| Havant                |          |
| New Forest            |          |
| Rushmoor              |          |
| Test Valley           |          |
| Winchester            |          |

### **Section three: Equality Statement**

**For all characteristics marked as either having a neutral or low negative impact, challenge your assessment - carefully consider the protected characteristics, if necessary, review the Inclusion and Diversity eLearning, discuss with an EIA co-ordinator.**

**Table 3 Consideration of and explanation for neutral or low negative impacts**

| Protected characteristic       | Brief explanation of why this has been assessed as having neutral or low negative impact  |
|--------------------------------|---|
| Gender reassignment            | The programme does not specifically seek to respond to needs around gender reassignment but within the context of Children's Services' work, staff are sensitive and responsive to listening and supporting children with their identity and this will continue within any changes the programme makes. The research being undertaken to obtain the voice of children in care may help influence any further actions required.  |
| Pregnancy and maternity        | There is no impact identified through the programme on meeting the needs of children who are pregnant.  |
| Race                           | The population of Hampshire is predominately White British (92%) with 96.8% speaking English as their main language, but this does vary geographically across the county. Children in Hampshire's care have a marginally higher proportion (10.4%) from non-White ethnic backgrounds and includes children who are unaccompanied asylum seekers. Hampshire's approved foster carers closely mirror the general population with 92.7% recorded as White British. Children's needs are met on an individual basis and race is considered but with the high proportion of White ethnicity in Hampshire it is critical that the programme ensures that services are sensitive, responsive, accessible, and enabling. Representation of BAME actors/models in visual marketing output is used to demonstrate that anyone of any ethnicity can become a foster carer. |
| Sexual orientation             | There is no impact identified in the programme. Children's individual needs are met through their care planning and staff and carers have skills in caring for children who are LGBTQ+. Foster carers who are LGBTQ+ are actively promoted in communications and recruitment.   |
| Marriage and civil partnership | There is no impact identified through the programme regarding marriage and civil partnership.   |
| Poverty                        | There is no impact identified through the programme on poverty.   |
| Rurality                       | The fostering service is aware of where foster carers live within Hampshire to ensure that homes are available across the county to support children staying close to their family home wherever possible. There is specific impact identified through the programme on rurality.   |

**For all characteristics marked as either having a 'medium negative' or 'high negative', please complete the following table:**

**Table 4 Explanation and mitigation for medium and high impacts**

| Protected characteristic | Brief explanation of why this has been assessed as having medium or high negative impact  | Is there a Geographical impact? If so, please explain -use list below to identify geographical area(s) | Short explanation of mitigating actions  |
|--------------------------|---|--|--|
| Sex                      | 49% of Hampshire's population is male. Within the children in care population in Hampshire, boys tend to be overrepresented (currently 58%). However, the fostering service has a majority of female foster carers being the primary carer, so the needs of boys are sometimes more difficult for them to meet. | No   | The needs of girls and boys are considered in the programme through the individual approaches to care. When considering role models, the needs of each child are considered, and mitigations identified through wider support groups if the primary carer is female, and the fostering service actively recruits male carers. The programme is seeking to increase the skills and capabilities of staff and carers to support the needs of boys. |

If you have specified mitigations as part of the assessment, now consider reviewing the impact severity/risk assessment.

For all characteristics marked as either having a positive impact please explain why here.

**Table 5 Consideration of and explanation for positive impacts**

| Protected characteristic | Brief explanation of why this has been assessed as having positive impact   |
|--------------------------|---|
| Age                      | MPP is seeking to gain the voice of children in care to guide the development of services being delivered under the programme as well as provide a wider understanding of what could be even better in how we deliver care. Trauma informed approaches mean children's wellbeing should be enhanced as their experiences are understood and therefore how they receive help will change for the better. This approach encompasses education so there is a |

|            |   |
|------------|---|
|            | wider shared understanding supporting positive educational outcomes. Within the Urgent & Extended Care Service, priority is being given to access to education for the cohort. Under Fostering Regulations there is a minimum age limit to become a foster carer, but no upper age limit is enforced. Each applicant is assessed according to their individual suitability to foster.   |
| Disability | The programme is seeking to embed trauma informed parenting and deliver a psychological service that supports the development of skills and capabilities in staff and foster carers. The aim is to understand the experiences of a child and relate those to how to support them. 50% of children in care meet the criteria for a possible mental health disorder compared to one in ten outside of the care system. MPP will provide enhanced support for mental wellbeing and longer-term outcomes which complements the services providing by partner Child and Adolescent Mental Health Service (CAMHS). The development of the Urgent & Extended Care Service includes an Occupational Therapy environment assessment to ensure that it will be accessible to children with additional sensory needs and disabilities, MPP is also looking at increasing the numbers of carers who are approved to care for disabled children through the Specialist Respite Care scheme, this scheme provides temporary care for children giving a break to long term carers. Recruitment of foster carers is actively promoting those who are disabled dispelling myths that they cannot foster. |

**Further actions and recommendations to consider:**

- If neutral or low negative impacts have been carefully considered and identified correctly, the activity is likely to proceed.
- If medium negative or high negative have been identified:
  - The policy, service review, scheme or practice may be paused or stopped
  - The policy, service review, scheme or practice can be changed to remove, reduce, or mitigate against the negative impacts.
  - Consider undertaking consultation/re-consulting<sup>9</sup>.
  - If all options have been considered carefully and there are no other proportionate ways to remove, reduce, or mitigate - explain and justify reasons why in the assessment.
  - Carry out a subsequent impact severity assessment following mitigating actions.

**Box 1 Please set out any additional information which you think is relevant to this impact assessment:**

---

The Modernising Placements Programme aims to enhance and provide additionality to the services in place for children in care. The programme is responding to a number of issues that are known both locally and nationally and, therefore, is not intended to remove or disrupt services. This reduces the potential for negative impacts.

**Box 2**

**If appropriate, (i.e., it is immediately evident that a full EIA is not necessary) please provide a short succinct assessment to show that due regard has been given and that there is no requirement for a full EIA:**

# CS12 Services to Schools

## SP23 Equality Impact Assessment Form

Guidance containing information and considerations for Equalities Impacts and paying due regard to the Public Sector Equality duty is available [here](#). Please refer to it before undertaking your EIA.

|                               |  |
|-------------------------------|--|
| <b>Name of SP23 proposal:</b> | <b>SP23 Opportunity Reference:</b><br>Please use this structure as a reference for your EIA:<br><b><i>EIA CSD-Services to Schools-20210430</i></b> |
| Services to Schools           | CS12   |

### EIA writer(s) and authoriser

| No. |                  | Name          | Department          | Position                                  | Email address  | Phone number | Date     | Issue |
|-----|------------------|---------------|---------------------|---|--|--------------|----------|-------|
| 1   | Report Writer(s) | Simon Francis | Children's Services | Quality Improvement Service Manager (EYs) | <a href="mailto:Simon.francis@hants.gov.uk">Simon.francis@hants.gov.uk</a> | 07849606408  | 26.4.21  |       |
| 2   | EIA authoriser   | Brian Pope    | Children's Services | Assistant Director                        | <a href="mailto:brian.pope@hants.gov.uk">brian.pope@hants.gov.uk</a>       | 02392 441471 | 30.04.21 |       |
| 3   | EIA Coordinator  |               |                     |   |  |              |          |       |

### Section one – information about the service and service change



|   |  |
|---|--|
| <b>Service affected</b>   | <b>Education and Inclusion</b>   |
| <b>Please provide a short description of the service / policy/project/project phase</b> | <p>Education and Inclusion is an umbrella name for a variety of different services that support the education of children, staff, and leadership groups, including Governors, within schools and colleges, and other various education related activities.</p> <p>Most of these different departments have a business relationship with schools and colleges that is either based on a Service Level Agreement or the direct purchase of time and resource. There is also an element of centrally funded (LA) provision, mostly around the LA delivering its statutory functions to schools and colleges.</p> <p>The individual services involved in this exercise are:</p> <p><b>Hampshire Music Service:</b></p> <p>Hampshire Music Service is one of the largest music services in the country. It provides a music education service to Hampshire schools and colleges promoting high quality learning opportunities, at school and beyond the school day, through a wide range of charged for activities that include small group instrumental and vocal tuition in schools, class music teaching, Instrument hire scheme, area and county youth ensembles, support for teaching staff workshops and large-scale projects.</p> <p><b>Hampshire Futures:</b></p> <p>Hampshire futures offers a range of high-quality services and support for schools, colleges and training providers in delivering careers and work-related learning programmes. This includes face to face careers advice for work experience for students and support to colleges with careers strategy and the advice and guidance on achieving a Quality Careers Standard. They work mainly within Hampshire but are expanding their work to other Local Authorities.</p> <p><b>Governor Services:</b></p> |

|   |  |
|---|--|
|   | <p>Governor Services provide access to support and training for governors and committee members that enables them to effectively fulfil their roles and responsibilities.</p> <p><b>Hampshire Study Centres</b></p> <p>Support the delivery of a rich and varied curriculum offer to schools and children across Hampshire through visits (residential and day visits) to two Hampshire owned and run study centres.</p> <p><b>Hampshire Inspection and Advisory Service.</b></p> <p>Hampshire Inspection and Advisory Service central role is to improve the quality of teaching and learning in schools. From whole-school management through to staff development and training, the services are designed to ensure the maximum benefits to pupils with the overall aim of improving the outcomes for all. This work is delivered through a range of activities that include inspection review and evaluation, Ofsted inspection preparation and follow up, curriculum development, management and professional consultancy, staff development and training, annual conferences, staff recruitment, curriculum support etc.</p> |
| <p><b>Please explain the new/changed service/policy/project</b></p> | <p>Each of the services described above has been asked to do an initial review of their area and identify potential areas where either additional revenue maybe be able to be generated – through activities such as increasing activity in Hampshire schools and those beyond Hampshire borders, considering pricing policy etc. or through a range of efficiencies and other savings. Individual services will review initial ideas, consider the feasibility of those plans, and start to assess the potential impact of those solutions on service delivery and those who use the services, which is predominantly schools and colleges and families of children of school age.</p>  |

## Engagement and consultation

The County Council's *Serving Hampshire Balancing the Budget* consultation (2021-2023) will seek residents' and stakeholders' views on strategic options for funding the Authority's budget gap. Where applicable, detailed proposals for making savings will be subject to further, more detailed 'stage two' consultation before any decisions on service specific changes are made.

**Has any pre-consultation engagement been carried out?**

(Delete as appropriate)

|  |    |  |
|--|----|--|
|  | No |  |
|--|----|--|

**Describe the consultation or engagement you have performed or are intending to perform.**

Describe who was engaged or consulted. What was the outcome of the activity and how have the results influenced what you are doing? If no consultation or engagement is planned, please explain why.

No consultation has yet occurred as the work has currently been focussed upon identifying potential areas for making savings and efficiencies. Now these have been identified, individual Heads of Service will consider in more detail the practicalities and detail of their outline proposals. If there is a need identified to seek views or to consult formally with various groups these will be undertaken to inform and support decision making.

**Section two: Assessment**

Carefully and consciously consider the impacts of the proposed change.

Consider at this point whether the assessment is of impacts on staff or service users. If it is both the impacts may be contradictory for each group (negative for staff but positive for customers, or vice versa). Consider completing two assessment tables (one for staff and one for customers) and providing one equality statement for both groups.

If the proposed change is expected to have a positive, neutral (no impact) or negative (low, medium, or high) impact on people in the protected characteristics groups. Indicate the impact by entering the risk score in the relevant column in the table below.

If an overview assessment of due regard is appropriate, please go to box 2.

**Table 1 Impact Assessment**

| Protected characteristic<br>(see <a href="#">EIA</a> ) | Positive | Neutral | Negative - low | Negative - Medium | Negative - High | Affects staff, public or both? |
|--|----------|---------|----------------|-------------------|-----------------|--------------------------------|
|--|----------|---------|----------------|-------------------|-----------------|--------------------------------|

| <a href="#">Guidance</a> for considerations) |  |   |  |  |  |      |
|--|--|---|--|--|--|------|
| <b>Age</b>                                   |  | x |  |  |  | Both |
| <b>Disability</b>                            |  | x |  |  |  | Both |
| <b>Gender reassignment</b>                   |  | x |  |  |  | Both |
| <b>Pregnancy and maternity</b>               |  | x |  |  |  | Both |
| <b>Race</b>                                  |  | x |  |  |  | Both |
| <b>Religion or belief</b>                    |  | x |  |  |  | Both |
| <b>Sex</b>                                   |  | x |  |  |  | Both |
| <b>Sexual orientation</b>                    |  | x |  |  |  | Both |
| <b>Marriage &amp; civil partnership</b>      |  | x |  |  |  | Both |
| <b>Poverty</b>                               |  | X |  |  |  | Both |
| <b>Rurality</b>                              |  | x |  |  |  | Both |

**Table 2 Geographical impact**

Does the proposal impact on a specific area? Consider the [demographic data](#) of the locations.

| Area | Yes / no |
|------|----------|
|------|----------|

|                       |     |
|-----------------------|-----|
| All Hampshire         | Yes |
| Basingstoke and Deane |     |
| East Hampshire        |     |
| Eastleigh             |     |
| Fareham               |     |
| Gosport               |     |
| Hart                  |     |
| Havant                |     |
| New Forest            |     |
| Rushmoor              |     |
| Test Valley           |     |
| Winchester            |     |

### **Section three: Equality Statement**

**For all characteristics marked as either having a neutral or low negative impact, challenge your assessment - carefully consider the protected characteristics, if necessary, review the Inclusion and Diversity eLearning, discuss with an EIA co-ordinator.**

**Table 3 Consideration of and explanation for neutral or low negative impacts**

| <b>Protected characteristic</b> | <b>Brief explanation of why this has been assessed as having neutral or low negative impact</b> |
|---------------------------------|---|
|---------------------------------|---|

|   |   |
|---|---|
| Age<br>Disability<br>Gender reassignment<br>Pregnancy and maternity<br>Race<br>Religion or belief<br>Sex<br>Sexual orientation<br>Marriage & civil partnership<br>Poverty<br>Rurality | <p>The judgement that there will be a 'neutral' impact on those with any of the protected characteristics is based on the fact that the majority of approaches are centred around efficiencies, particularly due to new and innovative ways of working remotely. Initial thinking is that this will have almost no impact. Where price rises are being suggested, the approach is to add as small amounts as possible over significant volumes of transactions, so that the increases do not become a barrier to accessing services.</p> <p>As plans develop, there will be a continual focus and review of potential impact. For example, considering whether an increased remote/virtual learning approach disadvantage older people who may not have access to suitable IT services.</p> |
|---|---|

For all characteristics marked as either having a 'medium negative' or 'high negative', please complete the following table:

**Table 4 Explanation and mitigation for medium and high impacts**

| Protected characteristic | Brief explanation of why this has been assessed as having medium or high negative impact | Is there a Geographical impact? If so, please explain -use list below to identify geographical area(s) | Short explanation of mitigating actions |
|--------------------------|--|--|---|
|                          |  |  |   |

If you have specified mitigations as part of the assessment, now consider reviewing the impact severity/risk assessment.

For all characteristics marked as either having a positive impact please explain why here.

**Table 5 Consideration of and explanation for positive impacts**

| Protected characteristic | Brief explanation of why this has been assessed as having positive impact |
|--------------------------|---|
|                          |   |

Further actions and recommendations to consider:

- If neutral or low negative impacts have been carefully considered and identified correctly, the activity is likely to proceed.
- If medium negative or high negative have been identified:
  - The policy, service review, scheme or practice may be paused or stopped
  - The policy, service review, scheme or practice can be changed to remove, reduce, or mitigate against the negative impacts.
  - Consider undertaking consultation/re-consulting<sup>10</sup>.
  - If all options have been considered carefully and there are no other proportionate ways to remove, reduce, or mitigate - explain and justify reasons why in the assessment.
  - Carry out a subsequent impact severity assessment following mitigating actions.

**Box 1 Please set out any additional information which you think is relevant to this impact assessment:**

**Box 2**

**If appropriate, (i.e., it is immediately evident that a full EIA is not necessary) please provide a short succinct assessment to show that due regard has been given and that there is no requirement for a full EIA:**

There is no requirement for a full EIA due to the fact that the assessment is that the impact of the savings programme will be neutral across all protected characteristics.

# CS13 Children with Additional Needs

## SP23 Equality Impact Assessment Form

Guidance containing information and considerations for Equalities Impacts and paying due regard to the Public Sector Equality duty is available [here](#). Please refer to it before undertaking your EIA.

|                                |  |
|--------------------------------|--|
| <b>Name of SP23 proposal:</b>  | <b>SP23 Opportunity Reference:</b><br>Please use this structure as a reference for your EIA:<br><b><i>EIA –CSD – Children with Additional Needs - 210430</i></b> |
| Children with Additional Needs | CS13   |

### EIA writer(s) and authoriser

| No. |                  | Name          | Department          | Position                                   | Email address  | Phone number  | Date       | Issue |
|-----|------------------|---------------|---------------------|--|--|---------------|------------|-------|
| 1   | Report Writer(s) | Jayne Howarth | Childrens Service's | County Education Manager (Inclusion)       | Jayne.howarth@hants.gov.uk   | 03707793373   | 13/08/2021 |       |
| 2   | EIA authoriser   | Brian Pope    | Childrens Service's | Assistant Director Education and Inclusion | brian.pope@hants.gov.uk  | 023 9244 1471 | 30/04/2021 |       |
| 3   | EIA Coordinator  | Betsy Locke   | Children's Services | WFD Project Officer                        | <a href="mailto:Eia.childrens@hants.gov.uk">Eia.childrens@hants.gov.uk</a> | 0370 779 5530 |            |       |

### Section one – information about the service and service change



|   |  |
|---|--|
| <b>Service affected</b>   | Inclusion Services   |
| <b>Please provide a short description of the service / policy/project/project phase</b> | There are several inclusion services that are currently funded by the Local Authority. These services facilitate vulnerable children's access to education and support improved outcomes. They include the Virtual School, Hampshire and the Isle of Wight's Educational Psychology Service and the Inclusion Support Service.   |
| <b>Please explain the new/changed service/policy/project</b>                            | This project will review the functions of inclusion services to consider which are essential statutory services and will remain funded by the Local Authority and which are services could be funded in alternative ways through the dedicated schools grant. The proposal is to review costs for the non-statutory work with schools (currently funded by the Local Authority) and consider funding them through other sources. |

## Engagement and consultation

The County Council's *Serving Hampshire Balancing the Budget* consultation (2021-2023) will seek residents' and stakeholders' views on strategic options for funding the Authority's budget gap. Where applicable, detailed proposals for making savings will be subject to further, more detailed 'stage two' consultation before any decisions on service specific changes are made.

### Has any pre-consultation engagement been carried out?

(Delete as appropriate)

|     |    |                                     |
|-----|----|-------------------------------------|
| Yes | No | No, but is planned to be undertaken |
|-----|----|-------------------------------------|

### Describe the consultation or engagement you have performed or are intending to perform.

Describe who was engaged or consulted. What was the outcome of the activity and how have the results influenced what you are doing? If no consultation or engagement is planned, please explain why.

Any proposals would have to be considered by School's Forum, in their advisory role in the oversight of the dedicated schools grant regarding the options for elements of work that might be funded by this budget.

## Section two: Assessment

Carefully and consciously consider the impacts of the proposed change.

Consider at this point whether the assessment is of impacts on staff or service users. If it is both the impacts may be contradictory for each group (negative for staff but positive for customers, or vice versa). Consider completing two assessment tables (one for staff and one for customers) and providing one equality statement for both groups.

If the proposed change is expected to have a positive, neutral (no impact) or negative (low, medium, or high) impact on people in the protected characteristics groups. Indicate the impact by entering the risk score in the relevant column in the table below.

If an overview assessment of due regard is appropriate, please go to box 2.

**Table 1 Impact Assessment**

| Protected characteristic<br>(see <a href="#">EIA Guidance</a> for considerations) | Positive | Neutral | Negative - low | Negative - Medium | Negative - High | Affects staff, public or both? |
|---|----------|---------|----------------|-------------------|-----------------|--------------------------------|
| Age   |          | X       |                |                   |                 |                                |
| Disability  |          | X       |                |                   |                 |                                |
| Gender reassignment   |          | X       |                |                   |                 |                                |
| Pregnancy and maternity   |          | X       |                |                   |                 |                                |
| Race  |          | X       |                |                   |                 |                                |
| Religion or belief  |          | X       |                |                   |                 |                                |
| Sex   |          | X       |                |                   |                 |                                |
| Sexual orientation  |          | X       |                |                   |                 |                                |

|   |  |   |  |  |  |  |
|---|--|---|--|--|--|--|
|   |  |   |  |  |  |  |
| <b>Marriage &amp; civil partnership</b> |  | x |  |  |  |  |
| <b>Poverty</b>                          |  | x |  |  |  |  |
| <b>Rurality</b>                         |  | x |  |  |  |  |

**Table 2 Geographical impact**

Does the proposal impact on a specific area? Consider the [demographic data](#) of the locations.

| <b>Area</b>           | <b>Yes / no</b> |
|-----------------------|-----------------|
| All Hampshire         | yes             |
| Basingstoke and Deane |                 |
| East Hampshire        |                 |
| Eastleigh             |                 |
| Fareham               |                 |
| Gosport               |                 |
| Hart                  |                 |
| Havant                |                 |
| New Forest            |                 |

|             |  |
|-------------|--|
| Rushmoor    |  |
| Test Valley |  |
| Winchester  |  |

**Section three: Equality Statement**

For all characteristics marked as either having a neutral or low negative impact, challenge your assessment - carefully consider the protected characteristics, if necessary, review the Inclusion and Diversity eLearning, discuss with an EIA co-ordinator.

**Table 3 Consideration of and explanation for neutral or low negative impacts**

| Protected characteristic | Brief explanation of why this has been assessed as having neutral or low negative impact  |
|--------------------------|---|
| All                      | It is not anticipated at this stage that there would be a change service delivery and so the anticipated impact is neutral<br>Should after the proposal is further developed a change to service delivery be proposed then a further EIA will need to be completed. |

For all characteristics marked as either having a 'medium negative' or 'high negative', please complete the following table:

**Table 4 Explanation and mitigation for medium and high impacts**

| Protected characteristic | Brief explanation of why this has been assessed as having medium or high negative impact | Is there a Geographical impact? If so, please explain -use list below to identify geographical area(s) | Short explanation of mitigating actions |
|--------------------------|--|--|---|
|                          |  |  |   |

If you have specified mitigations as part of the assessment, now consider reviewing the impact severity/risk assessment.

For all characteristics marked as either having a positive impact please explain why here.

**Table 5 Consideration of and explanation for positive impacts**

| Protected characteristic | Brief explanation of why this has been assessed as having positive impact |
|--------------------------|---|
|                          |   |

**Further actions and recommendations to consider:**

- If neutral or low negative impacts have been carefully considered and identified correctly, the activity is likely to proceed.
- If medium negative or high negative have been identified:
  - The policy, service review, scheme or practice may be paused or stopped
  - The policy, service review, scheme or practice can be changed to remove, reduce, or mitigate against the negative impacts.
  - Consider undertaking consultation/re-consulting<sup>11</sup>.
  - If all options have been considered carefully and there are no other proportionate ways to remove, reduce, or mitigate - explain and justify reasons why in the assessment.
  - Carry out a subsequent impact severity assessment following mitigating actions.

**Box 1 Please set out any additional information which you think is relevant to this impact assessment:**

**Box 2**

**If appropriate, (i.e., it is immediately evident that a full EIA is not necessary) please provide a short succinct assessment to show that due regard has been given and that there is no requirement for a full EIA:**

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# CS14 Skills and Participation

## SP23 Equality Impact Assessment Form

Guidance containing information and considerations for Equalities Impacts and paying due regard to the Public Sector Equality duty is available [here](#). Please refer to it before undertaking your EIA.

|                               |  |
|-------------------------------|--|
| <b>Name of SP23 proposal:</b> | <b>SP23 Opportunity Reference:</b><br>Please use this structure as a reference for your EIA: <b><i>EIA – [Department]-[title]-[year/month/day]</i></b> |
| CS14 – Skills & Participation |  |

### EIA writer(s) and authoriser

| No. |                  | Name           | Department          | Position                 | Email address  | Phone number  | Date                     | Issue |
|-----|------------------|----------------|---------------------|--------------------------|--|---------------|--------------------------|-------|
| 1   | Report Writer(s) | Phillip Walker | Children's Services | County Education Manager | <a href="mailto:Phillip.Walker@hants.gov.uk">Phillip.Walker@hants.gov.uk</a> | 07540 930270  | 6 <sup>th</sup> May 2021 |       |
| 2   | EIA authoriser   | Brian Pope     | Children's Services | Assistant Director       | Brian.Pope@hants.gov.uk  | Via Teams     |                          |       |
| 3   | EIA Coordinator  | Betsy Locke    | Children's Services | WFD Project Officer      | <a href="mailto:Eia.childrens@hants.gov.uk">Eia.childrens@hants.gov.uk</a>   | 0370 779 5530 |                          |       |

### Section one – information about the service and service change

|   |  |
|---|--|
| <b>Service affected</b>   | Skills & Participation   |
| <b>Please provide a short description of the service / policy/project/project phase</b> | <p>The service leads the County Council's work to influence and shape the Hampshire skills system so that individuals, communities, and employers have access to the skills provision they require to prosper, and in turn strengthen people's health, wellbeing, and prosperity. There is a particular focus on young people, technical and professional skills, and Apprenticeships.</p> <p>The service also supports the County Council's work in digital inclusion, low carbon, equality &amp; diversity, and public health.</p> |
| <b>Please explain the new/changed service/policy/project</b>                            | Cease work on promoting the skills agenda through the skills strategy and pass the work to the Local Enterprise Partnerships   |

## Engagement and consultation

The County Council's *Serving Hampshire Balancing the Budget* consultation (2021-2023) will seek residents' and stakeholders' views on strategic options for funding the Authority's budget gap. Where applicable, detailed proposals for making savings will be subject to further, more detailed 'stage two' consultation before any decisions on service specific changes are made.

### Has any pre-consultation engagement been carried out?

(Delete as appropriate)

|     |    |                                     |
|-----|----|-------------------------------------|
| Yes | No | No, but is planned to be undertaken |
|-----|----|-------------------------------------|

### Describe the consultation or engagement you have performed or are intending to perform.

Describe who was engaged or consulted. What was the outcome of the activity and how have the results influenced what you are doing? If no consultation or engagement is planned, please explain why.



Consultation would be on a non-statutory basis, and via engagement with the Hampshire education and skills sector. This includes such bodies as schools, FE colleges, training providers, District Councils, and the Local Enterprise Partnerships (LEPs). We would also seek the views of employer representative bodies such as the Chamber of Commerce.

## **Section two: Assessment**

Carefully and consciously consider the impacts of the proposed change.

Consider at this point whether the assessment is of impacts on staff or service users. If it is both the impacts may be contradictory for each group (negative for staff but positive for customers, or vice versa). Consider completing two assessment tables (one for staff and one for customers) and providing one equality statement for both groups.

If the proposed change is expected to have a positive, neutral (no impact) or negative (low, medium, or high) impact on people in the protected characteristics groups. Indicate the impact by entering the risk score in the relevant column in the table below.

If an overview assessment of due regard is appropriate, please go to box 2.

**Table 1 Impact Assessment**

| <b>Protected characteristic<br/>(see <a href="#">EIA Guidance</a> for considerations)</b> | <b>Positive</b> | <b>Neutral</b> | <b>Negative - low</b> | <b>Negative - Medium</b> | <b>Negative - High</b> | <b>Affects staff, public or both?</b> |
|---|-----------------|----------------|-----------------------|--------------------------|------------------------|---------------------------------------|
| <b>Age</b>  |                 |                | X                     |                          |                        | Both                                  |
| <b>Disability</b>   |                 |                | X                     |                          |                        | Both                                  |
| <b>Gender reassignment</b>  |                 |                | X                     |                          |                        | Both                                  |
| <b>Pregnancy and maternity</b>  |                 |                | X                     |                          |                        | Both                                  |

|   |  |  |   |  |  |      |
|---|--|--|---|--|--|------|
| <b>Race</b>                             |  |  | X |  |  | Both |
| <b>Religion or belief</b>               |  |  | X |  |  | Both |
| <b>Sex</b>                              |  |  | X |  |  | Both |
| <b>Sexual orientation</b>               |  |  | X |  |  | Both |
| <b>Marriage &amp; civil partnership</b> |  |  | X |  |  | Both |
| <b>Poverty</b>                          |  |  | X |  |  | Both |
| <b>Rurality</b>                         |  |  | X |  |  | Both |

**Table 2 Geographical impact**

Does the proposal impact on a specific area? Consider the [demographic data](#) of the locations.

| <b>Area</b>           | <b>Yes / no</b> |
|-----------------------|-----------------|
| All Hampshire         | X               |
| Basingstoke and Deane |                 |
| East Hampshire        |                 |
| Eastleigh             |                 |
| Fareham               |                 |

|             |  |
|-------------|--|
| Gosport     |  |
| Hart        |  |
| Havant      |  |
| New Forest  |  |
| Rushmoor    |  |
| Test Valley |  |
| Winchester  |  |

**Section three: Equality Statement**

For all characteristics marked as either having a neutral or low negative impact, challenge your assessment - carefully consider the protected characteristics, if necessary, review the Inclusion and Diversity eLearning, discuss with an EIA co-ordinator.

**Table 3 Consideration of and explanation for neutral or low negative impacts**

| Protected characteristic | Brief explanation of why this has been assessed as having neutral or low negative impact   |
|--------------------------|--|
| All                      | The proposal to reduce or stop the service would diminish the County Council's capacity to influence and shape the skills system in Hampshire. However, other agencies are charged with comparable responsibilities, primarily LEPs. |

For all characteristics marked as either having a 'medium negative' or 'high negative', please complete the following table:

**Table 4 Explanation and mitigation for medium and high impacts**

| Protected characteristic | Brief explanation of why this has been assessed as having medium or high negative impact | Is there a Geographical impact? If so, please explain -use list below to identify geographical area(s) | Short explanation of mitigating actions |
|--------------------------|--|--|---|
|                          |  |  |   |

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

If you have specified mitigations as part of the assessment, now consider reviewing the impact severity/risk assessment.

For all characteristics marked as either having a positive impact please explain why here. Table 5 Consideration of and explanation for positive impacts

| Protected characteristic | Brief explanation of why this has been assessed as having positive impact |
|--------------------------|---|
|                          |   |

**Further actions and recommendations to consider:**

- If neutral or low negative impacts have been carefully considered and identified correctly, the activity is likely to proceed.
- If medium negative or high negative have been identified:
  - The policy, service review, scheme or practice may be paused or stopped
  - The policy, service review, scheme or practice can be changed to remove, reduce, or mitigate against the negative impacts.
  - Consider undertaking consultation/re-consulting<sup>1</sup>.

- 
- If all options have been considered carefully and there are no other proportionate ways to remove, reduce, or mitigate - explain and justify reasons why in the assessment.
  - Carry out a subsequent impact severity assessment following mitigating actions.

**Box 1 Please set out any additional information which you think is relevant to this impact assessment:**

The proposal, if adopted, would diminish the County Council’s capacity to influence and shape the Hampshire skills system. This will be in the form of reduced staff post. Strategic capacity will remain, albeit reduced.

**Box 2**

**If appropriate, (i.e., it is immediately evident that a full EIA is not necessary) please provide a short succinct assessment to show that due regard has been given and that there is no requirement for a full EIA:**

The proposal is made in the knowledge that UK government policy places a responsibility on LEPs and other agencies to fund, performance manage, and develop the skills system. This is part of a UK or England-wide policy framework. The proposal, if adopted, diminishes the County Council's capacity to influence and shape the Hampshire skills system to the benefit of Hampshire residents. It does not affect the policy framework.

# CS16 Strategic Development: Caretaking and Cleaning

## SP23 Equality Impact Assessment Form

Guidance containing information and considerations for Equalities Impacts and paying due regard to the Public Sector Equality duty is available [here](#). Please refer to it before undertaking your EIA.

|   |  |
|---|--|
| <b>Name of SP23 proposal:</b>   | <b>SP23 Opportunity Reference:</b><br>EIA CSD SP23 CS 15:<br><b><i>EIA –Childrens Services-<br/>[title]- 29 April 2021</i></b> |
| Effective budget planning and efficient service delivery of caretaking and cleaning |  |

### EIA writer(s) and authoriser

| No. |                  | Name            | Department          | Position                                 | Email address  | Phone number  | Date       | Issue |
|-----|------------------|-----------------|---------------------|--|--|---------------|------------|-------|
| 1   | Report Writer(s) | Richard Vaughan | Children's Services | Deputy Head of Strategic Development     | Richard.vaughan@hants.gov.uk   | 01962 846683  | 29 Apr. 21 | 1     |
| 2   | EIA authoriser   | Peter Colenutt  | Children's Services | Assistant Director Strategic Development | Peter.colenutt@hants.gov.uk  | 01962 846270  |            |       |
| 3   | EIA Coordinator  | Betsy Locke     | Children's Services |  | <a href="mailto:Eia.childrens@hants.gov.uk">Eia.childrens@hants.gov.uk</a> | 0370 779 5530 |            |       |

## Section one – information about the service and service change

|   |   |
|---|---|
| <b>Service affected</b>   | Childrens Services – Facilities Management function   |
| <b>Please provide a short description of the service / policy/project/project phase</b> | The Children’s Services Facilities Management Team are responsible for the provision of and running of the departments non-schools estate. This equates to over 20 sites spread across the County, made up of in the main office accommodation, client accessed properties and children’s homes.  |
| <b>Please explain the new/changed service/policy/project</b>                            | <p>There is no proposed change to service policy, the work will focus on undertaking more efficiently the way CSD sites are managed and serviced by the Facilities Management Team. As ways of working change, ways of managing CSD sites needs to change and as part of that change costs can be reduced.</p> <p>Areas being looked at but not limited to will include:</p> <ul style="list-style-type: none"> <li>FM staffing levels</li> <li>FM staff mileage</li> <li>Purchasing of services, equipment, and general products</li> <li>Maintenance regimes</li> <li>Number of properties within the estate</li> </ul> |

### Engagement and consultation

The County Council’s *Serving Hampshire Balancing the Budget* consultation (2021-2023) will seek residents’ and stakeholders’ views on strategic options for funding the Authority’s budget gap. Where applicable, detailed proposals for making savings will be subject to further, more detailed ‘stage two’ consultation before any decisions on service specific changes are made.

**Has any pre-consultation engagement been carried out?**

(Delete as appropriate)

|  |  |   |
|--|--|---|
|  |  | No, but if required it will be carried out. |
|--|--|---|

**Describe the consultation or engagement you have performed or are intending to perform.**

Describe who was engaged or consulted. What was the outcome of the activity and how have the results influenced what you are doing? If no consultation or engagement is planned, please explain why.

Should decisions be taken as part of this work that in anyway have an impact on staff or service users the required consultation or engagement will be undertaken. At this point in time, it is not possible to say what this might look like or if it will be needed.

**Section two: Assessment**

Carefully and consciously consider the impacts of the proposed change.

Consider at this point whether the assessment is of impacts on staff or service users. If it is both the impacts may be contradictory for each group (negative for staff but positive for customers, or vice versa). Consider completing two assessment tables (one for staff and one for customers) and providing one equality statement for both groups.

If the proposed change is expected to have a positive, neutral (no impact) or negative (low, medium, or high) impact on people in the protected characteristics groups. Indicate the impact by entering the risk score in the relevant column in the table below.

If an overview assessment of due regard is appropriate, please go to box 2.

**Table 1 Impact Assessment**

| Protected characteristic<br>(see <a href="#">EIA Guidance</a> for considerations) | Positive | Neutral | Negative - low | Negative - Medium | Negative - High | Affects staff, public or both? |
|---|----------|---------|----------------|-------------------|-----------------|--------------------------------|
| Age   |          | X       |                |                   |                 |                                |
| Disability  |          | X       |                |                   |                 |                                |



|   |  |   |  |  |  |  |
|---|--|---|--|--|--|--|
| <b>Gender reassignment</b>              |  | X |  |  |  |  |
| <b>Pregnancy and maternity</b>          |  | X |  |  |  |  |
| <b>Race</b>                             |  | X |  |  |  |  |
| <b>Religion or belief</b>               |  | X |  |  |  |  |
| <b>Sex</b>                              |  | X |  |  |  |  |
| <b>Sexual orientation</b>               |  | X |  |  |  |  |
| <b>Marriage &amp; civil partnership</b> |  | X |  |  |  |  |
| <b>Poverty</b>                          |  | X |  |  |  |  |
| <b>Rurality</b>                         |  | X |  |  |  |  |

### Table 2 Geographical impact

Does the proposal impact on a specific area? Consider the [demographic data](#) of the locations.

| <b>Area</b>           | <b>Yes / no</b> |
|-----------------------|-----------------|
| All Hampshire         | X               |
| Basingstoke and Deane |                 |
| East Hampshire        |                 |

|             |  |
|-------------|--|
| Eastleigh   |  |
| Fareham     |  |
| Gosport     |  |
| Hart        |  |
| Havant      |  |
| New Forest  |  |
| Rushmoor    |  |
| Test Valley |  |
| Winchester  |  |

### **Section three: Equality Statement**

**For all characteristics marked as either having a neutral or low negative impact, challenge your assessment - carefully consider the protected characteristics, if necessary, review the Inclusion and Diversity eLearning, discuss with an EIA co-ordinator.**

**Table 3 Consideration of and explanation for neutral or low negative impacts**

| <b>Protected characteristic</b> | <b>Brief explanation of why this has been assessed as having neutral or low negative impact</b>  |
|---------------------------------|--|
| All characteristics             | The changes that might be to the management of the Children's Services estate will not be designed to have a negative impact on any users, staff, or clients. The proposal is to see if the mechanics of the management can be streamlined in order to reduce overall costs. |

**For all characteristics marked as either having a 'medium negative' or 'high negative', please complete the following table:**

**Table 4 Explanation and mitigation for medium and high impacts**

| Protected characteristic | Brief explanation of why this has been assessed as having medium or high negative impact | Is there a Geographical impact? If so, please explain -use list below to identify geographical area(s) | Short explanation of mitigating actions |
|--------------------------|--|--|---|
|                          |  |  |   |

If you have specified mitigations as part of the assessment, now consider reviewing the impact severity/risk assessment.

For all characteristics marked as either having a positive impact please explain why here.

**Table 5 Consideration of and explanation for positive impacts**

| Protected characteristic | Brief explanation of why this has been assessed as having positive impact |
|--------------------------|---|
|                          |   |

**Further actions and recommendations to consider:**

- If neutral or low negative impacts have been carefully considered and identified correctly, the activity is likely to proceed.
- If medium negative or high negative have been identified:
  - The policy, service review, scheme or practice may be paused or stopped
  - The policy, service review, scheme or practice can be changed to remove, reduce, or mitigate against the negative impacts.
  - Consider undertaking consultation/re-consulting<sup>12</sup>.
  - If all options have been considered carefully and there are no other proportionate ways to remove, reduce, or mitigate - explain and justify reasons why in the assessment.
  - Carry out a subsequent impact severity assessment following mitigating actions.

**Box 1 Please set out any additional information which you think is relevant to this impact assessment:**

---

**Box 2**

**If appropriate, (i.e., it is immediately evident that a full EIA is not necessary) please provide a short succinct assessment to show that due regard has been given and that there is no requirement for a full EIA:**

Given the nature of the work could be considered business as usual and it should not have any detrimental impacts on any staff or users it is felt a full EIA is not required.

# CS17 Home to School Transport

## SP23 Equality Impact Assessment Form

Guidance containing information and considerations for Equalities Impacts and paying due regard to the Public Sector Equality duty is available [here](#). Please refer to it before undertaking your EIA.

|                               |   |
|-------------------------------|---|
| <b>Name of SP23 proposal:</b> | <b>SP23 Opportunity Reference:</b><br>Please use this structure as a reference for your EIA:<br><b><i>EIA – CSD HTST 2021/03/29</i></b> |
| Home to School Transport      |   |

### EIA writer(s) and authoriser

| No. |                  | Name          | Department          | Position                       | Email address  | Phone number | Date     | Issue |
|-----|------------------|---------------|---------------------|--------------------------------|--|--------------|----------|-------|
| 1   | Report Writer(s) | Martin Goff   | Children's Services | Head of Admissions & Transport | <a href="mailto:martin.goff@hants.gov.uk">martin.goff@hants.gov.uk</a>       |              | 29/03/21 | 1     |
| 2   | EIA authoriser   | Suzanne Smith | Children's Services | Assistant Director             | <a href="mailto:suzanne.smith2@hants.gov.uk">suzanne.smith2@hants.gov.uk</a> |              | 29/03/21 | 1     |
| 3   | EIA Coordinator  | Betsy Locke   | Children's Services | WFD Support Officer            | <a href="mailto:eia.childrens@hants.gov.uk">eia.childrens@hants.gov.uk</a>   |              | 29/03/21 | 1     |

### Section one – information about the service and service change

|   |   |
|---|---|
| <b>Service affected</b>   | Home to School Transport – Childrens’ Services Department   |
| <b>Please provide a short description of the service / policy/project/project phase</b> | <p>The County Council provides transport assistance for some children to attend school. This statutory service is largely provided to children attending their catchment school, but who live over 2 or 3 miles (depending on age) away from the school, as well as specialist Home to School Transport for Hampshire pupils with Special Educational Needs and/or disabilities (SEND). In both circumstances transport assistance is provided where children meet national eligibility criteria.</p> <p>Over £32 million is currently spent per financial year on providing Home to School Transport assistance to around 12,000 students. Of these, 9,000 attend Mainstream schools (at a cost of c£12 million) and 3,000 attend schools and colleges that meet their SEND requirements (at a cost of c£19.5 million).</p> <p>More information about the Home to School Transport service can be found at: <a href="http://www.hants.gov.uk/educationandlearning/schooltransport">www.hants.gov.uk/educationandlearning/schooltransport</a></p>           |
| <b>Please explain the new/changed service/policy/project</b>                            | <p>An investigation into efficiencies in Home to School Transport for children achieved by other low-cost councils would be undertaken to inform the potential ways in which cost reductions could be delivered whilst also improving services. Reductions to the cost of providing the Home to School Transport service may be possible through:</p> <ul style="list-style-type: none"> <li>• An extensive review of the current service and the approach to dedicated, contracted transport provision. The review would consider opportunities to make efficiencies in contract management and for optimising use of School Escorts provided directly by operators,</li> <li>• Contracting one or multiple schools to a single operator,</li> <li>• Encouraging the transport operator market to better develop supply chains and become more proficient in organising transport routes. This could enable operators designing transport, working directly with children, families, and schools to make more efficient transport arrangements,</li> </ul> |

|   |  |
|---|--|
|   | <ul style="list-style-type: none"> <li>• A redesign of the Home to School Transport service. Changes as outlined could achieve back-office efficiencies, such as;             <ul style="list-style-type: none"> <li>- reduction in the number of invoices being processed each month.</li> <li>- parental and school queries being managed by the operator rather than the service.</li> <li>- school Escort recruitment and training being performed by the operator.</li> <li>- route planning being undertaken by the operator rather than the service.</li> </ul> </li> </ul>   |
| <p><b>Impact of potential changes (added - not part of standard EIA template)</b></p> | <p>The potential service changes could have the following impacts:</p> <ul style="list-style-type: none"> <li>• Service users could see a change in their key contacts for transport arrangements. Users may also benefit from shorter journey times,</li> <li>• Schools would work directly with one transport operator and that transport operator may work across a number of schools in a similar location seeking to make more efficient transport arrangements,</li> <li>• Children from different schools may be transported, when it is safe and efficient to do so on the same vehicle,</li> <li>• Operators working with HCC to deliver this service could take on additional or changed responsibilities, either through their role in the supply chain and/or direct employment of School Escorts,</li> <li>• Currently School Escorts are almost all employed directly by HCC and assigned to a route. The School Escort workforce could see;             <ul style="list-style-type: none"> <li>- the proportion of Escorts in the service, employed directly by HCC, reduce.</li> <li>- more employment opportunities with operators.</li> </ul> </li> <li>• Compliance training such as safe-guarding, disability awareness and health &amp; safety is delivered by operators (HCC retains overall accountability).</li> <li>• Where appropriate TUPE does apply. Pension liability may be a TUPE barrier for the Operator.</li> </ul> |
| <p><b>Engagement and consultation</b></p>   |  |

The County Council's *Serving Hampshire Balancing the Budget* consultation (2021-2023) will seek residents' and stakeholders' views on strategic options for funding the Authority's budget gap. Where applicable, detailed proposals for making savings will be subject to further, more detailed 'stage two' consultation before any decisions on service specific changes are made.

**Has any pre-consultation engagement been carried out?**

(Delete as appropriate)

|  |           |                                     |
|--|-----------|-------------------------------------|
|  | <b>No</b> | No, but is planned to be undertaken |
|--|-----------|-------------------------------------|

**Describe the consultation or engagement you have performed or are intending to perform.**

Describe who was engaged or consulted. What was the outcome of the activity and how have the results influenced what you are doing? If no consultation or engagement is planned, please explain why.

No pre-consultation has taken place, but appropriate consultation will take place as proposals are developed.

**Section two: Assessment**

Carefully and consciously consider the impacts of the proposed change.

Consider at this point whether the assessment is of impacts on staff or service users. If it is both the impacts may be contradictory for each group (negative for staff but positive for customers, or vice versa). Consider completing two assessment tables (one for staff and one for customers) and providing one equality statement for both groups.

If the proposed change is expected to have a positive, neutral (no impact) or negative (low, medium, or high) impact on people in the protected characteristics groups. Indicate the impact by entering the risk score in the relevant column in the table below.

If an overview assessment of due regard is appropriate, please go to box 2.

**Table 1A Impact Assessment – Service Users (Customers)**

| Protected characteristic<br>(see <a href="#">EIA Guidance</a> for considerations) | Positive | Neutral | Negative - low | Negative - Medium | Negative - High | Affects staff, public or both? |
|---|----------|---------|----------------|-------------------|-----------------|--------------------------------|
| Age   |          |         | ✓              |                   |                 | Service Users                  |



|   |  |   |  |   |  |               |
|---|--|---|--|---|--|---------------|
| <b>Disability</b>                       |  |   |  | ✓ |  | Service Users |
| <b>Gender reassignment</b>              |  | ✓ |  |   |  | Service Users |
| <b>Pregnancy and maternity</b>          |  | ✓ |  |   |  | Service Users |
| <b>Race</b>                             |  | ✓ |  |   |  | Service Users |
| <b>Religion or belief</b>               |  | ✓ |  |   |  | Service Users |
| <b>Sex</b>                              |  | ✓ |  |   |  | Service Users |
| <b>Sexual orientation</b>               |  | ✓ |  |   |  | Service Users |
| <b>Marriage &amp; civil partnership</b> |  | ✓ |  |   |  | Service Users |
| <b>Poverty</b>                          |  | ✓ |  |   |  | Service Users |
| <b>Rurality</b>                         |  |   |  | ✓ |  | Service Users |

Table 1B Impact Assessment – School Escort Staff

| <b>Protected characteristic<br/>(see <a href="#">EIA Guidance</a><br/>for considerations)</b> | <b>Positive</b> | <b>Neutral</b> | <b>Negative - low</b> | <b>Negative -<br/>Medium</b> | <b>Negative -<br/>High</b> | <b>Affects staff,<br/>public or<br/>both?</b> |
|---|-----------------|----------------|-----------------------|------------------------------|----------------------------|---|
| <b>Age</b>  |                 |                |                       | ✓                            |                            | School Escort Staff                           |
| <b>Disability</b>   |                 |                |                       | ✓                            |                            | School Escort Staff                           |
| <b>Gender reassignment</b>  |                 | ✓              |                       |                              |                            | School Escort Staff                           |

|   |  |   |  |   |  |                     |
|---|--|---|--|---|--|---------------------|
| <b>Pregnancy and maternity</b>          |  | ✓ |  |   |  | School escort Staff |
| <b>Race</b>                             |  | ✓ |  |   |  | School Escort Staff |
| <b>Religion or belief</b>               |  | ✓ |  |   |  | School Escort Staff |
| <b>Sex</b>                              |  |   |  | ✓ |  | School Escort Staff |
| <b>Sexual orientation</b>               |  | ✓ |  |   |  | School Escort Staff |
| <b>Marriage &amp; civil partnership</b> |  | ✓ |  |   |  | Staff Escort Staff  |
| <b>Poverty</b>                          |  | ✓ |  |   |  | School Escort Staff |
| <b>Rurality</b>                         |  | ✓ |  |   |  | School Escort Staff |

Table 1C Impact Assessment – Home to School Transport Service Team (Staff)

| <b>Protected characteristic<br/>(see <a href="#">EIA Guidance</a><br/>for considerations)</b> | <b>Positive</b> | <b>Neutral</b> | <b>Negative - low</b> | <b>Negative -<br/>Medium</b> | <b>Negative -<br/>High</b> | <b>Affects staff,<br/>public or<br/>both?</b> |
|---|-----------------|----------------|-----------------------|------------------------------|----------------------------|---|
| <b>Age</b>  |                 |                |                       | ✓                            |                            | HTST Staff                                    |
| <b>Disability</b>   |                 | ✓              |                       |                              |                            | HTST Staff                                    |
| <b>Gender reassignment</b>  |                 | ✓              |                       |                              |                            | HTST Staff                                    |
| <b>Pregnancy and maternity</b>  |                 | ✓              |                       |                              |                            | HTST Staff                                    |
| <b>Race</b>   |                 | ✓              |                       |                              |                            | HTST Staff                                    |

|   |  |   |  |   |  |            |
|---|--|---|--|---|--|------------|
| <b>Religion or belief</b>               |  | ✓ |  |   |  | HTST Staff |
| <b>Sex</b>                              |  |   |  | ✓ |  | HTST Staff |
| <b>Sexual orientation</b>               |  | ✓ |  |   |  | HTST Staff |
| <b>Marriage &amp; civil partnership</b> |  | ✓ |  |   |  | HTST Staff |
| <b>Poverty</b>                          |  | ✓ |  |   |  | HTST Staff |
| <b>Rurality</b>                         |  | ✓ |  |   |  | HTST Staff |

**Table 2 Geographical impact**

Does the proposal impact on a specific area? Consider the [demographic data](#) of the locations.

| <b>Area</b>           | <b>Yes / no</b> |
|-----------------------|-----------------|
| All Hampshire         | Yes             |
| Basingstoke and Deane | No              |
| East Hampshire        | No              |
| Eastleigh             | No              |
| Fareham               | No              |
| Gosport               | No              |
| Hart                  | No              |

|             |    |
|-------------|----|
| Havant      | No |
| New Forest  | No |
| Rushmoor    | No |
| Test Valley | No |
| Winchester  | No |

### **Section three: Equality Statement**

**For all characteristics marked as either having a neutral or low negative impact, challenge your assessment - carefully consider the protected characteristics, if necessary, review the Inclusion and Diversity eLearning, discuss with an EIA co-ordinator.**

**Table 3 Consideration of and explanation for neutral or low negative impacts**

| <b>Protected characteristic</b>  | <b>Brief explanation of why this has been assessed as having neutral or low negative impact</b>   |
|--|---|
| Age ( <u>Service User</u> )  | This characteristic may experience a low negative impact as the changes will affect those in a specific age group. The service provides funded travel assistance for eligible children of compulsory school age and those aged 16 – 25 with SEND. Therefore, any changes to the service may impact children and young people aged 5 to 25 only. It is low negative as the commitment is to ensure the statutory service requirement for all eligible children and young people is not influenced by a protected characteristic. |
| All other protected characteristics in <u>service user</u> table 1A except those in table 4. | Service users are children and young people eligible for local authority funded home to school transport. There will be no impact for those with the protected characteristics, the service will continue to meet its statutory duty.   |
| All other protected characteristics in <u>staff</u> tables 1B & 1C except those in table 4.  | Any changes to an individual's employment status would not be influenced by a protected characteristic. If any changes were proposed for HCC employees, this would follow the appropriate consultation process.   |

**For all characteristics marked as either having a 'medium negative' or 'high negative', please complete the following table:**

**Table 4 Explanation and mitigation for medium and high impacts**

| <b>Protected characteristic</b>  | <b>Brief explanation of why this has been assessed as having medium or high negative impact</b>   | <b>Is there a Geographical impact? If so, please explain - use list below to identify geographical area(s)</b> | <b>Short explanation of mitigating actions</b>  |
|----------------------------------|---|--|---|
| <b>Disability (Service User)</b> | Approximately 2,750 children and a further 300 Post 16 students with SEND travel. The review may lead to changes in service, for example children may need to be picked up from a central point rather than be collected from their home address. For some children, this may mean an increase in overall journey times and require being accompanied by a responsible adult, parent, or guardian for this portion of the journey. This may apply to approximately 120 children who are wheel-chair users. There may be more sharing with SEN and Mainstream pupils and across schools to achieve transport economies of scale. | None   | A consultation and engagement process that outlines the HTST service policy, deliverables & expectations. Confirmation that the proposed changes do not impact on HCC's ability to meet statutory requirements. |

| Protected characteristic         | Brief explanation of why this has been assessed as having medium or high negative impact  | Is there a Geographical impact? If so, please explain - use list below to identify geographical area(s) | Short explanation of mitigating actions   |
|----------------------------------|---|---|---|
| <b>Rurality (Service User)</b>   | The rural resident child may face a more complicated home to pick up arrangement as the proposals aim to maximise transport utilisation and costs.  | None  | HTST will work with operators to ensure routes are fully optimised and journey times, including home to pick up are not longer than necessary and/or comply with policy. The policy proposes maximum journey times of 45 mins for Primary and 75 mins for Secondary pupils where possible. There are longer journeys for SEN pupils due to specialist provision requirements, the service will work with operators on a 'should not' rather than 'must not' basis not to exceed the above travel times. |
| <b>Age (School Escort Staff)</b> | School Escorts are employed by HCC of which; 43% are 55-64, (this compares with CSD 24% and HCC 23%), and 29% are 65 and over (this compares with CSD 7% and HCC 4%). This staff group may be affected as there is an intention to employ School Escorts through operators as part of the proposals. The number of School Escorts directly employed by HCC is likely to reduce. | None  | The allocation of a School Escort continues to be based on a need's led basis. Changes to existing provision is likely to reduce the number of School Escorts employed by HCC. However, there will be requirement to support transport arrangements where required.   |

| Protected characteristic                | Brief explanation of why this has been assessed as having medium or high negative impact   | Is there a Geographical impact? If so, please explain - use list below to identify geographical area(s) | Short explanation of mitigating actions  |
|---|--|---|--|
| <b>Sex (School Escort Staff)</b>        | 90% of School Escorts are female (this compares with CSD 85% and HCC 76%). If their employment changes or ends, it will be impacting the female workforce. The number of School Escorts directly employed by HCC is likely to reduce.  | None  | The allocation of a School Escort continues to be based on a need's led basis. Changes to existing provision is likely to reduce the number of School Escorts employed by HCC. However, there will be requirement to support transport arrangements where required. The allocation of a School Escort continues to be based on a need's led basis. |
| <b>Disability (School Escort Staff)</b> | 4.3% (20) staff have a disability. This compares with CSD (4.5%) and HCC (3.9%). Whilst this only impacts 20 staff, the service is conscious any staff reasonable adjustments are maintained to enable them to fulfil their job requirements.  | None  | The allocation of a School Escort continues to be based on a need's led basis and not influenced by a protected characteristic. The service only differentiates with School Escorts based on the training requirements needed to support the child.  |
| <b>Age (HTST Service Team)</b>          | 50% of staff are aged between 30-54 (this compares with CSD 58.4% and HCC 61%) and 31.8% are 55-64 (this compares with CSD 24% and HCC 23%). Any proposed changes will impact this age group the most if more 'back office' and customer service deliverables are moved to the operator. | None  | The proposals won't impact the whole workforce and there will still be a requirement to handle customer queries and deliver back-office functions.   |

| Protected characteristic       | Brief explanation of why this has been assessed as having medium or high negative impact   | Is there a Geographical impact? If so, please explain - use list below to identify geographical area(s) | Short explanation of mitigating actions  |
|--------------------------------|--|---|--|
| <b>Sex (HTST Service Team)</b> | 81.8% of staff are female this compares with CSD 85% and HCC 76%. Any proposed changes would impact this group the most if more 'back office' and customer service deliverables are moved to the operator. | None  | The proposals won't impact the whole workforce and there will still be a requirement to handle customer queries and deliver back-office functions. |

If you have specified mitigations as part of the assessment, now consider reviewing the impact severity/risk assessment.

For all characteristics marked as either having a positive impact please explain why here.

**Table 5 Consideration of and explanation for positive impacts (N/A)**

| Protected characteristic | Brief explanation of why this has been assessed as having positive impact |
|--------------------------|---|
|                          | N/A   |

**Further actions and recommendations to consider:**

- If neutral or low negative impacts have been carefully considered and identified correctly, the activity is likely to proceed.
- If medium negative or high negative have been identified:
  - The policy, service review, scheme or practice may be paused or stopped.
  - The policy, service review, scheme or practice can be changed to remove, reduce, or mitigate against the negative impacts.
  - Consider undertaking consultation/re-consulting<sup>13</sup>.
  - If all options have been considered carefully and there are no other proportionate ways to remove, reduce, or mitigate - explain and justify reasons why in the assessment.



- Carry out a subsequent impact severity assessment following mitigating actions.

**Box 1 Please set out any additional information which you think is relevant to this impact assessment:**

The County Council would continue to meet its statutory requirements.

**Box 2**

**If appropriate, (i.e., it is immediately evident that a full EIA is not necessary) please provide a short succinct assessment to show that due regard has been given and that there is no requirement for a full EIA:**

# CS18 Workforce Development

## SP23 Equality Impact Assessment Form

Guidance containing information and considerations for Equalities Impacts and paying due regard to the Public Sector Equality duty is available [here](#). Please refer to it before undertaking your EIA.

|   |   |
|---|---|
| Name of SP23 proposal:                    | SP23 Opportunity Reference:   |
| Children's Services Workforce Development | Please use this structure as a reference for your EIA:<br><b><i>EIA – Children's Services - Workforce Development- 2021/04/26</i></b> |
|   |   |

Page 162

### EIA writer(s) and authoriser

| No. |                  | Name          | Department          | Position                      | Email address  | Phone number | Date     | Issue |
|-----|------------------|---------------|---------------------|-------------------------------|--|--------------|----------|-------|
| 1   | Report Writer(s) | Gemma Durrant | Children's Services | Head of Workforce Development | Gemma.durrant@hants.gov.uk   | 07565 201263 | 26/04/21 | 1     |
| 2   | EIA authoriser   | Suzanne Smith | Children's Services | Assistant Director            | <a href="mailto:Suzanne.smith2@hants.gov.uk">Suzanne.smith2@hants.gov.uk</a> | Teams        | 28/04/21 |       |
| 3   | EIA Coordinator  | Betsy Locke   | Children's Services | Project Officer               | <a href="mailto:eia.childrens@hants.gov.uk">eia.childrens@hants.gov.uk</a>   | Teams        | 29/04/21 |       |

### Section one – information about the service and service change

|   |   |
|---|---|
| <b>Service affected</b>   | Children's Services Workforce Development   |
| <b>Please provide a short description of the service / policy/project/project phase</b> | <p>Children's Services Workforce Development is responsible for the management of professional and vocational learning specific to the department which includes internal delivery of programmes of learning as well as external commissioning and recruitment/induction of graduate social workers. Training is delivered through a range of methods including self-directed, online and face to face. Where courses are delivered face-to-face, they are held in a number of venues including Northfields House (our CS Workforce Development training centre), internal HCC venues and external venues.</p> <p>This project aims to reduce the CSD workforce development budget through:</p> <ul style="list-style-type: none"> <li>• Restructure of the Workforce Development team. This will primarily be a management restructure to reduce overlap and increase accountability.</li> <li>• Reduce external commissioning bringing more delivery in-house and changing course provision to reduce cost.</li> <li>• Reduce external venue hire costs by delivering more training virtually allowing all face-to-face training to be delivered using HCC owned venues.</li> </ul> |
| <b>Please explain the new/changed service/policy/project</b>                            | <p>It is planned to restructure the Workforce Development team to reduce overlap, increase accountability and ensure roles align to the changing blend of learning and development delivery.</p> <p>Remove external venue hire. More training will be delivered as eLearning/virtual sessions therefore more capacity will be available at Northfields House to deliver face to face courses internally and therefore external venues will not be needed.</p> <p>Replace some externally commissioned courses with in-house design/delivery and re-commission some externally delivered courses to enable the delivery of only essential</p>  |

|  |  |
|--|--|
|  | content, methodology and practice learning reducing accreditation requirements to only where required by role. |
|--|--|

## Engagement and consultation

The County Council's *Serving Hampshire Balancing the Budget* consultation (2021-2023) will seek residents' and stakeholders' views on strategic options for funding the Authority's budget gap. Where applicable, detailed proposals for making savings will be subject to further, more detailed 'stage two' consultation before any decisions on service specific changes are made.

**Has any pre-consultation engagement been carried out?**

(Delete as appropriate)

|     |    |  |
|-----|----|--|
| Yes | No | <b>No, but is planned to be undertaken</b> |
|-----|----|--|

**Describe the consultation or engagement you have performed or are intending to perform.**

Describe who was engaged or consulted. What was the outcome of the activity and how have the results influenced what you are doing? If no consultation or engagement is planned, please explain why.

These are all proposals that affect internal staff and do not have a large impact on residents. Consultation will be undertaken with staff to determine with them their ideas for how savings could be achieved as part of a reorganisation. Formal consultation will be undertaken with staff on any proposed restructuring process as part of the HR process.

### **Section two: Assessment**

Carefully and consciously consider the impacts of the proposed change.

Consider at this point whether the assessment is of impacts on staff or service users. If it is both the impacts may be contradictory for each group (negative for staff but positive for customers, or vice versa). Consider completing two assessment tables (one for staff and one for customers) and providing one equality statement for both groups.

If the proposed change is expected to have a positive, neutral (no impact) or negative (low, medium, or high) impact on people in the protected characteristics groups. Indicate the impact by entering the risk score in the relevant column in the table below.

If an overview assessment of due regard is appropriate, please go to box 2.

**Table 1 Impact Assessment**

| Protected characteristic<br>(see <a href="#">EIA Guidance</a> for considerations) | Positive | Neutral | Negative - low | Negative - Medium | Negative - High | Affects staff, public or both? |
|---|----------|---------|----------------|-------------------|-----------------|--------------------------------|
| Age   |          |         | X              |                   |                 | Staff                          |
| Disability  |          | x       |                |                   |                 | Staff                          |
| Gender reassignment   |          | x       |                |                   |                 | Staff                          |
| Pregnancy and maternity   |          | x       |                |                   |                 | Staff                          |
| Race  |          | x       |                |                   |                 | Staff                          |
| Religion or belief  |          | x       |                |                   |                 | Staff                          |
| Sex   |          | x       |                |                   |                 | Staff                          |
| Sexual orientation  |          | x       |                |                   |                 | Staff                          |
| Marriage & civil partnership  |          | x       |                |                   |                 | Staff                          |
| Poverty   |          | x       |                |                   |                 | Staff                          |

|                 |  |   |  |  |  |  |       |
|-----------------|--|---|--|--|--|--|-------|
| <b>Rurality</b> |  | x |  |  |  |  | Staff |
|-----------------|--|---|--|--|--|--|-------|

**Table 2 Geographical impact**

Does the proposal impact on a specific area? Consider the [demographic data](#) of the locations.

| <b>Area</b>           | <b>Yes / no</b> |
|-----------------------|-----------------|
| All Hampshire         | No              |
| Basingstoke and Deane | No              |
| East Hampshire        | No              |
| Eastleigh             | No              |
| Fareham               | No              |
| Gosport               | No              |
| Hart                  | No              |
| Havant                | No              |
| New Forest            | No              |
| Rushmoor              | No              |
| Test Valley           | No              |
| Winchester            | No              |

### Section three: Equality Statement

For all characteristics marked as either having a neutral or low negative impact, challenge your assessment - carefully consider the protected characteristics, if necessary, review the Inclusion and Diversity eLearning, discuss with an EIA co-ordinator.

Table 3 Consideration of and explanation for neutral or low negative impacts

| <b>Protected characteristic</b>         | <b>Brief explanation of why this has been assessed as having neutral or low negative impact</b>  |
|---|--|
| <b>Age</b>                              | The staff affected in the potential restructuring are all 55+ although this is reflective of the demographic of the team as a whole.   |
| <b>Disability</b>                       | With the move to more virtual learning there could be potential impacts depending on the type of disability, but the learning design process considers the need to be inclusive and make our learning as accessible as possible. Depending on the disability some employees may find it easier to attend virtual rather than face to face training as there will be no travel requirement. |
| <b>Gender reassignment</b>              | There is no impact on this characteristic.   |
| <b>Pregnancy and maternity</b>          | Pregnant staff may find it more comfortable to attend virtual learning from home and for those on maternity leave they may find it easier to access virtual learning as part of their Keeping in Touch days virtually rather than needing to come into an office,  |
| <b>Race</b>                             | There is no impact on this characteristic.   |
| <b>Religion or belief</b>               | There is no impact on this characteristic.   |
| <b>Sex</b>                              | There is no impact on this characteristic.   |
| <b>Sexual orientation</b>               | There is no impact on this characteristic.   |
| <b>Marriage &amp; civil partnership</b> | There is no impact on this characteristic.   |
| <b>Poverty</b>                          | There is no impact on this characteristic.   |
| <b>Rurality</b>                         | Rural staff may find it slightly more difficult to access virtual/online learning if internet speeds are slow although it will also reduce their travel time to venues which may be further from their homes.  |

For all characteristics marked as either having a ‘medium negative’ or ‘high negative’, please complete the following table:

**Table 4 Explanation and mitigation for medium and high impacts**

| Protected characteristic | Brief explanation of why this has been assessed as having medium or high negative impact | Is there a Geographical impact? If so, please explain -use list below to identify geographical area(s) | Short explanation of mitigating actions |
|--------------------------|--|--|---|
|                          |  |  |   |

If you have specified mitigations as part of the assessment, now consider reviewing the impact severity/risk assessment.

For all characteristics marked as either having a positive impact please explain why here.

**Table 5 Consideration of and explanation for positive impacts**

| Protected characteristic | Brief explanation of why this has been assessed as having positive impact |
|--------------------------|---|
|                          |   |

**Further actions and recommendations to consider:**

- If neutral or low negative impacts have been carefully considered and identified correctly, the activity is likely to proceed.
- If medium negative or high negative have been identified:
  - The policy, service review, scheme or practice may be paused or stopped
  - The policy, service review, scheme or practice can be changed to remove, reduce, or mitigate against the negative impacts.
  - Consider undertaking consultation/re-consulting<sup>14</sup>.
  - If all options have been considered carefully and there are no other proportionate ways to remove, reduce, or mitigate - explain and justify reasons why in the assessment.
  - Carry out a subsequent impact severity assessment following mitigating actions.

---



**Box 1 Please set out any additional information which you think is relevant to this impact assessment:**

Once details of the restructuring are known a further EIA will be conducted which considers the potential staff involved and will be a more in depth and targeted piece of work based on the data.

**Box 2**

**If appropriate, (i.e., it is immediately evident that a full EIA is not necessary) please provide a short succinct assessment to show that due regard has been given and that there is no requirement for a full EIA:**

## CS19 Health and Partnerships

|                        |   |
|------------------------|---|
| Name of SP23 proposal: | SP23 Opportunity Reference:<br>Please use this structure as a reference for your EIA:<br><b><i>EIA [CSD – Health integration – 31/3/21]</i></b> |
| Health Integration     |   |

### EIA writer(s) and authoriser

| No. |                  | Name           | Department          | Position                                  | Email address  | Phone number  | Date    | Issue |
|-----|------------------|----------------|---------------------|---|--|---------------|---------|-------|
| 1   | Report Writer(s) | Hayley Maspero | Children's Services | Strategic Partnership Development Manager | Hayley.maspero@hants.gov.uk  | 0370 779 6554 | 31/3/21 | 1     |
| 2   | EIA authoriser   | Suzanne Smith  | Children's Services | Assistant Director                        | <a href="mailto:Suzanne.smith2@hants.gov.uk">Suzanne.smith2@hants.gov.uk</a> | Teams         |         |       |
| 3   | EIA Coordinator  | Betsy Locke    | Children's Services | Project Officer                           | <a href="mailto:eia.childrens@hants.gov.uk">eia.childrens@hants.gov.uk</a>   | Teams         |         |       |

Page 170

### Section one – information about the service and service change

|  |   |
|--|---|
| Service affected   | Continuing Care process and care commissioning  |
| Please provide a short description of the service / policy/project/project phase | Children and young people may receive a "continuing care package" if they have needs arising from disability, accident or illness that cannot be met by existing universal or specialist services alone. There is a well-established multi agency process in place for children that are eligible for continuing care, further integration to bring health and social |

|   |   |
|---|---|
|   | <p>care into a single team would bring efficiencies to the process which would improve the service user experience and reduce duplication and management overheads and therefore, staff cost.</p> <p>The project as it an early stage, researching existing models in place in other local authorities to inform what the integration could look like and how we could implement it.</p>  |
| <p><b>Please explain the new/changed service/policy/project</b></p> | <p>The proposed integration would be between the Children’s Services Health and Partnerships Team and the CCG Complex Care team.</p> <p>This workstream will investigate the potential for improved integration between the Continuing Care teams across Children’s Services and the CCG, removing duplication of tasks, aligning governance, and improving the process for families.</p> |

## Engagement and consultation

The County Council’s *Serving Hampshire Balancing the Budget* consultation (2021-2023) will seek residents’ and stakeholders’ views on strategic options for funding the Authority’s budget gap. Where applicable, detailed proposals for making savings will be subject to further, more detailed ‘stage two’ consultation before any decisions on service specific changes are made.

### Has any pre-consultation engagement been carried out?

(Delete as appropriate)

|  |    |  |
|--|----|--|
|  | No |  |
|--|----|--|

### Describe the consultation or engagement you have performed or are intending to perform.

Describe who was engaged or consulted. What was the outcome of the activity and how have the results influenced what you are doing? If no consultation or engagement is planned, please explain why.

The project is at a very early research phase which will inform how engagement will take place. The results of the Balancing the Budget consultation indicate that the majority (49%) disagree with reducing or changing services in order to contribute to anticipated savings. However, the majority of respondents would also like to increase council tax by less than 3.99% and 48% (compared to 42%) do not think that reserves should be used to plug the gap. 63% agreed overall that the County Council should explore further the possibility of changing local government structures which suggests that residents would be supportive of further integration with Health.

**Section two: Assessment**

Carefully and consciously consider the impacts of the proposed change.

Consider at this point whether the assessment is of impacts on staff or service users. If it is both the impacts may be contradictory for each group (negative for staff but positive for customers, or vice versa). Consider completing two assessment tables (one for staff and one for customers) and providing one equality statement for both groups.

If the proposed change is expected to have a positive, neutral (no impact) or negative (low, medium, or high) impact on people in the protected characteristics groups. Indicate the impact by entering the risk score in the relevant column in the table below.

If an overview assessment of due regard is appropriate, please go to box 2.

**Table 1 Impact Assessment**

| Protected characteristic<br>(see <a href="#">EIA Guidance</a> for considerations) | Positive | Neutral | Negative - low | Negative - Medium | Negative - High | Affects staff, public or both? |
|---|----------|---------|----------------|-------------------|-----------------|--------------------------------|
| Age   |          |         | X              |                   |                 | Staff                          |
| Disability  |          | X       |                |                   |                 |                                |
| Gender reassignment   |          |         | X              |                   |                 | Staff                          |
| Pregnancy and maternity   |          | X       |                |                   |                 |                                |
| Race  |          | X       |                |                   |                 |                                |
| Religion or belief  |          | X       |                |                   |                 |                                |

|   |  |   |  |  |  |  |
|---|--|---|--|--|--|--|
| <b>Sex</b>                              |  | X |  |  |  |  |
| <b>Sexual orientation</b>               |  | X |  |  |  |  |
| <b>Marriage &amp; civil partnership</b> |  | X |  |  |  |  |
| <b>Poverty</b>                          |  | X |  |  |  |  |
| <b>Rurality</b>                         |  | X |  |  |  |  |

**Table 2 Geographical impact**

Does the proposal impact on a specific area? Consider the [demographic data](#) of the locations.

| <b>Area</b>           | <b>Yes / no</b> |
|-----------------------|-----------------|
| All Hampshire         | Yes             |
| Basingstoke and Deane |                 |
| East Hampshire        |                 |
| Eastleigh             |                 |
| Fareham               |                 |
| Gosport               |                 |
| Hart                  |                 |

|             |  |
|-------------|--|
| Havant      |  |
| New Forest  |  |
| Rushmoor    |  |
| Test Valley |  |
| Winchester  |  |

**Section three: Equality Statement**

For all characteristics marked as either having a neutral or low negative impact, challenge your assessment - carefully consider the protected characteristics, if necessary, review the Inclusion and Diversity eLearning, discuss with an EIA co-ordinator.

**Table 3 Consideration of and explanation for neutral or low negative impacts**

| Protected characteristic | Brief explanation of why this has been assessed as having neutral or low negative impact           |
|--------------------------|--|
| ALL                      | Any changes to the new team would go through a robust HR process to ensure no one is disadvantaged |

For all characteristics marked as either having a 'medium negative' or 'high negative', please complete the following table:

**Table 4 Explanation and mitigation for medium and high impacts**

| Protected characteristic | Brief explanation of why this has been assessed as having medium or high negative impact | Is there a Geographical impact? If so, please explain -use list below to identify geographical area(s) | Short explanation of mitigating actions |
|--------------------------|--|--|---|
|                          |  |  |   |

If you have specified mitigations as part of the assessment, now consider reviewing the impact severity/risk assessment.

For all characteristics marked as either having a positive impact please explain why here.

**Table 5 Consideration of and explanation for positive impacts**

| Protected characteristic | Brief explanation of why this has been assessed as having positive impact |
|--------------------------|---|
|                          |   |

**Further actions and recommendations to consider:**

- If neutral or low negative impacts have been carefully considered and identified correctly, the activity is likely to proceed.
- If medium negative or high negative have been identified:
  - The policy, service review, scheme or practice may be paused or stopped
  - The policy, service review, scheme or practice can be changed to remove, reduce, or mitigate against the negative impacts.
  - Consider undertaking consultation/re-consulting<sup>15</sup>.
  - If all options have been considered carefully and there are no other proportionate ways to remove, reduce, or mitigate - explain and justify reasons why in the assessment.
  - Carry out a subsequent impact severity assessment following mitigating actions.

**Box 1 Please set out any additional information which you think is relevant to this impact assessment:**

**Box 2**

If appropriate, (i.e., it is immediately evident that a full EIA is not necessary) please provide a short succinct assessment to show that due regard has been given and that there is no requirement for a full EIA:

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# CS20 Attribution of Placements Costs

## SP23 Equality Impact Assessment Form

Guidance containing information and considerations for Equalities Impacts and paying due regard to the Public Sector Equality duty is available [here](#). Please refer to it before undertaking your EIA.

|  |  |
|--|--|
| <b>Name of SP23 proposal:</b>  | <b>SP23 Opportunity Reference:</b><br>Please use this structure as a reference for your EIA: |
| Funding of joint placements between Education and Children’s Social Care | EIA – Childrens Services – INMSS spend from High Needs Budget – April 2021                   |

### EIA writer(s) and authoriser

| No. |                  | Name          | Department          | Position                                      | Email address  | Phone number | Date      | Issue |
|-----|------------------|---------------|---------------------|---|--|--------------|-----------|-------|
| 1   | Report Writer(s) | Laura Timms   | CSD                 | Head of Commissioning and Service Development | <a href="mailto:Laura.timms@hants.gov.uk">Laura.timms@hants.gov.uk</a>       | Via Teams    | 19/4/2021 |       |
| 2   | EIA authoriser   | Suzanne Smith | Children’s Services | Assistant Director                            | <a href="mailto:Suzanne.smith2@hants.gov.uk">Suzanne.smith2@hants.gov.uk</a> | Teams        |           |       |
| 3   | EIA Coordinator  | Betsy Locke   | Children’s Services | Project Officer                               | <a href="mailto:eia.childrens@hants.gov.uk">eia.childrens@hants.gov.uk</a>   | Teams        |           |       |

### Section one – information about the service and service change

|  |  |
|--|--|
| <p><b>Service affected.</b></p>  | <p>The services affected by this proposal are the education and social care budgets in children's services. Hampshire County Council (HCC) support a number of young people who have a social worker and go to specialist (independent) schools for people with special educational needs. Both social care and education pay towards the school placement.</p> <p>There are also some young people in care, who have education as part of their placement. At the moment a high number of these placements are funded by social care alone.</p>   |
| <p><b>Please provide a short description of the service / policy/project/project phase</b></p> | <p>The proposal is to review the current way in which the payment of placement costs is split between Children and Families (Hampshire County Council revenue budget) and High Needs Block funding (Dedicated Schools Grant). There is no national system for allocating costs to different budgets, these are all locally decided.</p> <p>The proposal is to see a greater use of the of High Needs Block to fund both joint placements and social care residential placements where education is provided on site. Initially a review will be undertaken of the current spend by each department and how these decisions were made. A desktop comparison against other Local Authorities will also be carried out. The proposal is to ensure that all spend relating to education is funded from the education budget (Dedicated Schools Grant).</p> <p>The proposal will not impact children and young people as placements will continue to be funded and young people can continue to attend the provisions. There would be no process change for external education providers in terms of their payments - as they currently invoice a central point, and the split is arranged internally. The impact to staff will be a change in business process to ensure the agreed apportionment is correctly recharged internally. Once the new process is in place and agreed there should be no additional impact on staff, there may be time efficiencies with the implementation of a standardised process.</p> <p>The impact politically will be that Hampshire's high needs block has a larger deficit, reflecting the educational costs. This increase in deficit will be more comparable to other Local Authorities.</p> |

**Please explain the new/changed service/policy/project**

The project should result in a clear process for agreeing funding splits internally between education and social care. This process will reflect the full extent of education costs being funded by education.

## Engagement and consultation

The County Council's *Serving Hampshire Balancing the Budget* consultation (2021-2023) will seek residents' and stakeholders' views on strategic options for funding the Authority's budget gap. Where applicable, detailed proposals for making savings will be subject to further, more detailed 'stage two' consultation before any decisions on service specific changes are made.

**Has any pre-consultation engagement been carried out?**

(Delete as appropriate)

No

**Describe the consultation or engagement you have performed or are intending to perform.**

Describe who was engaged or consulted. What was the outcome of the activity and how have the results influenced what you are doing? If no consultation or engagement is planned, please explain why.

The proposal will initially be looked at as a desk top exercise with comparative work being undertaken with other Local Authorities to understand how education needs (and associated costs) are differentiated from social care needs (and costs). Having completed this work, we will engage with Schools forum and, if relevant, Parent Carer groups. Schools forum will be asked to consider the evidence and proposals for ensuring all educational needs are met by the education budget.

### **Section two: Assessment**

Carefully and consciously consider the impacts of the proposed change.

Consider at this point whether the assessment is of impacts on staff or service users. If it is both the impacts may be contradictory for each group (negative for staff but positive for customers, or vice versa). Consider completing two assessment tables (one for staff and one for customers) and providing one equality statement for both groups.

If the proposed change is expected to have a positive, neutral (no impact) or negative (low, medium, or high) impact on people in the protected characteristics groups. Indicate the impact by entering the risk score in the relevant column in the table below.

If an overview assessment of due regard is appropriate, please go to box 2.

**Table 1 Impact Assessment**

| Protected characteristic<br>(see <a href="#">EIA Guidance</a> for considerations) | Positive | Neutral | Negative - low | Negative - Medium | Negative - High | Affects staff, public or both? |
|---|----------|---------|----------------|-------------------|-----------------|--------------------------------|
| Age   |          | X       |                |                   |                 |                                |
| Disability  |          | X       |                |                   |                 |                                |
| Gender reassignment   |          | X       |                |                   |                 |                                |
| Pregnancy and maternity   |          | X       |                |                   |                 |                                |
| Race  |          | X       |                |                   |                 |                                |
| Religion or belief  |          | X       |                |                   |                 |                                |
| Sex   |          | X       |                |                   |                 |                                |
| Sexual orientation  |          | X       |                |                   |                 |                                |
| Marriage & civil partnership  |          | X       |                |                   |                 |                                |

|          |  |   |  |  |  |  |
|----------|--|---|--|--|--|--|
| Poverty  |  | X |  |  |  |  |
| Rurality |  | X |  |  |  |  |

**Table 2 Geographical impact**

Does the proposal impact on a specific area? Consider the [demographic data](#) of the locations.

| Area          | Yes / no |
|---------------|----------|
| All Hampshire | Yes      |

**Section three: Equality Statement**

For all characteristics marked as either having a neutral or low negative impact, challenge your assessment - carefully consider the protected characteristics, if necessary, review the Inclusion and Diversity eLearning, discuss with an EIA co-ordinator.

**Table 3 Consideration of and explanation for neutral or low negative impacts**

| Protected characteristic | Brief explanation of why this has been assessed as having neutral or low negative impact |
|--------------------------|--|
|                          |  |

For all characteristics marked as either having a 'medium negative' or 'high negative', please complete the following table:

**Table 4 Explanation and mitigation for medium and high impacts**

| Protected characteristic | Brief explanation of why this has been assessed as having medium or high negative impact | Is there a Geographical impact? If so, please explain -use list below to identify geographical area(s) | Short explanation of mitigating actions |
|--------------------------|--|--|---|
|                          |  |  |   |

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

If you have specified mitigations as part of the assessment, now consider reviewing the impact severity/risk assessment.

For all characteristics marked as either having a positive impact please explain why here.

**Table 5 Consideration of and explanation for positive impacts**

| Protected characteristic | Brief explanation of why this has been assessed as having positive impact |
|--------------------------|---|
|                          |   |

**Further actions and recommendations to consider:**

- If neutral or low negative impacts have been carefully considered and identified correctly, the activity is likely to proceed.
- If medium negative or high negative have been identified:
  - The policy, service review, scheme or practice may be paused or stopped
  - The policy, service review, scheme or practice can be changed to remove, reduce, or mitigate against the negative impacts.
  - Consider undertaking consultation/re-consulting<sup>16</sup>.
  - If all options have been considered carefully and there are no other proportionate ways to remove, reduce, or mitigate - explain and justify reasons why in the assessment.
  - Carry out a subsequent impact severity assessment following mitigating actions.

**Box 1 Please set out any additional information which you think is relevant to this impact assessment:**

---

## Box 2

**If appropriate, (i.e., it is immediately evident that a full EIA is not necessary) please provide a short succinct assessment to show that due regard has been given and that there is no requirement for a full EIA:**

This project focuses on an internal decision as to the way in which joint funding is apportioned. Providers currently invoice a central point; this will not change. Service users are not routinely informed of an agreed funding split between education and social care. The decision-making processes in relation to whether a placement is suitable and should be made is out of scope for this project, therefore there should be no impact on individual children and carers.

The impact is negligible and does not impact people with any of the protected characteristics unduly.

There is the potential that the introduction of the new process for the children in care could have a positive impact. The introduction of a clear process should ensure that there are no longer delays in children accessing education. This process change could result in a faster process and the detrimental impact of delays being removed.

# CS21 Services for Young Children

## SP23 Equality Impact Assessment Form

Guidance containing information and considerations for Equalities Impacts and paying due regard to the Public Sector Equality duty is available [here](#). Please refer to it before undertaking your EIA.

|                               |  |
|-------------------------------|--|
| <b>Name of SP23 proposal:</b> | <b>SP23 Opportunity Reference:</b><br>Please use this structure as a reference for your EIA:<br><b><i>EIA –[Department]-[title]-[year/month/day]</i></b> |
| SfYC                          | EIA-CSD-SfYC-2021/04/27  |

### EIA writer(s) and authoriser

| No. |                  | Name          | Department          | Position                                   | Email address  | Phone number  | Date      | Issue |
|-----|------------------|---------------|---------------------|--|--|---------------|-----------|-------|
| 1   | Report Writer(s) | Tracey Messer | Children's Services | Service Manager                            | Tracey.messer@hants.gov.uk   |               | 27.4.2021 |       |
| 2   | EIA authoriser   | Brian Pope    | Childrens Service's | Assistant Director Education and Inclusion | brian.pope@hants.gov.uk  | 023 9244 1471 |           |       |
| 3   | EIA Coordinator  | Betsy Locke   | Children's Services | WFD Project Officer                        | <a href="mailto:Eia.childrens@hants.gov.uk">Eia.childrens@hants.gov.uk</a> | 0370 779 5530 |           |       |

### Section one – information about the service and service change



|   |   |
|---|---|
| <b>Service affected</b>   | Services for Young Children   |
| <b>Please provide a short description of the service / policy/project/project phase</b> | <p>SFYC administration provides administration functions to the whole of Services for Young Children which is made up of Education &amp; Inclusion – Quality Improvement and Inclusion and ABRD Childcare Development, Contact and Engagement and Early Years Funding. (A combined staff team of circa 90).</p> <p>The service supports the admin infrastructure needs of 2,500 childcare providers, of which 1400 are approved early years providers who make claims for early years funding. It maintains the Capita One early years data and information of all providers and the statutory link with OFSTED data feed. It makes all payments and invoicing for SFYC service needs. It is the main contact for SFYC for providers and parents and deals with first line of enquiries before forwarding on for more technical responses.</p> <p>There are 19.8 FTE staff within the SFYC admin service. This service has had reorganisation and reductions in budgets and staffing most recently in 2019 and subject to previous restructure in 2015.</p> <p>During the period September 2020 to March 2021 there were a total of 129,448 contacts of which 77% were email and 23% telephone calls.</p> |
| <b>Please explain the new/changed service/policy/project</b>                            | <p>This workstream will make efficiencies in the service’s approach to handling in-bound contact (e.g., telephone, email, post, web) from service-users, providers, and partners, as well as its business processes, building on changes to delivery introduced through the pandemic, where new technology has enabled a more centralised service rather than geographic model. Changes planned include:</p> <ol style="list-style-type: none"> <li>i. Reviewing and improving the approach to contact management, including seeking opportunities to exploit technology.</li> <li>ii. Reducing administration resource through channel shift opportunities that increase the level of self service.</li> <li>iii. Streamline where possible, early years provider payments to reduce the number of payments made per term.</li> <li>iv. Ensure that the sold service function fully funds the administration resources needed.</li> </ol>  |

## Engagement and consultation

The County Council's *Serving Hampshire Balancing the Budget* consultation (2021-2023) will seek residents' and stakeholders' views on strategic options for funding the Authority's budget gap. Where applicable, detailed proposals for making savings will be subject to further, more detailed 'stage two' consultation before any decisions on service specific changes are made.

### Has any pre-consultation engagement been carried out?

(Delete as appropriate)

|     |    |                                     |
|-----|----|-------------------------------------|
| Yes | No | No, but is planned to be undertaken |
|-----|----|-------------------------------------|

### Describe the consultation or engagement you have performed or are intending to perform.

Describe who was engaged or consulted. What was the outcome of the activity and how have the results influenced what you are doing? If no consultation or engagement is planned, please explain why.

The change process is in the early stage.

There will be staff engagement and consultation about change in processes.

Where there is a change that affects external customers, such as changing the timescales for early years funding claims, there will be consultation planned regarding the proposed system and process changes.

## **Section two: Assessment**

Carefully and consciously consider the impacts of the proposed change.

Consider at this point whether the assessment is of impacts on staff or service users. If it is both the impacts may be contradictory for each group (negative for staff but positive for customers, or vice versa). Consider completing two assessment tables (one for staff and one for customers) and providing one equality statement for both groups.

If the proposed change is expected to have a positive, neutral (no impact) or negative (low, medium, or high) impact on people in the protected characteristics groups. Indicate the impact by entering the risk score in the relevant column in the table below.

If an overview assessment of due regard is appropriate, please go to box 2.

**Table 1 Impact Assessment**

| Protected characteristic (see <a href="#">EIA Guidance</a> for considerations) | Positive | Neutral | Negative - low | Negative - Medium | Negative - High | Affects staff, public or both? |
|--|----------|---------|----------------|-------------------|-----------------|--------------------------------|
| Age  |          | X       |                |                   |                 |                                |
| Disability   |          |         | X              |                   |                 |                                |
| Gender reassignment  |          | X       |                |                   |                 |                                |
| Pregnancy and maternity  |          | X       |                |                   |                 |                                |
| Race   |          | X       |                |                   |                 |                                |
| Religion or belief   |          | X       |                |                   |                 |                                |
| Sex  |          | X       |                |                   |                 |                                |
| Sexual orientation   |          | X       |                |                   |                 |                                |
| Marriage & civil partnership   |          | X       |                |                   |                 |                                |
| Poverty  |          |         | X              |                   |                 |                                |
| Rurality   | X        |         | X              |                   |                 |                                |

## Table 2 Geographical impact

Does the proposal impact on a specific area? Consider the [demographic data](#) of the locations.

| Area                  | Yes / no |
|-----------------------|----------|
| All Hampshire         | x        |
| Basingstoke and Deane |          |
| East Hampshire        |          |
| Eastleigh             |          |
| Fareham               |          |
| Gosport               |          |
| Hart                  |          |
| Havant                |          |
| New Forest            |          |
| Rushmoor              |          |
| Test Valley           |          |
| Winchester            |          |

## Section three: Equality Statement

**For all characteristics marked as either having a neutral or low negative impact, challenge your assessment - carefully consider the protected characteristics, if necessary, review the Inclusion and Diversity eLearning, discuss with an EIA co-ordinator.**

**Table 3 Consideration of and explanation for neutral or low negative impacts**

| Protected characteristic   | Brief explanation of why this has been assessed as having neutral or low negative impact   |
|--|--|
| Age, Gender Reassignment, Pregnancy and Maternity, Race, Religion or Belief, Sexual Orientation, Marriage or Civil Partnership | There would be a neutral impact for these cohorts because the proposed changes do not affect these characteristics.  |
| Disability   | Any proposed channel shift to a more online or self-service way of working has potential to impact on any parents or providers whose disability affects their use of technology. Reasonable adjustments would need to be considered to mitigate any potential impact on staff with a disability.   |
| Poverty  | <p>Any reliance on use of technology for self-service has potential to impact on those residents who are unable to afford IT devices and access internet provision. There may be opportunities to mitigate this by signposting to community facilities where IT is available, such as libraries.</p> <p>Changes to the provider payment process as a result of this project might have an impact on provider cashflow, which in turn might affect how the free entitlement to childcare is offered by providers requiring charges for attendances that are not able to be claimed. This may affect families, especially low-income families.</p> |
| Rurality   | Any proposed solutions that rely on internet access have potential to impact on parents and providers in communities where internet coverage is poor. In mitigation, potential to retain some telephone-based services would be considered.  |

**For all characteristics marked as either having a ‘medium negative’ or ‘high negative’, please complete the following table:**

**Table 4 Explanation and mitigation for medium and high impacts**

| Protected characteristic | Brief explanation of why this has been assessed as having medium or high negative impact | Is there a Geographical impact? If so, please explain -use list below to identify geographical area(s) | Short explanation of mitigating actions |
|--------------------------|--|--|---|
|                          |  |  |   |

If you have specified mitigations as part of the assessment, now consider reviewing the impact severity/risk assessment.

For all characteristics marked as either having a positive impact please explain why here.

**Table 5 Consideration of and explanation for positive impacts**

| Protected characteristic | Brief explanation of why this has been assessed as having positive impact  |
|--------------------------|--|
| Rurality                 | Moves to more online self-service may help to reduce travel, increase engagement and broadband coverage is improving, thus there could also be a positive impact for service providers within rural communities. |

**Further actions and recommendations to consider:**

- If neutral or low negative impacts have been carefully considered and identified correctly, the activity is likely to proceed.
- If medium negative or high negative have been identified:
  - The policy, service review, scheme or practice may be paused or stopped
  - The policy, service review, scheme or practice can be changed to remove, reduce, or mitigate against the negative impacts.
  - Consider undertaking consultation/re-consulting<sup>17</sup>.
  - If all options have been considered carefully and there are no other proportionate ways to remove, reduce, or mitigate - explain and justify reasons why in the assessment.
  - Carry out a subsequent impact severity assessment following mitigating actions.

**Box 1 Please set out any additional information which you think is relevant to this impact assessment:**

Current interactions with providers and the public already use self-service and online engagement. This project seeks to maximise opportunities to create more efficient processes.

**Box 2**

**If appropriate, (i.e., it is immediately evident that a full EIA is not necessary) please provide a short succinct assessment to show that due regard has been given and that there is no requirement for a full EIA:**

Solutions not yet identified therefore impact on equality characteristics is not yet known.

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