



## Equality Assessment Impact of Redesign on Service Users

Service area:	Protection and Early Help – EPS Group
Name of service being reorganised:	Educational Psychology Service Group: <ul style="list-style-type: none"> <li>▪ Educational Psychology Service – EPS;</li> <li>▪ The Portage Home Visiting Service; and</li> <li>▪ Educational Service for Sensory Impairment (ESSI)</li> </ul>
Officer leading on assessment:	Julia Hardy, Principal Educational Psychologist
Other staff involved:	Sarah Lambe, Deputy Principal Educational Psychologist

### Key purpose of the individual services

#### **Educational Psychology Service (EPS):**

Kingston and Richmond Educational Psychology Services (EPS) are dynamic and innovative services which apply psychology and evidence-based practice (grounded in theory and research) to bring about change in the lives of children and young people (0 – 19 years of age). They work collaboratively with schools, professionals and agencies to build, embed and sustain positive change and provide every child and young person with the opportunity to succeed as effective learners, confident individuals, and engaged and informed contributors to society.

Kingston and Richmond EPS operate a consultation model of service delivery that promotes early intervention in order to minimise pupils' barriers to learning. Educational Psychologists (EPs) apply psychology in working with staff, parents, pupils and other agencies in order to generate solutions to concerns and facilitate change. EPs work as a resource for schools for all children, promoting psychological well-being, inclusion and raising standards across the full range of age and abilities. In addition to fulfilling statutory responsibilities/duties, examples of work in schools include:

At a individual level:

- Psychological assessment to help define the nature and implications of children and young people's difficulties;
- Psychological interventions (including therapeutic interventions);
- Psychological advice to staff focused on narrowing gaps in attainment and improving academic progress;
- Contribute towards multi-agency meetings about child/young person.

At a group level:

- Psychological interventions to develop particular skills e.g. study skills, thinking skills, exam stress, social skills, self-esteem / anxiety;
- Psychological interventions focused on narrowing the gap and improving academic progress;
- Support to small groups of staff in managing a particular issue e.g. challenging behaviour and disaffection;
- Parent workshops, e.g. Webster-Stratton's Incredible Years.

At a strategic, systems and organisational level:

- Support development of whole school strategies and systems;
- Continuing Professional Development for staff on school-determined topics with a psychological basis;
- Project development and research work e.g. evaluating interventions. We offer a full menu of research and evaluation services designed to help ensure that the interventions and learning packages that schools provide for pupils are evidence-based and are proven to be effective;
- Support preparing and responding to school emergencies;
- Multi-agency involvement and contribution to strategic development across the Local Authority.

### **The Portage Service:**

Key purposes of the service include:

- To co-ordinate the identification, assessment and service delivery for pre-school children who have been identified as having special educational needs/learning difficulties and/or disabilities (SEN/LDD);
- To deliver the Portage home teaching service for pre-school children and their families;
- To work in collaboration with other key agencies involved in the care of children with SEN/LDD;
- To provide support, advice and training to Children's Centres and Early Years Settings in the private, voluntary and independent sector on inclusion and working effectively with children who have SEN/LDD;
- To support Early Years Settings in meeting their statutory responsibilities under the 1996 Education Act and Education (Special Educational Needs) Regulations 1994.

Kingston Portage is a specialist support service with the following focus of work:

- Working in partnership with parents to provide the Portage home teaching programme through home visits and targeted group work;
- Delivering the National Autistic Society EarlyBird Parent Programme;
- Delivering the accredited National Portage Association Basic Portage Workshop to practitioners from a range of national and local services;
- Working with the Educational Psychology Service, Early Years Settings and schools to facilitate a smooth transition into school for children with SEN/LDD;
- Providing training and support to Early Years practitioners to enable them to identify children with SEN/LDD and take appropriate action to minimise any barriers to their learning;
- Working in partnership with the Moor Lane Children and Young People's Development Service (IDCS) to ensure that families with disabled children receive well planned and co-ordinated intervention;
- Fulfilling statutory duties.

### **The Educational Service for Sensory Impairment (ESSI):**

The Educational Service for Sensory Impairment (ESSI) uses specialist knowledge to support pre-school and school age children and young people (0 – 19 years of age) with hearing or visual impairment throughout their education. Our key aim is to give these children and young people every chance to achieve their full potential and to minimise the educational, social and emotional aspects of their hearing or visual impairment. We work in partnership with others to:

- Promote high standards and expectations for children and young people with sensory impairments;
- Encourage children and young people with sensory impairments to participate fully in their schools and communities and to take part in decisions about their education;

- Support schools/staff to develop their practice in meeting the needs of children and young people with sensory impairment;
- Work with both statutory and voluntary bodies to provide effective support for children and young people with sensory impairment.

## 1. Summarise details of proposed redesign

*Provide details of the proposed redesign. Include information about the previous structure and the new proposed structure.*

### **Current Structure:**

There are currently three parallel services in the London Borough of Kingston Upon Thames and the London Borough of Richmond upon Thames: (i) the Educational Psychology Service (EPS); (ii) the Portage service; and (iii) the Sensory service / Educational service for Sensory impairment which are all strategically managed by one manager (Principal Educational Psychologist – Julia Hardy). The Portage services are currently overseen by a joint manager (Ann Macpherson) and the EPS's also have one shared manager - Principal Educational Psychologist (PEP) post. In Richmond there is a Sensory team manager (Cathie Routley) but in Kingston the staff report to the PEP. See Appendices for service structure charts.

### **Proposed Structure:**

The proposed structure for AfC aligns Kingston and Richmond's Portage, Sensory and Educational Psychology Service and will be achieved by 1<sup>st</sup> April 2014. See Appendices for proposed service structure charts.

It is proposed that:

#### **(i) Educational Psychology Service (EPS):**

There will be one shared manager of the new AfC EPS, but with operational issues being dealt with by the Kingston and Richmond Deputy Principal Educational Psychologists (DPEPs). Line management of all qualified staff will be from the 2 DPEPs and the 2 senior EPs. Any trainee EPs will have a named supervisor who can be an experienced EP with at least 3 years experience. This management structure will ensure that quality assurance mechanisms continue to be embedded in the service, responding to feedback from clients (schools, parents, children and young people and other professionals). The placement arrangements will be organised by a Senior EP in each location. It is proposed that the service builds on the already successful model of having specialist EPs within the service applying evidence-based interventions. Currently this includes Looked After Children (LAC), Vulnerable Children, Early Years, Parenting and Autism Spectrum Disorder (ASD). It is proposed that both services mirror the provision, with Richmond developing ASD and Early Years specialists and Kingston expanding the LAC specialist work (from 0.2-0.5). Two new specialist EP posts could be 16-25 and Domestic Violence. The increase in specialist posts would allow for an increased capacity within the AfC EPS in order to provide for a greater level of community psychology, as well as offering career progression within the service. Potentially this could be commissioned by and/or benefit locality teams; it would lead to more direct work with the vulnerable, consistent with the new movement of "Austerity Psychology". The Specialist work with young adults will need to be purchased by colleges and FE as required. For all specialist posts these will need to be funded, such as the LAC posts which are currently funded by the 2 LAC teams, the ASD post which has been commissioned and funded by the Integrated Service for Disabled Children in Kingston. Non-commissioned posts can only take up 0.1 of a specialist EP's time.

The current EPS staffing includes 3 EPs on a 1 year fixed-term post, to provide capacity to respond to existing buy-back costs and in Kingston, the EPS involvement in Improving

Access to Psychological Therapies (IAPT). If the 2014-2015 income generation continues to increase then these posts should be made permanent. Additional Trainee EPs can be appointed if the income generation continues to increase and there is a need to increase capacity in order to deliver buy-back.

**(ii) Portage Service:**

The Manager of the Portage service will report to the PEP, but with 2 Specialist EPs (Early Years) offering psychological consultation support to the Portage Home visitors, in relation to casework issues. In each borough the home visitors will undertake initial home visits and attends panels at the discretion of the Portage co-ordinator. It is proposed that the Portage team in Richmond is altered so that all staff are Portage workers (there is currently a lead Portage worker, one who is 13 hours Nursery nurse and 23 hours Portage Home Visitor and a third colleague who is just a Portage Nursery Nurse (0.6 TTO). This will achieve the same flat structure as is in place in Kingston Portage currently.

It is proposed that the full time Portage Nursery Nurse transfers to the Early Years team to provide support and advice to early years settings.

It is proposed that the Portage Home Visitor/Nursery nurse becomes a full time Home Visitor.

Changes in the Portage team over the last few years have meant a significant reduction in nursery nurse hours and this has meant that the Portage Nursery Nurse role is very limited and sometimes lacks clarity. In addition, the availability of Additional Needs Grant money has meant that early years settings can apply for additional support and there is a clear process for allocating that funding which overlaps with the role fulfilled by the Portage Nursery Nurse. The nursery nurse post would be better placed to provide support and advice to settings, instead of offering 1-1 support for individual children. It is proposed that the Portage nursery nurse role works alongside the Early Years Consultant responsible for SEND within the joint Kingston and Richmond Early Years Service. This role will offer direct support in the early years setting to practitioners and SENCOs ensuring high quality and effective provision for children and their families, whilst supporting good transition from home to the setting and into school. This will add capacity to the support and advice available to settings whilst maintaining the strategic role of the Early Years Consultant.

**(iii) Educational Service for Sensory Impairment (ESSI):**

The Manager of the AfC ESSI will report to the PEP, but with the Deputy PEP will support the overseeing of operational issues within the sensory staff. This team is a vulnerable one with regard to the age profile and the difficulty recruiting qualified teachers of the Deaf (ToD) and Visually Impaired (ToVI). In Richmond staff are very experienced but may retire within the next few years. In Kingston some recruitment has already been agreed to facilitate a smooth handover between ToD in 2014. There is a vacancy in the teacher of the VI and despite national adverts this post has not been filled. It is proposed that the AFC "grow our own" principle is applied, with 2 teachers being seconded (0.3 each) from Kingston / Richmond schools to train to become ToVI. In Richmond 0.1 is funded to pay for regular assessments and intervention for mobility training for the visually impaired but in Kingston this is only available through the SEN funding with statements. This gap in funding needs to be rectified (costing approx £6.5K per annum).

## 2. Reasons for redesign

*Set out the rationale for the redesign.*

In April 2012 the London Borough of Kingston upon Thames and the Royal Borough of Richmond upon Thames Councils agreed to jointly deliver children's services under the

banner of Achieving for Children (AfC). AfC aims to provide value for money for all customers, high quality services and truly customer focused work. The aim is to maximise the benefits of sharing expertise and resources across the two boroughs, and reduce management and overhead costs where possible. It was therefore decided that the move towards shared services between Kingston and Richmond offered a good opportunity for the services within the EPS Group to consider the function and delivery of their services, test their effectiveness and identify potential for service development, and associated redesign.

### 3. What data collection and consultation have you undertaken?

*What data and information have you used to complete this equality assessment? What consultation have you carried out with service users to gather their views? How has this fed into the equality assessment?*

The EPS, Portage Service and ESSI all carry out annual surveys (at the end of an academic year - July) to obtain service users' views of the services that they receive and what they would like to see developed / any improvements they would like to see made. This feedback is then used to inform service development (on an annual basis). Information and data about service users' views were used to inform the restructure and this equality assessment.

In light of the current AfC proposals the ESSI sent out an additional survey to parents/carers, schools and children and young people in order to inform the current restructure proposals and find out what they value about the current service and what improvements they would like to see. Key feedback indicated that the majority of service users very much value the current service that they receive (this was particularly in Kingston) but improvements that parents/carers would like to see in Richmond included a widening of the service criteria, further access to associated professionals (such as Speech and Language Therapists and Psychologists), better communication/promotion of skills/services offered and additional resourcing (e.g. particularly in relation to mobility training). This information has been taken on board and is being used to develop the service and informed the service redesign and associated assessments.

### 4. Assess the impact of the redesign on service users with regard to each of the protected characteristic groups:

*Summarise the main issues identified with the redesign in relation to service users and the evidence for this under the protected characteristic that is affected e.g. age, disability, etc. For example, re-locating a service could lead to accessibility issues.*

*Consider whether any differences are justified (e.g. are there legislative or other constraints)? If they are, explain in what way.*

*If there is no evidence or feedback received for a particular strand, note this and move on.*

*In addition to identifying any problems or issues with the redesign, try to identify ways in which the changes will lead to positive impacts for protected characteristic groups.*

<b>Protected Group</b>	<b>Findings</b>
Age	<p>The EPS Group services currently provide services across the age range 0 – 19 years. The Portage service works with children under statutory school age and the EPS and ESSI currently work with children and young people from 0 – 19 years old. This is due to increase shortly to 25 years of age (in line with the national changes to SEN).</p> <p>There is no evidence or feedback that the redesign will impact on anyone based on age. In fact in certain areas capacity and skills will increase which will have a positive impact of the Post 16 and Early Years' population</p>

<i>Disability</i>	<p>The EPS Group services work with a population of children and young people that have a range of needs. Some of these needs come under the definition of 'disability' (e.g. have a substantial and long-term adverse affect on an individual's ability to carry out normal day-to-day activities) while others do not.</p> <p>There is no evidence that the service redesign will impact negatively on anyone based on their disability. There are likely to be positive impacts on those with a diagnosis of Autism due to the creation of a Specialist EP post for Autism in Richmond.</p>
<i>Gender (sex)</i>	<p>Current data from the EPS indicate that 70% of service users are male and that 30% are female.</p> <p>There is no evidence that the service redesign will impact on anyone based on gender.</p>
<i>Gender reassignment</i>	<p>Data from service users is not collected in this area.</p> <p>It is not envisaged, and there is no evidence, that the redesign will have any impact on individuals based on reassignment.</p>
<i>Marriage and civil partnership</i>	<p>Data from service users in this area is not applicable or collected.</p> <p>It is not envisaged, and there is no evidence, that the redesign will have any impact based on marital status.</p>
<i>Pregnancy and maternity</i>	<p>Data from service users is not collected in this area.</p> <p>It is not envisaged, and there is no evidence, that the redesign will have any impact on individuals based on this area.</p>
<i>Race / ethnicity</i>	<p>The current ethnic breakdown of service users of the EPS are as follows:</p> <ul style="list-style-type: none"> <li>▪ 42.6% identify themselves as White English</li> <li>▪ 14.5% identify themselves as other White British</li> <li>▪ 3.9% identify themselves as other Asian</li> <li>▪ 3% identify themselves as Black African</li> <li>▪ 2.7% identify themselves as Pakistani</li> <li>▪ 2% identify themselves as any other mixed background</li> <li>▪ 2% identify themselves as other ethnic group</li> <li>▪ 1.9% identify themselves as Indian</li> <li>▪ 1.7% identify themselves as White and Black Caribbean</li> <li>▪ 1.3% identify themselves as White and Asian</li> <li>▪ 1.2% identify themselves as White and Black African</li> <li>▪ 1.1% identify themselves as Sri Lankan</li> <li>▪ 0.6% identify themselves as Korean</li> <li>▪ 0.6% identify themselves as Black Caribbean</li> <li>▪ 0.6% identify themselves as Bangladesh</li> <li>▪ 0.5% identify themselves as Chinese</li> <li>▪ 0.4% identify themselves as any other background</li> <li>▪ 0.1% identify themselves as Gypsy / Roma</li> </ul> <p>It is not envisaged, and there is no evidence, that the redesign will have any impact on individuals based on race or ethnicity.</p>
<i>Religion and belief including non-belief</i>	<p>Data on the religion and belief of service users is not collected. However, the EPS Group activities have always been delivered, and will continue to be, in a way that meets the religious needs of service users as and where appropriate and required.</p>

	It is not envisaged, and there is no evidence, that the redesign will have any impact on individuals based on this area.
<i>Sexual Orientation</i>	Data on sexual orientation of service users is not collected.  It is not envisaged, and there is no evidence, that the redesign will have any impact on individuals based on their sexual orientation.

**5. What issues have you identified that require action?**

*Summarise the issues identified in the equality assessment and the actions that will be taken to address these in the table below, for example, making reasonable adjustments to improve accessibility.*

*The action plan should be drawn up in conjunction with the Directorate Lead Manager for the redesign. Once the equality assessment has been signed off then the actions should be transferred into the relevant Service Plans to ensure that they are followed through and progress monitored.*

<i>Issue identified</i>	<i>Planned action</i>	<i>Lead officer</i>	<i>Completion Date</i>
No issues identified			

**6. When completed, the equality assessment should be approved by a member of AfC Management Team**

<b>Approved by</b>	AfC Equalities Working Group
<b>Date of approval:</b>	April 2014
<b>Date of publication:</b>	May 2014