

## APPENDIX C

### COMMUNITY IMPACT ASSESSMENT

| Directorate / Service Area   |                     | Officer undertaking the assessment           |
|--|---------------------|--|
| Children Families and Adults   |                     | Name: Rebecca Wilshire                       |
| Service / Document / Function being assessed   |                     | Job Title: Head of Service – Access and SFSS |
| Family Group Conferencing Service and Supervised Contact   |                     | Contact details: 01480 379794                |
| Business Plan Proposal Number  | A/R.6.301 A/R.6.302 |  |
| Aims and Objectives of Service / Document / Function   |                     |  |
| <ul style="list-style-type: none"> <li>- To bring together Family Group Conferences (FGC), Supervised Contact (SC) and Specialist Family Support Services (SFSS)</li> <li>- To make the necessary savings within FGC and SC service</li> <li>- To strengthen the services following budget cuts</li> <li>- To ensure delivery of these services remain at the forefront for children services.</li> </ul>  |                     |  |
| What is changing?  |                     |  |
| <p>Currently within Children's Social Care (CSC) we have three separate family services:</p> <ul style="list-style-type: none"> <li>- SFSS – which provides outreach, parenting support, crisis support and edge of care services to enable children to remain at home with their families when intensive support is needed</li> <li>- FGC – who support and facilitate family group meetings with extended family members to consider who in the wider family could and would care for a child should parents not be able to. By locating wider family we look to prevent children from coming in the care system</li> <li>- SC – who provides a structured and safe contact for children to have with their families when they are no longer able to live with them.</li> </ul> <p>All three services work across all CSC functions; each service has a separate manager and each is currently overseen by a separate Head of Service (HoS). The change being proposed is to achieve efficiencies by bringing together the individual SFSS, FGC and SC services to form one new service, with one manager and one Head of Service managing and overseeing the service. Aligning the services in this way will enable workers with the opportunity to work across the three functions and in doing so, will allow them to develop their skills further. For example, each service has a bank of relief workers, by combining the service we strengthen our relief pool further and allow them the opportunity to strengthen and widen their skills also.</p> <p>This will require changing the current management structure and roles. SFSS currently have Lead Co-ordinators who manage workers in each area and are fully qualified Social Workers. SC and FGC Managers are not qualified Social Workers. In the newly formed service, we would seek to change the current status and in doing so, strengthen each function further by ensuring that in the future, all Co-ordinators and Managers are qualified Social Worker.</p> <p>The SFSS service will retain the same level of functionality and will support children and their families as they do now. This service is the only service in Cambridgeshire that works 8-10pm, weekends and will support families in an emergency/crisis. Therefore we have to retain this service in its entirety to ensure children are safeguarded. Without this support, the number of looked after children would increase and children would be more at risk.</p> <p>The savings being proposed will have an impact on the level of service delivery that SC and FGC currently provide. It is anticipated therefore that the two services will not be able to offer support to the same number of young people as they do now. The savings will require a change in criteria to ensure that we work with those families who are most in need and those children most at risk. However, the services will remain of a high quality and will be expected to continue to meet the needs of Children, Families and Adults and deliver a good service to families in Cambridgeshire.</p> |                     |  |

**Who is involved in this impact assessment?**

e.g. Council officers, partners, service users and community representatives.

FGC Manager, SC Manager and SFSS Manager – involved around Budgetary targets

SFSS Manager

Head of Service in Children Social Care

Family Review Group involved regarding SFSS

York Consultancy completed a Budget Analysis Evaluation on SFSS

**What will the impact be?**

Tick to indicate if the impact on each of the following protected characteristics is positive, neutral or negative.

| Impact                         | Positive | Neutral | Negative |
|--------------------------------|----------|---------|----------|
| Age                            |          | x       |          |
| Disability                     |          | x       |          |
| Gender reassignment            |          | x       |          |
| Marriage and civil partnership |          | x       |          |
| Pregnancy and maternity        |          | x       |          |
| Race                           |          | x       |          |

| Impact  | Positive | Neutral | Negative |
|---|----------|---------|----------|
| Religion or belief  |          | x       |          |
| Sex   |          | x       |          |
| Sexual orientation  |          | x       |          |
| The following additional characteristics can be significant in areas of Cambridgeshire. |          |         |          |
| Rural isolation   |          | x       |          |
| Deprivation   |          |         | x        |

For each of the above characteristics where there is a positive, negative and / or neutral impact, please provide details, including evidence for this view. Describe the actions that will be taken to mitigate any negative impacts and how the actions are to be recorded and monitored. Describe any issues that may need to be addressed or opportunities that may arise.

**Positive Impact**

The proposed change will make the transition of children, adults and families more seamless and work more effectively.

Bringing together services under 'one umbrella' will mean there will be one referral point and all referrals will be managed within the SFSS existing allocation. This means that they can ensure all areas are considered and strengthen when allocating a case to a service.

These services working closer together will develop better understanding and communication and both the service, children's and families' needs will be better assessed and met.

Working more closely, the families which can often cross over all three services will have a more consistent approach and potential for the same worker to provide continuity. Again this will ensure all the above positives are present and strengthen further.

Information on the above areas would only need to be shared once, and a more consistent approach can be developed creating further positives.

**Negative Impact**

It is anticipated that in response to the savings, there would need to be a change in criteria to ensure that the FC and FGC services work with those families who are most in need and those children most at risk there. This is expected to have an impact on the number of children, young people and families that the FC and FGC service will be able to work with as support would become more targeted.

Many of the families the service works with are low income families who may be adversely affected by the reduction in resources to support them in a crisis.

**Neutral Impact**

Access to services on the basis of age, disability, gender reassignment, marriage, civil partnerships, pregnancy, maternity, race, sex, sexual orientation, rural isolation and religion or belief would not change as a result of the proposals.

**Issues or Opportunities that may need to be addressed**

There is an opportunity for the workforce within these three services to strengthen; the skills and experience of the workforce would be enhanced as they would be working potentially across services when this is required. There may be a need for training (in house) to ensure development of workforce.

There would need to be a reduction in the number of management posts. However, the proposal provides CSC with the opportunity to ensure that three very valuable services remain able to deliver a quality service within a reduced budget.

**Community Cohesion**

If it is relevant to your area you should also consider the impact on community cohesion.

### COMMUNITY IMPACT ASSESSMENT

| Directorate / Service Area  |                                 | Officer undertaking the assessment   |
|---|---------------------------------|--|
| Children families and Adults  |                                 | <p>Name: Niki Clemo</p><br><p>Job Title: Services Director, Children's Social Care</p><br><p>Contact details: 01223 727989</p> |
| Service / Document / Function being assessed  |                                 |  |
| <p>Unit Expenditure: Childrens Social Care – Social Work Units reduction in Section 17 budget</p><br><p>Review of Children's Social Care Management Team Arrangements</p>   |                                 |  |
| <b>Business Plan Proposal Number (if relevant)</b>  | <p>AR 6.303</p> <p>AR 6.305</p> |  |
| Aims and Objectives of Service / Document / Function  |                                 |  |
| <p>Social work units deliver the main function of Childrens Social Care in safeguarding children and children looked after. The social work units are currently working with just under 2,900 families.</p><br><p>The Head of Social Work has responsibility for the standards of social work practice. This post has the lead role in the recruitment and retention strategy for children's social care. It also has line management responsibility for the clinical leads in the social work units.</p> |                                 |  |
| What is changing?   |                                 |  |
| <p>The Head of social work post is to be deleted and to be replaced by a part time Principal Social Worker post who will undertake the key responsibilities for ensuring high quality social work practice.</p><br><p>The social work units will see a reduction in their budget which is used to support children and families in crisis.</p>  |                                 |  |
| Who is involved in this impact assessment?  |                                 |  |
| <p>e.g. Council officers, partners, service users and community representatives.</p>  |                                 |  |
| <p>Children Social Care Management Team</p>   |                                 |  |

## What will the impact be?

Tick to indicate if the impact on each of the following protected characteristics is positive, neutral or negative.

| Impact                         | Positive | Neutral | Negative |
|--------------------------------|----------|---------|----------|
| Age                            |          | x       |          |
| Disability                     |          | x       |          |
| Gender reassignment            |          | x       |          |
| Marriage and civil partnership |          | x       |          |
| Pregnancy and maternity        |          | x       |          |
| Race                           |          | x       |          |

| Impact  | Positive | Neutral | Negative |
|---|----------|---------|----------|
| Religion or belief  |          | x       |          |
| Sex   |          | x       |          |
| Sexual orientation  |          | x       |          |
| The following additional characteristics can be significant in areas of Cambridgeshire. |          |         |          |
| Rural isolation   |          | x       |          |
| Deprivation   |          |         | x        |

For each of the above characteristics where there is a positive, negative and / or neutral impact, please provide details, including evidence for this view. Describe the actions that will be taken to mitigate any negative impacts and how the actions are to be recorded and monitored. Describe any issues that may need to be addressed or opportunities that may arise.

### Positive Impact

### Negative Impact

Many of the families we work with are low income families and may be adversely affected by the reduction in resources to support them in a crisis.

### Neutral Impact

Access to services on the basis of age, disability, gender reassignment, marriage, civil partnerships, pregnancy, maternity, race, sex, rural isolation, sexual orientation and religion or belief would not change as a result of the proposals.

### Issues or Opportunities that may need to be addressed

## Community Cohesion

If it is relevant to your area you should also consider the impact on community cohesion.

**COMMUNITY IMPACT ASSESSMENT**

| Directorate / Service Area   |           | Officer undertaking the assessment  |
|--|-----------|---|
| Children, Families & Adults  |           | Name: Richard Holland   |
| Service / Document / Function being assessed   |           | Job Title: Head of Service (Disabled children)<br><br>Contact details: 01223 706344 |
| Disabled Children's Service , Children's Social Care   |           |   |
| Business Plan Proposal Number (if relevant)  | A/R.6.304 |   |
| Aims and Objectives of Service / Document / Function   |           |   |
| To provide statutory Social Care and Short Break Services for Disabled Children and Young People.  |           |   |
| What is changing?  |           |   |
| <p>For 2014/15 the overall budget for the Children's Disability Social Care Service is £5,617,275. As part of a planned reduction in budgets there is a saving of £102,000 to be achieved in 2015/16 for the Disabled Children's Social care Service. This follows on from a reduction of £250,000 in 2013/14 and £270,000 in 2014/15.</p> <p>Reductions in budget to date have been achieved alongside the implementation of Personal Budgets within a Self-Directed Support Framework. There has been a move away from a reliance on expensive specialist services to an imaginative use of Direct Payments and activities. Flexibility of budget use has also been facilitated wherever possible by a move away from block contracts to spot purchase frameworks. Overall a continued increase in the demand for services has been achieved with reducing budgets by reducing the average cost of supporting individual disabled children in the community. The budget reduction for 2015/15 will be achieved through a continuation of this process.</p> |           |   |
| Who is involved in this impact assessment?   |           |   |
| e.g. Council officers, partners, service users and community representatives.  |           |   |
| <p>This impact assessment has been led by officers. Pinpoint, the parents' forum for disabled children and young people are aware of the reductions. They have voiced concerns about the continued process of reducing budgets year on year for this service.</p>  |           |   |

## What will the impact be?

Tick to indicate if the impact on each of the following protected characteristics is positive, neutral or negative.

| Impact                         | Positive | Neutral | Negative |
|--------------------------------|----------|---------|----------|
| Age                            |          | X       |          |
| Disability                     |          |         | X        |
| Gender reassignment            |          | X       |          |
| Marriage and civil partnership |          | X       |          |
| Pregnancy and maternity        |          | X       |          |
| Race                           |          | X       |          |

| Impact  | Positive | Neutral | Negative |
|---|----------|---------|----------|
| Religion or belief  |          | X       |          |
| Sex   |          | X       |          |
| Sexual orientation  |          | X       |          |
| The following additional characteristics can be significant in areas of Cambridgeshire. |          |         |          |
| Rural isolation   |          | X       |          |
| Deprivation   |          | X       |          |

For each of the above characteristics where there is a positive, negative and / or neutral impact, please provide details, including evidence for this view. Describe the actions that will be taken to mitigate any negative impacts and how the actions are to be recorded and monitored. Describe any issues that may need to be addressed or opportunities that may arise.

### Positive Impact

Budget reductions in 2013/14 and 2014/15 have been successfully achieved through the flexible support arrangements that have been developed and implemented for disabled children and young people in Cambridgeshire.

The funding reduction for 2015/16 will build upon this work.

### Negative Impact

There is a continued increase in demand for the number of families of disabled children seeking support from the service. A point will be reached where it is not possible to continue reducing the unit cost of support to counterbalance the increased numbers of children and reducing budget.

### Neutral Impact

As outlined above.

### Issues or Opportunities that may need to be addressed

The service provides statutory social care and short break services and has published access and eligibility criteria. With the implementation of the Children and Families Act 2014 and the greater requirement to facilitate access to support for children and young people with SEND, the demand for support is likely to increase.

### Community Cohesion

If it is relevant to your area you should also consider the impact on community cohesion.

The Children's Disability Service supports almost 1,000 disabled children and young people in Cambridgeshire. The emphasis of support in recent years has enhanced the level of community presence and community engagement for disabled children and young people. Many of these disabled children and young people would not share the community experience of their disabled peers without the support that is provided by the Children's Disability Social Care Service.

## COMMUNITY IMPACT ASSESSMENT

| Directorate / Service Area   |           | Officer undertaking the assessment  |
|--|-----------|---|
| Children Social Care/Business Support  |           | Name: Emma Nederpel<br><br>Job Title: Principal Business Support Manager<br><br>Contact details:<br>01354 750109<br>(Emma.Nederpel@cambridgeshire.gov.uk) |
| Service / Document / Function being assessed   |           |   |
| Business Support within Childrens Social Care supporting all functions within this service   |           |   |
| Business Plan Proposal Number (if relevant)  | A/R.6.306 |   |
| Aims and Objectives of Service / Document / Function   |           |   |
| <p>The Business Support Service has been tasked with making £205k savings within 2015/16; therefore we have to review our delivery of service in terms of efficiency savings through business processes and identifying essential tasks within the Business Support Roles.</p> <p>Business Support within Children Social Care, support the following service areas:</p> <ul style="list-style-type: none"> <li>• Integrated Access Team</li> <li>• Emergency Duty Team</li> <li>• Specialist Family Support</li> <li>• Safeguarding and Standards</li> <li>• Complaints</li> <li>• LADO</li> <li>• 18-25 Service</li> <li>• Participation</li> <li>• Residential</li> <li>• Fostering</li> <li>• CCC Camplay</li> <li>• SDS Direct Payments</li> <li>• Unit Model</li> <li>• Group Manager Support</li> <li>• Head of Service Support</li> <li>• Business Support Management Team</li> </ul> <p>The potential savings identified are reliant on changes being made in the teams listed above and also changing the way we deliver services, all service changes would be implemented alongside the lead Heads of Service for each area.</p> |           |   |
| What is changing?  |           |   |
| <p>Business Support predominately provide a back office function to the service which doesn't directly impact on children and families. However indirectly, the Business Support changes will impact on the workforce who deliver these services.</p> <p>All changes within the Business Support service will need to be implemented in line with individual service changes within Children Social Care.</p> <p><u>Unit Model</u></p> <p>The way in which we deliver our services through the Unit Model is reliant on the support and work of the Unit Co-ordinators. This workforce will be unaffected by any reduction in staffing numbers. However Unit Co-ordinators are currently line managed by Business Support Managers who have direct line management for a large number of staff, which can no longer be sustained longer term. Unit Co-ordinators work is directed by the work of the unit and therefore would benefit by the Consultant Social Worker line managing this workforce. Business Support</p>   |           |   |



Management time would be required to provide an advisory, recruitment and audit role to support this workforce.  
Integrated Access Team/Emergency Duty Team

The Business Support for IAT/EDT is provided by two teams. In future, they would benefit from one Business Support team providing cover and support to each of the service areas. Although staffing numbers are expected to be unaffected, the Business Support levels will need to be revaluated.

#### Fostering

The Fostering Service is about to undertake a review of their services. There are currently no identified changes at this stage, however the Business Support team will be structured around the reformation of this team and changes will be made in line with the Fostering review.

#### Safeguarding and Standards

A review of business processes and reconfiguration of how we deliver our Business Support service is currently underway. The outcome of this review will identify if any changes will be made to the current staffing levels within this service.

#### Supporting Services

Childrens Management Team is reviewing our provider services, to identify efficiency savings. These changes will directly impact on Business Support service.

#### Unaffected Teams

The following teams will be unaffected by any changes.

- Family Group
- Complaints
- LADO
- 18-25 service
- Residential
- CCS Camplay
- SDS Direct Payments

#### **Who is involved in this impact assessment?**

e.g. Council officers, partners, service users and community representatives.

Business Support provide a back office facility so therefore all relevant service leads will be involved in the changes to service delivery for each of these areas. Leads include:

- Heads of Service
- Business Support Managers
- Group Managers
- Team/Service Managers

#### **What will the impact be?**

Tick to indicate if the impact on each of the following protected characteristics is positive, neutral or negative.

| Impact                         | Positive | Neutral | Negative |
|--------------------------------|----------|---------|----------|
| Age                            |          | ✓       |          |
| Disability                     |          | ✓       |          |
| Gender reassignment            |          | ✓       |          |
| Marriage and civil partnership |          | ✓       |          |
| Pregnancy and maternity        |          | ✓       |          |
| Race                           |          | ✓       |          |

| Impact  | Positive | Neutral | Negative |
|---|----------|---------|----------|
| Religion or belief  |          | ✓       |          |
| Sex   |          | ✓       |          |
| Sexual orientation  |          | ✓       |          |
| The following additional characteristics can be significant in areas of Cambridgeshire. |          |         |          |
| Rural isolation   |          | ✓       |          |
| Deprivation   |          | ✓       |          |

For each of the above characteristics where there is a positive, negative and / or neutral impact, please provide details, including evidence for this view. Describe the actions that will be taken to mitigate any negative impacts and how the actions are to be recorded and monitored. Describe any issues that may need to be addressed or opportunities that may arise.

#### **Positive Impact**

This is an opportunity to review the business support service and align it with planned changes across the wider Children's Social Care Service. In doing so, it will be possible to build on the existing skills and knowledge of the workforce to ensure that in future, staff will be able to work across wider service areas.

Changes to the supervision arrangements of Unit Co-ordinators in the unit model will mean that Consultant Social Workers have more oversight of the business support tasks within their unit and give Unit Co-ordinators greater autonomy.

#### **Negative Impact**

The Business Support changes will impact on the workforce delivering services in the areas outlined above. There is expected to be a reduction in business support staffing levels.

#### **Neutral Impact**

The impact will need to be assessed in line with service reviews and so it is not possible to comment on specific implications at this stage. The assessment of risk will remain neutral whilst work to develop plans progresses.

#### **Issues or Opportunities that may need to be addressed**

See positive impact.

#### **Community Cohesion**

If it is relevant to your area you should also consider the impact on community cohesion.

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### COMMUNITY IMPACT ASSESSMENT

| Directorate / Service Area  |           | Officer undertaking the assessment  |
|---|-----------|---|
| Children, Families and Adult (CFA)<br><br>Children's Social Care  |           | Name: Elaine Petch<br><br>Job Title: Head of Social Work<br><br>Contact details: 01223 729149 |
| Service / Document / Function being assessed  |           |   |
| Recommission Clinical Offer   |           |   |
| <b>Business Plan<br/>Proposal Number<br/>(if relevant)</b>  | A/R.6.307 |   |
| Aims and Objectives of Service / Document / Function  |           |   |
| <p>During 2012/13 Social Work Units were established across Cambridgeshire. Since then families in Cambridgeshire have been supported by staff in a Social Work Unit which is made up of a small group of professionals including a consultant social worker, social workers, a specialist clinician and a unit co-ordinator. All members of the unit share responsibility for the support that is provided to families.</p> <p>The Specialist Clinician works with families to explore the different relationships which exist, their impact and ways to support positive change. The overall aim of the clinical offer is:</p> <ul style="list-style-type: none"> <li>To support statutory social work to develop systemic social work interventions – help units think about the family in a systemic way and therapeutically to facilitate change.</li> <li>To facilitate ‘working with’ families rather than to families – help families reflect on their own circumstances/strengths/difficulties.</li> <li>To safeguard children by delivering a clear, focused, family intervention to assess risk and to reduce the risk of significant harm and to enhance family functioning.</li> <li>To enhance the social work role of the unit by offering a range of appropriate therapeutic intervention to families.</li> </ul> |           |   |
| What is changing?   |           |   |
| A review of the current clinical offer within social work units by reallocating clinical posts according to need and function to achieve 15% reduction in provision of this service.  |           |   |
| Who is involved in this impact assessment?  |           |   |
| e.g. Council officers, partners, service users and community representatives.   |           |   |
| Head of Social Work and Clinical Professional Leads.  |           |   |

## What will the impact be?

Tick to indicate if the impact on each of the following protected characteristics is positive, neutral or negative.

| Impact                         | Positive | Neutral | Negative |
|--------------------------------|----------|---------|----------|
| Age                            |          | X       |          |
| Disability                     |          | X       |          |
| Gender reassignment            |          | X       |          |
| Marriage and civil partnership |          | X       |          |
| Pregnancy and maternity        |          | X       |          |
| Race                           |          | X       |          |

| Impact  | Positive | Neutral | Negative |
|---|----------|---------|----------|
| Religion or belief  |          | X       |          |
| Sex   |          | X       |          |
| Sexual orientation  |          | X       |          |
| The following additional characteristics can be significant in areas of Cambridgeshire. |          |         |          |
| Rural isolation   |          | X       |          |
| Deprivation   |          |         | X        |

For each of the above characteristics where there is a positive, negative and / or neutral impact, please provide details, including evidence for this view. Describe the actions that will be taken to mitigate any negative impacts and how the actions are to be recorded and monitored. Describe any issues that may need to be addressed or opportunities that may arise.

|  |
|--|
| <b>Positive Impact</b>   |
|  |
| <b>Negative Impact</b>   |
| <p>Clinicians will continue to work as part of the Social Work Units and promote a systemic approach to social work practice. Whilst our aim will be to continue to offer accessible and responsive clinical input, a 15% budget reduction is expected to lead to a reduction in the number of staff working across the units as a result of which, capacity will be reduced and clinical interventions will need to become more targeted at those in highest need. The reductions will be managed equitably across all units and functions.</p> <p>Many of the families the service works with are low income families who may be adversely affected by the reduction in resources to support them in a crisis.</p> |
| <b>Neutral Impact</b>  |
| <p>Access to services on the basis of age, disability, gender reassignment, marriage, civil partnerships, pregnancy, maternity, race, sex, sexual orientation, rural isolation and religion or belief would not change as a result of the proposals.</p>   |
| <b>Issues or Opportunities that may need to be addressed</b>   |
|  |

## Community Cohesion

If it is relevant to your area you should also consider the impact on community cohesion.

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**COMMUNITY IMPACT ASSESSMENT**

| Directorate / Service Area  |           | Officer undertaking the assessment                    |
|---|-----------|---|
| Children, Families and Adults<br>Strategy and Commissioning   |           | Name: Hazel Belchamber                                |
| Service / Document / Function being assessed  |           | Job Title: Head of 0-19 Place Planning & Organisation |
| Dual -Use Funding   |           | Contact details: 01223 699775                         |
| <b>Business Plan<br/>Proposal Number<br/>(if relevant)</b>  | A/R.6.401 |   |
| Aims and Objectives of Service / Document / Function  |           |   |
| <p>Prior to 1 April 2014, the County Council had a long-standing arrangement whereby it made funding available towards the cost of hire and use of leisure facilities maintained and run by Huntingdonshire District Council by the following five secondary schools in the Huntingdonshire area:</p> <p>St Peter's School, Huntingdon<br/>St Ivo<br/>Ernulf Academy (formerly St Neots Community College)<br/>Abbey College<br/>Sawtry College</p>   |           |   |
| What is changing?   |           |   |
| <p>As no other schools in Cambridgeshire receive financial support from the Council to enable them to hire sports and leisure facilities, it was agreed as part of the Business Plan process to bring the arrangements which operate in Huntingdonshire into line with the rest of the County.</p> <p>The majority of the funding, £373,000 was withdrawn at the end of March 2014, the residual £50,000 is supporting St Ivo School during 2014/15 with its transitional arrangements in recognition of the fact that the decision to cease provision of dual-use funding for the secondary schools in Huntingdonshire has had the biggest impact on this school due to the level of the funding it had been used to receiving.</p> <p>The Council will no longer be party to any joint use agreements; these will simply be between the schools and Huntingdonshire District Council.</p> |           |   |
| Who is involved in this impact assessment?  |           |   |
| <p>e.g. Council officers, partners, service users and community representatives.</p> <p>Officers from Finance &amp; Performance<br/>Officers from CYPS<br/>The schools concerned<br/>Officers from Huntingdonshire District Council<br/>Service users</p>   |           |   |

## What will the impact be?

Tick to indicate if the impact on each of the following protected characteristics is positive, neutral or negative.

| Impact                         | Positive | Neutral | Negative |
|--------------------------------|----------|---------|----------|
| Age                            |          |         | X        |
| Disability                     |          | X       |          |
| Gender reassignment            |          | X       |          |
| Marriage and civil partnership |          | X       |          |
| Pregnancy and maternity        |          | X       |          |
| Race                           |          | X       |          |

| Impact  | Positive | Neutral | Negative |
|---|----------|---------|----------|
| Religion or belief  |          | X       |          |
| Sex   |          | X       |          |
| Sexual orientation  |          | X       |          |
| The following additional characteristics can be significant in areas of Cambridgeshire. |          |         |          |
| Rural isolation   |          | X       |          |
| Deprivation   |          | X       |          |

For each of the above characteristics where there is a positive, negative and / or neutral impact, please provide details, including evidence for this view. Describe the actions that will be taken to mitigate any negative impacts and how the actions are to be recorded and monitored. Describe any issues that may need to be addressed or opportunities that may arise.

|  |
|--|
| <b>Positive Impact</b>   |
|  |
| <b>Negative Impact</b>   |
| <ul style="list-style-type: none"> <li>Potential negative impact on children &amp; young people aged 11-18</li> <li>Potential reduction in sports and leisure activities provided and funded by schools</li> </ul> <p><b>Groups which will be affected:</b><br/>Young people on roll at St Ivo School.</p> <p>By phasing the implementation of the budget reduction, the Council has ensured that the school most affected has been given a longer lead-in time to prepare for the cessation of funding.</p> |
| <b>Neutral Impact</b>  |
| The characteristics where the impact is deemed as neutral are those which are not relevant as no distinction is made when delivering the service.  |
| <b>Issues or Opportunities that may need to be addressed</b>   |
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## Community Cohesion

If it is relevant to your area you should also consider the impact on community cohesion.

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## COMMUNITY IMPACT ASSESSMENT

| Directorate / Service Area   |           | Officer undertaking the assessment   |  |
|--|-----------|--|--|
| Strategy and Commissioning   |           | Name: Helen Andrews<br><br>Job Title: VCS Market manager<br><br>Contact details: Helen.andrews@cambridgeshire.gov.uk |  |
| Service / Document / Function being assessed   |           |  |  |
| Voluntary and community Sector Infrastructure support contract   |           |  |  |
| <b>Business Plan Proposal Number (if relevant)</b>   | A/R.6.404 |  |  |
| Aims and Objectives of Service / Document / Function   |           |  |  |
| <p>This Voluntary &amp; Community Sector (VCS) contract aims to support VCS organisations develop quality and safe services.</p> <p>This service is delivered in partnership with Children England who brings a national perspective and lead on the national 'Safe Network' project. It has engaged with Cambridgeshire's large and varied voluntary, building the skills and confidence of the sector to represent, influence and negotiate on behalf of themselves and others and contribute to policy and practices.</p> <p><i>Children's Links</i> has created:</p> <ul style="list-style-type: none"> <li>An independent VCS Network called 'VOYCES' that is enabling information to be communicated to, from and between VCS organisations and the council.</li> <li>A model of VCS representation at strategic and Area Boards that relies on communications to and from the VOYCES network in order to be truly representative of the sector.</li> </ul> <p>And worked with the sector on:</p> <ul style="list-style-type: none"> <li>Training: 'Outcomes and Impacts' and 'Future Forms of Finance'</li> <li>Providing market analysis of the sector's needs, trends of growth, delivery areas and issues</li> <li>Sharing of best practice, knowledge and skills between the VCS and the statutory sector</li> <li>Signposting VCS organisations to local, regional and national training opportunities to support capacity building and commission readiness.</li> </ul> |           |  |  |
| What is changing?  |           |  |  |
| <p>The Voluntary and Community Sector Infrastructure support contract ends on 31<sup>st</sup> March 2015 and will not be re-let. The Annual allocation of £75,000 will therefore become savings for 15-16.</p>   |           |  |  |
| Who is involved in this impact assessment?   |           |  |  |
| <p>e.g. Council officers, partners, service users and community representatives.</p> <p>This impact assessment is a work in progress. A survey will be conducted and will help to inform the assessment of voluntary sector organisations who are the main users of this service as well as chairs of statutory boards where VCS are represented and CFA managers who have had direct activities with children Links</p>   |           |  |  |

## What will the impact be?

Tick to indicate if the impact on each of the following protected characteristics is positive, neutral or negative.

| Impact                         | Positive | Neutral | Negative |
|--------------------------------|----------|---------|----------|
| Age                            |          | x       |          |
| Disability                     |          | x       |          |
| Gender reassignment            |          | x       |          |
| Marriage and civil partnership |          | x       |          |
| Pregnancy and maternity        |          | x       |          |
| Race                           |          | x       |          |

| Impact  | Positive | Neutral | Negative |
|---|----------|---------|----------|
| Religion or belief  |          | x       |          |
| Sex   |          | x       |          |
| Sexual orientation  |          | x       |          |
| The following additional characteristics can be significant in areas of Cambridgeshire. |          |         |          |
| Rural isolation   |          | x       |          |
| Deprivation   |          | x       |          |

For each of the above characteristics where there is a positive, negative and / or neutral impact, please provide details, including evidence for this view. Describe the actions that will be taken to mitigate any negative impacts and how the actions are to be recorded and monitored. Describe any issues that may need to be addressed or opportunities that may arise.

### Positive Impact

Over the last 10 years, VCS infrastructure support contracts have created demand and dependency. Without infrastructure support, voluntary and community organisation will need to withstand difficult economic conditions. In doing so, they will need to work together and combine their skills and resources. The change may therefore encourage greater collaborations within the sector.

Relationships between commissioners and the VCS have strengthened and for many organisations an ongoing dialogue is well established. This direct communication enables swift decision making processes, stronger collaborations and opportunities for innovative service delivery options.

### Negative Impact

#### Quality and Safeguarding

This change could impact on the quality of voluntary sector services to children and communities.

Cambridgeshire's frontline voluntary and community groups/organisations often don't have the resources to get the support that they need. Most of Cambridgeshire's voluntary organisations are small or community groups. In some cases, they may not understand their own needs or be aware of the most effective ways of building their capabilities or of how different kinds of support could benefit them.

Many voluntary and community sector organisations have a sense of awareness about their duty to safeguard the children in their care but lack the capacity for fact finding to do more and rely on infrastructure networks to tap into information and support.

#### Representing the sector

Gathering the views of the sector and keeping the sector informed of policy changes will be difficult without a platform to coordinate communications.

#### Reaching the VCS

Without a single point of contact, CFA managers and commissioners wishing to contact the sector will need to find other means of contacting the sector re consultations/provider forums.



## Neutral Impact

The voluntary sector's infrastructure support market has grown over the last few years and there are a number of different models operating that are available for a membership fee. These can be broadly categorized into specialist and generalist provision and include:

- National infrastructure and umbrella bodies e.g. National Council for Voluntary Organisations (NCVO)
- Specialist support providers, including umbrella bodies for specific types of organisations e.g. Home Start UK, YMCA
- Online resources, NAVCA (the umbrella body for Councils for Voluntary Action throughout England)
- Peer-to-peer support from other voluntary organisations
- Council for Voluntary Services (CVS) e.g. Hunts Forum, Cambridge CVS.

## Issues or Opportunities that may need to be addressed

### Compact

Honoring the commitments set out in *Cambridgeshire's Compact* and the expectations on Councils to avoid passing on disproportionate reductions onto the voluntary and community sector (*Best Value Statutory Guidance, 2011*).

Any reduction in investment to voluntary sector organisations is likely to be sensitive and risks being challenged. In the past, we have experienced the lobbying of members by Trustees of voluntary organisations who have experienced funding cuts and argued at the lack of transparency and consultation on the issue. There is a VCS protocol in place to ensure the right steps are taken but this will not prevent lobbying of members.

### Impact on other CCC contracts

CVS who provide generalist infrastructure support may see an influx in demand.

### Partners in planning and delivery

Policy changes have shifted the role of the public sector and with budget cuts the VCS has had to rely less on statutory sector funding and seek other sources of support. With rising demand in services we have argued that community empowerment and self help is a way of preventing need escalating. The VCS is best placed to develop forms of local solutions and their experience and expertise can offer innovative solutions to public sector in service planning and delivery

## Community Cohesion

If it is relevant to your area you should also consider the impact on community cohesion.

## COMMUNITY IMPACT ASSESSMENT

| Directorate / Service Area   | Officer undertaking the assessment                 |
|--|--|
| Children, Families and Adults Services   | Name: Judith Davies                                |
| Service / Document / Function being assessed   | Job Title: Head of Commissioning Enhanced Services |
| <p><b>Keeping Families Together: The Placements Strategy for Looked After Children (LAC)</b></p> <p>The Placements Strategy provides the strategic framework for planned changes and activity across Children's Services relating to our arrangements for children looked after and our efforts to keep families together and so reduce the number of children in care. The scope covers a large number of individual work streams and projects, some of which already have their own impact assessments and some which may require a specific assessment as plans are refined.</p> <p>A/R.6.405</p>   | <p>Contact details: 01223 729150</p>               |
| Aims and Objectives of Service / Document / Function   |  |
| <p>The scope of the strategy covers the following objectives:</p> <ol style="list-style-type: none"> <li><b>1. Manage risk confidently and support families at the edge of care</b> to make sure the right children come into care at the right time.</li> <li><b>2. Provide a high quality placement and a good education for all Looked After Children</b> so that all children have positive experiences in care and education whatever their needs.</li> <li><b>3. Give children clearly planned journeys through care</b> which allow them to be reunited with family and friends where possible, have stable placements with alternative carers where not and exit the care system positively at whatever age this happens.</li> </ol>   |  |
| What is changing?  |  |
| <p>The key work streams and projects within the scope of the strategy, are summarised below:</p> <p><b>Manage risk confidently and support families at the edge of care</b></p> <ul style="list-style-type: none"> <li>Revised protocol for the assessment of homeless 16/17 year olds and care leavers. The protocol aims to ensure that by working together, agencies will prevent homelessness and/ or resolve the homelessness of young people and care leavers. The protocol has now been developed and will be monitored and reviewed for effectiveness as part of the LAC Commissioning Board portfolio of projects.</li> <li>Provide additional shared care for families.</li> <li>Develop new Alternative to Care Models for Section17 Provision (teenagers).</li> <li>Review, develop and implement Urgent Response models to help to resolve a situation before it becomes a crisis (at the very beginning of the referral).</li> <li>LAC Revolving Door: new work stream to explore working with parents/ families to prevent multiple children being taken in to care. This is an invest to save proposal which could involve significant initial investment to provide additional support to families when a first child is taken in to care. It is expected that this could reduce the number of children entering care.</li> </ul> |  |

**Provide a high quality placement for all Looked After Children**

- Change the mix of placements for children in care by recruiting significantly more in-house foster carers and significantly reducing the number of residential placements.
- Implement a hub model in residential child care which focuses on outreach and assessment and supports young people to move on to foster care or stay with their own families where appropriate. Residential placements are expensive and a focus on ensuring residential provision is only used when absolutely necessary will reduce costs and enable more young people to benefit from a family environment.
- Ensure continuity of education placements.
- Undertake analysis to investigate why adoption placements break down and explore what can be done to prevent this and support families involved.
- Develop a 16+ Supported Accommodation Strategy to deliver sufficient available accommodation for LAC who are 16+ and successfully support young people presenting as homeless. An increased portfolio of options for independent or semi-independent living will reduce placement costs as we will be less reliant on expensive out of county residential placements.

**Give children clearly planned journeys through care**

- Explore joint commissioning options with Health colleagues and look at how we can work together to meet funding gaps. We are expecting an increase in LAC based in county. If we don't invest in our own services, they may not be able to manage demand and provide looked after children with the quality of care they need.
- Use Going Home audits and a newly formed permanency panel to check that there is no drift in care planning and that children and young people are being supported to go home where this is in their best interests.
- Introduce concurrent planning in fostering and adoption, to reduce placement moves for children under the age of one where rehabilitation to birth families is not viable. This work will also be carried forward by the newly formed Coram Cambridgeshire Adoption, CCC's partnership with Coram to form a VAA, whereby a significant increase in the number of children adopted in Cambridgeshire is expected.
- Tracking of cases where the plan is adoption and the courts disagree.

**Supporting Processes:**

- We have now developed a Sufficiency Strategy which sets out how the Council will meet the placement needs of current and future children in care and care leavers, in light of our understanding of their needs and current provision. The development of this strategy will form part of the LAC Placements Strategy's future work plan.

The 2015/16 LAC savings target of £1.292m will be delivered through the Placements Strategy.

**Who is involved in this impact assessment?**

e.g. Council officers, partners, service users and community representatives.

The following groups have been involved in analysing the impact on the community:

**Council Officers:**

- Placements Strategy Task Group – Workstream leads for each element of the project
- Children, Families and Adults Management Team (CFA MT)- strategic oversight of the project

**Service Users:**

- Young People

**Service Providers:**

- Voluntary and Community Sector Organisations
- Schools
- Carers

**Other Stakeholders:**

- Members
- Children's Trust Partners

**WHAT WILL THE IMPACT BE?**

Tick to indicate if the impact on each of the following protected characteristics is positive, neutral or negative.

| Impact                         | Positive | Neutral | Negative |
|--------------------------------|----------|---------|----------|
| Age                            | x        |         |          |
| Disability                     | x        |         |          |
| Gender reassignment            |          | x       |          |
| Marriage and civil partnership |          | x       |          |
| Pregnancy and maternity        |          | x       |          |
| Race                           |          | x       |          |

| Impact  | Positive | Neutral | Negative |
|---|----------|---------|----------|
| Religion or belief  |          | x       |          |
| Sex   |          | x       |          |
| Sexual orientation  |          | x       |          |
| The following additional characteristics can be significant in areas of Cambridgeshire. |          |         |          |
| Rural isolation   |          | x       |          |
| Deprivation   |          | x       |          |

For each of the above characteristics where there is a positive or negative impact please provide details, including evidence for this view. Describe the actions that will be taken to mitigate any negative impacts and how the actions are to be recorded and monitored.

**Positive Impact**

Age: The strategy's purpose is to improve the lives of children aged 0-19, either through supporting them to stay with their families or in cases where this isn't possible by ensuring all children have positive experiences in care.

Disability: The intention is that the new strategy will include the development of new in-county provision for children with both physical and learning disabilities. This will have a positive impact by reducing the need to find placements for such children a long way from their families and communities.

**Negative Impact**

N/A

## Issues or Opportunities that may need to be addressed

### Groups affected:

#### 1. Children & Young People between ages of 0 and 19, in particular:

- LAC
- Children in need or with a child protection plan
- Vulnerable children with additional needs which mean they are at an increased risk of coming into care
- Children with disabilities
- Children at risk of exclusion from school
- Children between the ages of 16 and 18 presenting to Social Care as homeless
- Care leavers
- Relinquished babies

#### 2. Parents and Families in need

#### 3. Staff across Children, Families and Adult Services, in particular those working in the following areas:

- Children's Social Care (especially the Looked After Children's Service)
- Enhanced & Preventative Services (especially those involved in parent and family support)
- Access to Resources Team

### Impact

- There will be fewer children in care (to be achieved through successful early intervention with no change of threshold).
- More children in care will be placed in Cambridgeshire rather than out of county or at a distance from their community.
- A greater proportion of children in care will have placements with in-house services rather than with private providers.
- LAC will be given clearly planned journeys through care with no drift in care planning and fewer changes of placement.
- Children coming to the end of their time in care will be supported to live more independently and will be given skills to allow them to cope when they reach adulthood.
- There will be fewer requests for children to come into care made in an emergency or at very short notice.
- Fewer vulnerable children will be excluded from school.
- Greater support will be available for children and families identified as at risk of coming into care as they become more specifically the focus of preventative efforts.
- Disengagement and disaffection amongst vulnerable children and young people will be tackled through excellent teaching and learning and an engaging curriculum.

#### Key impacts on Parents and Families are:

- There will be a more coherent range of support for parents including a clearly defined mix of generic support and more specialist programmes.
- Our approach to supporting parents will have a greater emphasis on building capacity and 'upskilling' parents so they can help themselves rather than relying on professionals to provide direct support.
- Work with the extended family will be expanded to see if capacity can be identified as a preferable solution to dependence on services or children coming into care.

#### Key impacts on Council Officers are:

- Children and Young People's Services residential home workers will support children and young people with greater levels of need (e.g. challenging or sexualised behaviour) in future.
- Social Workers will manage greater levels of assessed risk.
- The work of preventative services will be more targeted and may involve meeting higher levels of need and more complex and difficult situations than previously.
- The use of volunteers to work alongside and complement the work of professionals is being undertaken through the Volunteers in Child Protection (ViCP) project.

**Evidence**

The strategy and anticipated impacts outlined above have been developed based on the following evidence;

- Data and needs analysis of the current cohort of LAC.
- Reviews of key services and processes for LAC – Fostering & Adoption, High Cost Residential Placements, CAM panel.
- Internal consultation with Extended Children's Leadership Group using case studies to inform consideration of the future shape of preventative services.
- Input from Members.
- Development of funding and savings model based on analysis of current areas of spend.
- Research into national best practice using consultancy resource.

**Plans to mitigate impact**

- The transformation and re-structure of Social Care to a unit model has been a key component of the strategy to both deliver and manage a smaller looked after population and therefore a larger number of families being supported to stay together at the edge of care. The unit model has a strong emphasis on professional development and putting practice first and is specifically designed to help social workers manage risk confidently and support families to stay together.
- We re-invested savings delivered by the strategy in year one (2011-12) into preventative services in year two. This is part of the commitment to early intervention which will mitigate the risk of those with emerging needs being missed by the more targeted services which are being redesigned.
- The impact of the strategy on the numbers in care and the outcomes for these children and young people will be continuously monitored through the delivery – both at Regular Social Care Performance Boards and by the Placements Strategy's own governance and reporting arrangements.

**Review**

Service Director: Strategy and Commissioning, Children, Families and Adults

Head of Commissioning Enhanced Services, Children, Families and Adults

Annually at beginning of each Financial Year for period 2011-14

**Community Cohesion**

If it is relevant to your area you should also consider the impact on community cohesion.

This strategy will help community groups to develop a vision of a shared future by the development of a community model which will establish a role for volunteers and community figures in supporting families in crisis as part of our system of services to keep families together.

The last round of consultation with children and young people regarding the content of the strategy took place in February 2011 – through the 'Just Us' groups which bring together LAC to discuss issues in how we work for them.

Individual workstreams within the project have also sought young people's involvement, particularly in service design and awarding contracts. For example, the 16+ Supported Accommodation strategy involved young people in producing the service specification and awarding the tender in May 2013.

### COMMUNITY IMPACT ASSESSMENT

| Directorate / Service Area   |           | Officer undertaking the assessment  |
|--|-----------|---|
| Strategy and Commissioning   |           | Name: Judith Davies<br><br>Job Title: Head of Service Commissioning Enhanced Service<br><br>Contact details: 01223 729150 |
| Service / Document / Function being assessed   |           |   |
| Home to School Transport (Special)   |           |   |
| <b>Business Plan Proposal Number (if relevant)</b>   | A/R.6.408 |   |
| Aims and Objectives of Service / Document / Function   |           |   |
| <p>To set out criteria for the Council providing home to school/college transport for children and young people with SEND in a policy and to:</p> <ul style="list-style-type: none"> <li>• Ensure that children and young people get to school on time and safely</li> <li>• To ensure that the County Council meets its statutory duty to provide transport for children and young people with SEND who meet criteria</li> <li>• Support access to further education and learning for students with SEND who meet criteria aged 16-25</li> <li>• To provide parents and young people with the opportunity to appeal against a decision not to grant them assistance with transport to school or college</li> </ul>                        |           |   |
| What is changing?  |           |   |
| <p>The SEN Home to School Transport Policy will set out in more clarity the criteria for post 16 transport so that it is clear that the criteria relates to:</p> <ul style="list-style-type: none"> <li>• Only to the nearest appropriate post 16 College (NAC)</li> <li>• The Council will specify the miles it will fund when parents transport</li> <li>• To cease to provide free home to school transport for post-16 students. All young people meeting the criteria for SEND post 16 transport will be required to pay an annual fee .The fee will be equivalent to that paid for post 16 bus passes by young people without SEND. Students meeting low income criteria would be eligible for a greater level of subsidy</li> </ul> |           |   |
| Who is involved in this impact assessment?   |           |   |
| e.g. Council officers, partners, service users and community representatives.  |           |   |
| Council Officers<br>Parents and Carers<br>Young People<br>Partners<br>FE (Further Education)/Post 16 Providers)  |           |   |

## What will the impact be?

Tick to indicate if the impact on each of the following protected characteristics is positive, neutral or negative.

| Impact                         | Positive | Neutral | Negative |
|--------------------------------|----------|---------|----------|
| Age                            |          | ✓       |          |
| Disability                     |          | ✓       |          |
| Gender reassignment            |          | ✓       |          |
| Marriage and civil partnership |          | ✓       |          |
| Pregnancy and maternity        |          | ✓       |          |
| Race                           |          | ✓       |          |

| Impact  | Positive | Neutral | Negative |
|---|----------|---------|----------|
| Religion or belief  |          | ✓       |          |
| Sex   |          | ✓       |          |
| Sexual orientation  |          | ✓       |          |
| The following additional characteristics can be significant in areas of Cambridgeshire. |          |         |          |
| Rural isolation   |          | ✓       |          |
| Deprivation   |          | ✓       |          |

For each of the above characteristics where there is a positive, negative and / or neutral impact, please provide details, including evidence for this view. Describe the actions that will be taken to mitigate any negative impacts and how the actions are to be recorded and monitored. Describe any issues that may need to be addressed or opportunities that may arise.

### Positive Impact

### Negative Impact

### Neutral Impact

The age range will not change and will still be available if meeting the criteria, for age 16-25. Disabled students will be treated in the same way as non-disabled students. Where a young person is in a rurally isolated situation they will still be able to access SEND transport if they meet the criteria, to attend post 16 education or training. For those on low income the post 16 policy for all students will apply.

### Issues or Opportunities that may need to be addressed

Ensuring young people and families understand this expectation and it is not discriminatory. All post 16 students attending education or training will need to pay a fee towards the cost.

## Community Cohesion

If it is relevant to your area you should also consider the impact on community cohesion.

The changes will enable the Council to continue to provide home to school/college SEND transport and so support employment in the community.



## COMMUNITY IMPACT ASSESSMENT

| Directorate / Service Area   |                                 | Officer undertaking the assessment   |
|--|---------------------------------|--|
| Children, Families and Adult Services<br>Enhanced & Preventative Services  |                                 | Name: Amanda Phillips  |
| Service / Document / Function being assessed   |                                 | Job Title: Business Improvement & Development Manager<br><br>Contact details: 01480 373509 |
| Early help services for children, young people and families within Enhanced & Preventative Services  |                                 |  |
| <b>Business Plan Proposal Number (if relevant)</b>   | A/R 6.502, A/R.6.503, A/R.6.504 |  |
| Aims and Objectives of Service / Document / Function   |                                 |  |
| <p>Early Help refers to preventative and early intervention support provided to families which is aimed at stopping problems deepening, avoiding crises and ultimately reducing the demand for specialist and statutory intervention services. The intention is to help families when problems are first emerging, to help them to thrive within their communities and reduce the demand for longer term and intensive support. The early help approach is central across a range of needs amongst children and families. The principle applies equally to safeguarding work, work to support inclusion, educational achievement, special educational needs, further learning and employment prospects, family functioning, family health and mental health and issues such as poverty, offending and substance misuse.</p> <p>Early help for families is more important now than ever. The economic climate, population growth and changing demographics mean that families are facing new and greater challenges at the same time that public services are facing decreasing budgets and change on an unprecedented scale. The work to rethink the role of the public sector will need to place less emphasis on public agencies stepping in to provide services and greater emphasis on how we see families and communities themselves as the basis for change. The role of public services can be to help families gain the confidence and skills to succeed independently and help other people in their community.</p> <p>The financial context means that the amount of service intervention provided directly by public services will have to reduce, become further targeted to those most in need and be better joined-up across partners. We will work together to ensure the direct offer has greatest impact, is evidence based and outcome focused.</p> <p>The key outcomes for Enhanced and Preventative Services are:</p> <ul style="list-style-type: none"> <li>• Children are ready for and attend school, and make expected progress</li> <li>• Young people have the skills, qualifications and opportunities to succeed in the employment market</li> <li>• The number of families who need intervention from specialist or higher threshold services is minimised</li> </ul> |                                 |  |

## What is changing?

The Enhanced & Preventative Service needs to achieve savings of just under £6m from a £19m budget over the period 2014 – 2016 (£2.177m of which has already been achieved). This will require a redesign of our early help services. This is being done alongside work with partners to develop a strategy for Early Help across Cambridgeshire. The early help offer is a crucial part of our multi-agency safeguarding arrangements, and will form the basis of the Local Offer as part of the SEND reforms.

### Core components of the revised approach to Early Help

- A community and family focus as the starting point for preventative work.
- Taking a whole family approach which builds on their strengths, creates resilience and puts families at the heart of the solution
- Timely intervention, advice and guidance in universal settings which prevents problems occurring or worsening.
- A coherent and joined up approach to assessing need and coordinating inter-agency responses. An approach which makes the best use of available community resources
- A highly skilled workforce who can be deployed to support families and young people with a range of needs. Helping families with a wide range of issues through a creative and flexible approach.
- Clear targeted support to the right families on issues which can make the biggest impact to long term outcomes, using a strong evidence base to what we do
- Provide a seamless interface with specialist services where required. With excellent pathways between early help and child protection services when it is needed.
- Integrating our specialist SEND services to ensure a more coordinated response to need.

A revised partnership Early Help strategy will support and enable the development and implementation of a new early help offer in Cambridgeshire which develops and embeds these principles. The strategy will set out the expectations of different parts of the 'Early Help' system, including families themselves and the communities they live in. It will consider how different services fit together and the working and practice arrangements which will make early help most effective.

In terms of the reconfiguration of Enhanced and Preventative services we need to meet needs better but with less money. We shall seek to align priorities better across Directorates within CFA and with our partners. We shall seek to deliver a service which focuses on strengths and resilience rather than deficit and intervention. The areas where we will continue to focus our direct work will be on developing and delivering Early Childhood Services, whole family working and supporting those young people who most need help in order to succeed. There will be an inevitable reduction in the number of posts and the variety of roles we deliver which means we will work with fewer children, young people and families.

## Who is involved in this impact assessment?

e.g. Council officers, partners, service users and community representatives.

Sarah Ferguson, Service Director Enhanced & Preventative Services  
Early Help Project Team

In producing this assessment, the following has been taken into account:

- Members seminar
- Discussions with schools
- Five multi-agency stakeholder events
- Responses to informal consultation held in June 2014
- Intensive work to look at key areas of focus for future service delivery has been lead by Heads of Service and engaged other Directorates

### What will the impact be?

Tick to indicate if the impact on each of the following protected characteristics is positive, neutral or negative.

| Impact                         | Positive | Neutral | Negative |
|--------------------------------|----------|---------|----------|
| Age                            |          |         | X        |
| Disability                     | X        |         |          |
| Gender reassignment            |          | X       |          |
| Marriage and civil partnership |          | X       |          |
| Pregnancy and maternity        |          | X       |          |
| Race                           |          | X       |          |

| Impact  | Positive | Neutral | Negative |
|---|----------|---------|----------|
| Religion or belief  |          | X       |          |
| Sex   |          | X       |          |
| Sexual orientation  |          | X       |          |
| The following additional characteristics can be significant in areas of Cambridgeshire. |          |         |          |
| Rural isolation   |          | X       |          |
| Deprivation   |          | X       |          |

For each of the above characteristics where there is a positive, negative and / or neutral impact, please provide details, including evidence for this view. Describe the actions that will be taken to mitigate any negative impacts and how the actions are to be recorded and monitored. Describe any issues that may need to be addressed or opportunities that may arise.

#### Positive Impact

##### Disability

We will increase focus on and strengthen our arrangements for children and young people with SEND who will be a target user group for Enhanced & Preventative Services. We will integrate our specialist SEND services to ensure a more coordinated response to need. Workers in more generic roles will be expected to have a level of understanding and skill in meeting the needs of children, young people and families affected by SEND. They will be supported by specialist services who will also provide direct support where needs are more complex or a statutory intervention is required.

#### Negative Impact

##### Age

The proposals may have a negative impact on children and young people. There will be a reduction in the number of children and young people we will be able to work with as our services become more targeted. The direct provision of services, where it has been identified there is a specific need for support will focus on overcoming barriers presented where there is:

- SEND
- Child and parental mental health issues
- A risk that children could underachieve due to social - economic factors
- Domestic abuse
- Substance misuse
- Families facing multiple problems

There will be a greater emphasis on seeing families and communities as the basis of change. We will aim to build resilience in families to manage without service support. We will aim to build capacity in universal services and support greater integration across services.

#### Neutral Impact

##### Deprivation and Rural isolation

Services will be targeted to children and young people and their families to help overcome barriers presented by social-economic factors which put them at risk of underachieving

## Issues or Opportunities that may need to be addressed

### Issues

- The level of service intervention provided directly by the local authority and other public services will reduce and become targeted to the most in need. There is therefore a risk that we do not meet the challenge of rising need and demand for services and that vulnerable children, young people and families are not provided with the standard and quality of support they need. We will work to ensure the direct offer has greatest impact, is evidenced based and outcome focused.
- Delivering targeted services with limited universal provision may make it difficult to identify and engage families and young people.
- Changes may impact on our ability to meet external measures e.g. Ofsted inspections (Children's Centre / Safeguarding)
- The significant savings required will inevitably mean a reduction in the numbers of posts within Enhanced and Preventative Services.

### Opportunities

- The model relies upon building capacity and resilience within families and communities. Our approach to this will need to be developed in partnership and involve elected Members.
- Increased integration and partnership working

### Community Cohesion

If it is relevant to your area you should also consider the impact on community cohesion.

Families and community are seen as the foundation of the proposed model for early help. Support will always begin with the family and community as the base on which other support is built were needed. Work is now taking place across the Children's Trust and across the council to look at how we work together to build community resilience, capacity and networks. The outcome of this work has the potential to have a positive impact on community cohesion.

## COMMUNITY IMPACT ASSESSMENT

|   |           |   |
|---|-----------|---|
| Directorate / Service Area  |           | Officer undertaking the assessment                    |
| Learning/0-19 Place Planning & Organisation   |           | Name: Hazel Belchamber                                |
| Service / Document / Function being assessed  |           | Job Title: Head of 0-19 Place Planning & Organisation |
| Mainstream Home to School/College Transport Policy  |           | Contact details: 01223 699775                         |
| Business Plan Proposal Number (if relevant)   | A/R.6.601 |   |
| <b>Aims and Objectives of Service / Document / Function</b>   |           |   |
| <ul style="list-style-type: none"> <li>To ensure that children and young people of statutory school age are able to get to school on time and safely</li> <li>To ensure that the County Council meets its statutory duty to provide free transport for children aged 5-8 living more than two miles from their designated school and for those aged 8-15 living more than three miles from their designated school</li> <li>To ensure young people of secondary school age living in low-income families know about their entitlement to free transport to one of their three nearest qualifying secondary schools, where they live between 2 and 6 miles of that school</li> <li>To facilitate access to further education and learning for students aged 16-19</li> <li>To provide parents and young people with the opportunity to appeal against a decision not to grant them assistance with transport to school or college</li> </ul> |           |   |
| <b>What is changing?</b>  |           |   |
| <p>To cease to provide free home to school transport on routes, within statutory walking distances, in cases where those routes have been subject to an assessment by an experienced road safety officer and, where appropriate, an independent risk assessment, and judged to be safe for a child, accompanied as necessary by an adult, to walk to and from school.</p> <p>To introduce a charge for post-16 students living in low-income families. Students meeting low income criteria would be eligible for a greater level of subsidy than those from higher income families.</p>  |           |   |

**Who is involved in this impact assessment?**

e.g. Council officers, partners, service users and community representatives.

Council officers, Local Members, service users, transport operators.

**What will the impact be?**

Tick to indicate if the impact on each of the following protected characteristics is positive, neutral or negative.

| Impact                         | Positive | Neutral | Negative |
|--------------------------------|----------|---------|----------|
| Age                            |          |         | √        |
| Disability                     |          | √       |          |
| Gender reassignment            |          | √       |          |
| Marriage and civil partnership |          | √       |          |
| Pregnancy and maternity        |          | √       |          |
| Race                           |          | √       |          |

| Impact  | Positive | Neutral | Negative |
|---|----------|---------|----------|
| Religion or belief  |          | √       |          |
| Sex   |          | √       |          |
| Sexual orientation  |          | √       |          |
| The following additional characteristics can be significant in areas of Cambridgeshire. |          |         |          |
| Rural isolation   |          | √       |          |
| Deprivation   |          | √       |          |

For each of the above characteristics where there is a positive, negative and / or neutral impact, please provide details, including evidence for this view. Describe the actions that will be taken to mitigate any negative impacts and how the actions are to be recorded and monitored. Describe any issues that may need to be addressed or opportunities that may arise.

**Positive Impact****Negative Impact**

The introduction of a charge for post-16 students living in low income families could prove to be a disincentive to those students continuing their education and learning once they are no longer of statutory school age, leading to a potential increase in the number Not in Employment of Education (NEET).

The students affected would be those who meet the eligibility criteria for the 16-19 Bursary which is administered by schools and colleges. The most vulnerable students (those in care, care leavers and those who qualify for income support in their own right) are guaranteed a bursary of £1,200 a year. Discretionary bursaries for those facing genuine financial barriers including with the cost of transport can expect to receive around £800 per year.

Students meeting low income criteria would be eligible for a greater level of subsidy than those from higher income families. It is proposed that they would continue to receive free transport for the first term of their post-16 education to ease the transition for them and their families.

#### **Neutral Impact**

With regard to route reviews, the Council will continue to make reasonable adjustments for those parents who are unable to accompany their children to schools on grounds of parental disability. Children and young people who have disabilities which affect their ability to walk to school, will continue to receive free transport.

Children living in rural communities served by schools that are either beyond the statutory walking distance or accessed along routes which do not meet the Council's criteria as safe walking routes will continue to receive free transport.

Young people aged 11-15 living in low income families will continue to be entitled to free transport to one of their three nearest qualifying secondary schools, where they live between 2 and 6 miles of that school.

Other characteristics are either not applicable or relevant to the delivery of this service as no distinction is made when delivering the service.

#### **Issues or Opportunities that may need to be addressed**

A member service appeal panel will be convened to hear any appeals lodged by parents in response plans to withdraw the current entitlement to free transport.

### **Community Cohesion**

**If it is relevant to your area you should also consider the impact on community cohesion.**

### COMMUNITY IMPACT ASSESSMENT

| Directorate / Service Area  |           | Officer undertaking the assessment   |
|---|-----------|--|
| Learning/0-19 Place Planning & Organisation   |           | Name: Hazel Belchamber<br><br>Job Title: Head of 0-19 Place Planning & Organisation<br><br>Contact details: 01223 699775 |
| Service / Document / Function being assessed  |           |  |
| Mainstream Home to School/College Transport Contracts   |           |  |
| <b>Business Plan Proposal Number (if relevant)</b>  | A/R.6.602 |  |
| Aims and Objectives of Service / Document / Function  |           |  |
| <ul style="list-style-type: none"> <li>To ensure that children and young people of statutory school age are able to get to school on time and safely</li> <li>To ensure that the County Council meets its statutory duty to provide free transport for children aged 5-8 living more than two miles from their designated school and for those aged 8-15 living more than three miles from their designated school</li> <li>To ensure young people of secondary school age living in low-income families know about their entitlement to free transport to one of their three nearest qualifying secondary schools, where they live between 2 and 6 miles of that school</li> <li>To facilitate access to further education and learning for students aged 16-19</li> <li>To provide parents and young people with the opportunity to appeal against a decision not to grant them assistance with transport to school or college</li> </ul> |           |  |
| What is changing?   |           |  |
| <p>To further embed the practices of regularly reviewing transport routes to reduce the number and/or size of vehicles used to transport children and young people to school.</p>   |           |  |
| Who is involved in this impact assessment?  |           |  |
| e.g. Council officers, partners, service users and community representatives.   |           |  |
| <p>Council officers, Local Members, service users, transport operators.</p>   |           |  |



## What will the impact be?

Tick to indicate if the impact on each of the following protected characteristics is positive, neutral or negative.

| Impact                         | Positive | Neutral | Negative |
|--------------------------------|----------|---------|----------|
| Age                            |          | √       |          |
| Disability                     |          | √       |          |
| Gender reassignment            |          | √       |          |
| Marriage and civil partnership |          | √       |          |
| Pregnancy and maternity        |          | √       |          |
| Race                           |          | √       |          |

| Impact  | Positive | Neutral | Negative |
|---|----------|---------|----------|
| Religion or belief  |          | √       |          |
| Sex   |          | √       |          |
| Sexual orientation  |          | √       |          |
| The following additional characteristics can be significant in areas of Cambridgeshire. |          |         |          |
| Rural isolation   |          |         | √        |
| Deprivation   |          | √       |          |

For each of the above characteristics where there is a positive, negative and / or neutral impact, please provide details, including evidence for this view. Describe the actions that will be taken to mitigate any negative impacts and how the actions are to be recorded and monitored. Describe any issues that may need to be addressed or opportunities that may arise.

### Positive Impact

### Negative Impact

Reducing the number of spare seats on school transport limits the potential for parents to purchase these for their children to facilitate attendance at out-of-catchment schools. This could have the greatest impact on those families living in rural areas served by limited public services.

### Neutral Impact

Other characteristics are either not applicable or relevant to the delivery of this service as no distinction is made when delivering the service.

### Issues or Opportunities that may need to be addressed

Sale of spare seats generates income for the Council.

## Community Cohesion

If it is relevant to your area you should also consider the impact on community cohesion.

## COMMUNITY IMPACT ASSESSMENT

| Directorate / Service Area  |           | Officer undertaking the assessment   |
|---|-----------|--|
| CFA / Learning / Schools Partnership Service  |           | Name: Guy Dickens<br><br>Job Title: Head of Service<br><br>Contact details: <a href="mailto:guy.dickens@cambridgeshire.gov.uk">guy.dickens@cambridgeshire.gov.uk</a> |
| Service / Document / Function being assessed  |           |  |
| Reduction in Foundation Learning Budgets, Ending subsidy for The Key school information service.  |           |  |
| Business Plan Proposal Number (if relevant)   | A/R.6.604 |  |
| Aims and Objectives of Service / Document / Function  |           |  |
| <p>The Schools Partnerships Service (SPS) has the responsibility for:</p> <ul style="list-style-type: none"> <li>Commissioning, brokering, signposting and (in some cases) providing high quality and effective support for schools and academies;</li> <li>Leading the LA's policies on school-to-school support, particularly in relation to Teaching School Alliances and other school partnerships;</li> <li>Supporting schools to accelerate the progress of vulnerable and disadvantaged groups (SPS includes CREDS, SEN Advisers and the Virtual School for Looked After Children);</li> <li>School improvement support for special schools;</li> <li>Supporting curriculum, teaching and leadership developments in schools;</li> <li>Professional direction of the Education Adviser team, the Education ICT Service and the Adviser for RE and SACRE;</li> <li>Managing the NQT Appropriate Body and the work of the General Adviser: NQTs</li> </ul> |           |  |
| What is changing?   |           |  |
| <p>The discretionary funding given by the LA to secondary schools / FE Colleges to support Foundation Learning is being reduced and the discretionary subsidy given to maintained schools for The Key School information service is being stopped.</p>  |           |  |
| Who is involved in this impact assessment?  |           |  |
| e.g. Council officers, partners, service users and community representatives.   |           |  |
| Schools / Colleges / students.  |           |  |

### What will the impact be?

Tick to indicate if the impact on each of the following protected characteristics is positive, neutral or negative.

| Impact                         | Positive | Neutral | Negative |
|--------------------------------|----------|---------|----------|
| Age                            |          |         | √        |
| Disability                     |          | √       |          |
| Gender reassignment            |          | √       |          |
| Marriage and civil partnership |          | √       |          |
| Pregnancy and maternity        |          | √       |          |
| Race                           |          | √       |          |

| Impact  | Positive | Neutral | Negative |
|---|----------|---------|----------|
| Religion or belief  |          | √       |          |
| Sex   |          | √       |          |
| Sexual orientation  |          | √       |          |
| The following additional characteristics can be significant in areas of Cambridgeshire. |          |         |          |
| Rural isolation   |          | √       |          |
| Deprivation   |          | √       |          |

For each of the above characteristics where there is a positive, negative and / or neutral impact, please provide details, including evidence for this view. Describe the actions that will be taken to mitigate any negative impacts and how the actions are to be recorded and monitored. Describe any issues that may need to be addressed or opportunities that may arise.

|   |
|---|
| <b>Positive Impact</b>  |
|   |
| <b>Negative Impact</b>  |
| There is a small risk of the reduction in the Foundation Learning budget resulting in a greater percentage of young people becoming NEET (Not in Education, Employment and Training). However, schools and colleges are funded to support these students. The LA grant has been additional to this and is not being stopped completely. Ending the small subsidy for The Key will have no discernible impact and has been part of a three year plan known by schools; again, this is a facility that schools are expected to fund from their own resources. |
| <b>Neutral Impact</b>   |
|   |
| <b>Issues or Opportunities that may need to be addressed</b>  |
|   |

### Community Cohesion

If it is relevant to your area you should also consider the impact on community cohesion.

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### COMMUNITY IMPACT ASSESSMENT

| Directorate / Service Area   |           | Officer undertaking the assessment  |
|--|-----------|---|
| Learning. Workforce Development  |           | Name: Paul Evans<br><br>Job Title: Head of Service<br><br>Contact details: 507197 |
| Service / Document / Function being assessed   |           |   |
| Workforce Development Team   |           |   |
| <b>Business Plan Proposal Number (if relevant)</b>   | A/R.6.605 |   |
| Aims and Objectives of Service / Document / Function   |           |   |
| <p>To directly provide practice based learning opportunities to those staff employed within CFA and those employed within the Adult PVI sector. This provision includes the commissioning, procurement and direct supply of training.</p> <p>To work in partnership with others to ensure that these needs are fulfilled. Partners include: Cambridgeshire LSCB, LGSS OWD, Adult Safeguarding, Cambridgeshire Children's Trust.</p> <p>Team is responsible for a vocational qualification centre. (City &amp; Guilds)</p>  |           |   |
| What is changing?  |           |   |
| <p>In the forthcoming financial year, the team's budget will be reduced by 165k.</p> <p>In order to achieve these savings, it is anticipated that the follow may happen.</p> <ul style="list-style-type: none"> <li>Re-location of the Adult Workforce team from Castle Court, Cambridge to Stanton House, Huntingdon. Formal consultation to start as from 6<sup>th</sup> October and to be concluded 3<sup>rd</sup> November.</li> <li>Re-structuring of the team to realise the efficiencies to be gained from bringing together the Children's and Adult's Workforce teams. Formal consultation to be launched mid November, with a planned implementation at the start of the new financial year, or as soon after then as is possible. There will be some reduction in staffing.</li> </ul> <p>Team does not provide a service to members of the public beyond those with specific learning needs e.g. carers.</p> |           |   |
| Who is involved in this impact assessment?   |           |   |
| <p>E.g. Council officers, partners, service users and community representatives.</p> <p>Primary impact will focus on existing team members.</p> <p>Secondary, on those that receive the learning that we provide. However, there will be no reduction in required professional development for staff. .</p>  |           |   |

## What will the impact be?

Tick to indicate if the impact on each of the following protected characteristics is positive, neutral or negative.

| Impact                         | Positive | Neutral | Negative |
|--------------------------------|----------|---------|----------|
| Age                            |          | X       |          |
| Disability                     |          |         | X        |
| Gender reassignment            |          | X       |          |
| Marriage and civil partnership |          | X       |          |
| Pregnancy and maternity        |          | X       |          |
| Race                           |          | X       |          |

| Impact  | Positive | Neutral | Negative |
|---|----------|---------|----------|
| Religion or belief  |          | X       |          |
| Sex   |          |         | X        |
| Sexual orientation  |          | X       |          |
| The following additional characteristics can be significant in areas of Cambridgeshire. |          |         |          |
| Rural isolation   |          | X       |          |
| Deprivation   |          | X       |          |

For each of the above characteristics where there is a positive, negative and / or neutral impact, please provide details, including evidence for this view. Describe the actions that will be taken to mitigate any negative impacts and how the actions are to be recorded and monitored. Describe any issues that may need to be addressed or opportunities that may arise.

|   |
|---|
| <b>Positive Impact</b>  |
|   |
| <b>Negative Impact</b>  |
| <p>The majority of the workforce is female. To mitigate, the correct HR procedures will be followed to ensure that the process is open, transparent and fair.</p> <p>The team currently provides a work experience opportunity to two adults with a disability. This opportunity maybe threatened because of reduced capacity to support / mentor. To mitigate, we will prioritise this support as much as possible without affecting service delivery.</p> |
| <b>Neutral Impact</b>   |
|   |
| <b>Issues or Opportunities that may need to be addressed</b>  |
|   |

## Community Cohesion

If it is relevant to your area you should also consider the impact on community cohesion.

N/A

## COMMUNITY IMPACT ASSESSMENT

| Directorate / Service Area   | Officer undertaking the assessment     |
|--|--|
| Children, Families and Adult (CFA)   | Name: Gill Harrison                    |
| Learning / Early Years Service Learning  | Job Title: Head of Service Early Years |
| Service / Document / Function being assessed   | Contact details: 01223 728542          |
| Early Years including workforce development and the and sustainability of places and settings  |  |
| Ref: A/R.6.608   |  |
| Aims and Objectives of Service / Document / Function   |  |
| <ul style="list-style-type: none"> <li>To support and challenge local early years providers in meeting the requirements of the Early Years Foundation Stage</li> <li>To secure the provision of high quality training and qualifications to meet the needs of local early years providers</li> <li>To provide information, advice and training for providers deemed inadequate or requiring improvement by Ofsted</li> <li>To provide the quality improvement function for Children's Centres, Early Years Foundation Stage in schools and in the Private, Voluntary and Independent (PVI) sector</li> <li>To carry out statutory assessment procedures, including the moderation for the Early Years Foundation Stage Profile, to ensure that assessment is carried out in accordance with requirements</li> <li>To develop and sustain partnerships in the early years sector</li> <li>To support and oversee the development of a sustainable early years sector in Cambridgeshire, including providing advice and challenge on business and financial planning, marketing, suitability of premises, employment and governance</li> </ul>   |  |
| What is changing?  |  |
| <p><b>DRIVERS FOR CHANGE:</b></p> <p><b>1. Legislative changes:</b></p> <ul style="list-style-type: none"> <li>The Government has released new statutory guidance for local authorities regarding early education and childcare, which came into effect on 1 September 2014</li> <li>The implementation of this new guidance will mean a significant change for the role of the local authority. Rather than providing universal support to all early years settings, the focus is now more on targeted support to settings that are rated by Ofsted as less than good, and as the champion for disadvantaged children. The local authority no longer has the duty to support all providers and offer training, advice and support, although there is a need to secure this for provision that is deemed required to Improve or Inadequate by Ofsted.</li> </ul> <p><b>2. Local Government Savings Targets:</b></p> <ul style="list-style-type: none"> <li>Alongside the changing statutory duties, the local authority has to make significant savings over the next few years, including within the Learning Directorate.</li> </ul> <p><b>3. Opportunities from a restructured Learning Directorate</b></p> <ul style="list-style-type: none"> <li>The Learning Directorate has recognised that there could be opportunities for more streamlined working.</li> </ul> |  |
| HOW THE CHANGES WILL IMPACT IN CAMBRIDGESHIRE:   |  |
| <p>The recent Early Years Review, which formed part of the broader Learning Directorate restructure, resulted in a new Early Years Service being established in August 2014. The new Early Years Service is significantly restructured to reflect the revised local authority role and the role of Ofsted. This has led to more holistic advisory roles, with a focus on maintaining high quality settings and on rapidly improving settings when necessary. There is an increase in trading activities.</p> <p>Within the plan for the new Early Years Service, some additional savings were identified for 2015/16. These represent savings that could not be made in 2014, for various reasons, but could be realized in 2015/16.</p> <p>Universal support to schools and settings will have a further small reduction. By 2015/16 the new function of the</p>  |  |

LA in terms of our relationship with the EY sector will be more established and so it is envisaged that a further reduction in resources will have a minimal impact on the quality of the sector. Importantly, the LA will be able to continue to ensure that children are safe, that early years providers receive the funding to which they are entitled and that the local authority can maintain its duty of providing sufficient, sustainable, quality childcare places. Support will be targeted, focussing on poor quality settings and those in areas of disadvantage.

The new structure increases the opportunities for sector-led improvement and support. The recent designation of the Cambridge Early Years Partnership (which is a nursery-led teaching school) marks a new partnership with the local authority work. This new teaching school will work with parts of the Early Years sector, developing practice, and this represents some functions that used to be in the local authority remit. The new Early Years pupil premium for 3 and 4 year olds (for children who meet the free school meal criteria) starts in April 15. This will bring funding directly to the providers and this means that aspects of the local authority budget that goes directly to settings to support disadvantaged children can be reduced.

#### Who is involved in this impact assessment?

E.g. Council officers, partners, service users and community representatives.

Schools, Early Years settings, Council staff.

### WHAT WILL THE IMPACT BE?

Tick to indicate if the impact on each of the following protected characteristics is positive, neutral or negative

| Impact                         | Positive | Neutral | Negative |
|--------------------------------|----------|---------|----------|
| Age                            |          |         | x        |
| Disability                     |          | x       |          |
| Gender reassignment            |          | x       |          |
| Marriage and civil partnership |          | x       |          |
| Pregnancy and maternity        |          | x       |          |
| Race                           |          | x       |          |

| Impact  | Positive | Neutral | Negative |
|---|----------|---------|----------|
| Religion or belief  |          | x       |          |
| Sex   |          |         | x        |
| Sexual orientation  |          | x       |          |
| The following additional characteristics can be significant in areas of Cambridgeshire. |          |         |          |
| Rural isolation   |          |         | x        |
| Deprivation   |          | x       |          |

For each of the above characteristics where there is a positive or negative impact please provide details, including evidence for this view. Describe the actions that will be taken to mitigate any negative impacts and how the actions are to be recorded and monitored.

#### Positive Impact

There will continue to be a focus on supporting and developing the quality and sustainability of Early Years provision in areas of deprivation.

#### Negative Impact

##### Age

- The overall reduction of the budgets may impact on support for some settings working with children aged 0-5 years.
- The Early Years Service will continue to champion the needs of the most disadvantaged children and support settings most in need (i.e. those rated less than good by Ofsted or in areas of disadvantage). Our work with settings rated "good" will continue, although this work will be increasingly traded. The Quality Assurance Team will visit each early years setting on an annual basis, with a structured in-depth discussion which will include developing quality, governance, financial and business planning, staffing and practice and result in an action plan for the coming year.



**Sex**

- The proposed reduction in staffing will have a disproportionate impact on women as the workforce is predominantly female.

**Rural Isolation**

- The reduction of budgets may impact on rural areas because the reduction in support will mean that practitioners may have to travel further to attend training, workshops etc. Online learning opportunities will be explored to see if these can partly mitigate this effect.

**Issues or Opportunities that may need to be addressed**

- The changes represent an opportunity to increase partnership working in the sector and embed sector-led improvement. The Early Years Service has a key role to play in promoting sector-led improvement approaches which ultimately should lead to a higher quality and more sustainable sector.
- The Ofsted framework has recently changed and become significantly more demanding. We will need to monitor the impact of this carefully to ensure we have capacity to support all settings rated “less than good” by Ofsted.
- Maintaining capacity to prevent slippage in standards and continually raise and maintain the quality of Early Years provision.

**Community Cohesion**

If it is relevant to your area you should also consider the impact on community cohesion.

**Positive Impact:** These changes should have a positive impact on community cohesion with the further development of sector-led improvement and greater joint working within the sector. For example, it could potentially lead to the creation of hubs where communities can access a variety of services in one place, and where traditionally separate agencies would work alongside each other on a daily basis.

## COMMUNITY IMPACT ASSESSMENT

| Directorate / Service Area   |           | Officer undertaking the assessment  |
|--|-----------|---|
| CFA / Learning   |           | Name: Amanda Askham<br><br>Job Title: Head of Service<br><br>Contact details:<br><a href="mailto:amanda.askham@cambridgeshire.gov.uk">amanda.askham@cambridgeshire.gov.uk</a> |
| Service / Document / Function being assessed   |           |   |
| Business Support   |           |   |
| Business Plan Proposal Number (if relevant)  | A/R.6.609 |   |
| Aims and Objectives of Service / Document / Function   |           |   |
| The Learning Directorate works with early years settings, schools and academies to plan high quality places, promote high standards and support curriculum enrichment opportunities. The Directorate leads on workforce development across services for Children, Families and Adults. |           |   |
| What is changing?  |           |   |
| The development of new IT systems and new ways of working will reduce, to a small extent, the Directorate's business support requirement.  |           |   |
| Who is involved in this impact assessment?   |           |   |
| e.g. Council officers, partners, service users and community representatives.  |           |   |
| Business support staff across the Learning Directorate, excluding fully traded units.  |           |   |

### What will the impact be?

Tick to indicate if the impact on each of the following protected characteristics is positive, neutral or negative.

| Impact                         | Positive | Neutral | Negative |
|--------------------------------|----------|---------|----------|
| Age                            |          | √       |          |
| Disability                     |          | √       |          |
| Gender reassignment            |          | √       |          |
| Marriage and civil partnership |          | √       |          |
| Pregnancy and maternity        |          | √       |          |
| Race                           |          | √       |          |

| Impact  | Positive | Neutral | Negative |
|---|----------|---------|----------|
| Religion or belief  |          | √       |          |
| Sex   |          |         | √        |
| Sexual orientation  |          | √       |          |
| The following additional characteristics can be significant in areas of Cambridgeshire. |          |         |          |
| Rural isolation   |          | √       |          |
| Deprivation   |          | √       |          |

For each of the above characteristics where there is a positive, negative and / or neutral impact, please provide details, including evidence for this view. Describe the actions that will be taken to mitigate any negative impacts and how the actions are to be recorded and monitored. Describe any issues that may need to be addressed or opportunities that may arise.

| Positive Impact |
|-----------------|
|                 |

|   |
|---|
| <b>Negative Impact</b>  |
| The majority of the Business Support staff is female. Should any redundancies be required, the correct HR procedures will be followed to ensure that the process is fair and transparent. |
| <b>Neutral Impact</b>   |
|   |
| <b>Issues or Opportunities that may need to be addressed</b>  |
|   |

**Community Cohesion**

If it is relevant to your area you should also consider the impact on community cohesion.

## COMMUNITY IMPACT ASSESSMENT

| Directorate / Service Area   |           | Officer undertaking the assessment  |
|--|-----------|---|
| CFA / Learning / CCS   |           | Name: Richard Ware<br><br>Job Title: Head of Service<br><br>Contact details: <a href="mailto:Richard.ware@cambridgeshire.gov.uk">Richard.ware@cambridgeshire.gov.uk</a> |
| Service / Document / Function being assessed   |           |   |
| Review Traded Units and Traded Activity  |           |   |
| Business Plan Proposal Number (if relevant)  | A/R.6.610 |   |
| Aims and Objectives of Service / Document / Function   |           |   |
| Currently, Groomfields is budgeted for the current financial year (2014/15) with a deficit of £100k. Unless changes can be made to run without this deficit, it would be proposed to close the service.  |           |   |
| What is changing?  |           |   |
| The Catering & Cleaning Service (CCS) is currently looking at ways to provide a grounds maintenance service to its end users, mainly schools, at no cost to Cambridgeshire County Council. If this cannot be achieved, the only alternative would be to close down Groomfields and make arrangements for those schools currently using the service to source alternative suppliers.            |           |   |
| Who is involved in this impact assessment?   |           |   |
| e.g. Council officers, partners, service users and community representatives.  |           |   |
| The workforce is currently being involved in looking at different ways of working, to see if suitable alternative options are feasible. If there are no practical options to continue the service, then clients will be informed and arrangements put in place for them to secure other providers. For the workforce, this will involve either redundancy and or possibly some TUPE transfers. |           |   |

### What will the impact be?

Tick to indicate if the impact on each of the following protected characteristics is positive, neutral or negative.

| Impact                         | Positive | Neutral | Negative |
|--------------------------------|----------|---------|----------|
| Age                            |          | √       |          |
| Disability                     |          | √       |          |
| Gender reassignment            |          | √       |          |
| Marriage and civil partnership |          | √       |          |
| Pregnancy and maternity        |          | √       |          |
| Race                           |          | √       |          |

| Impact  | Positive | Neutral | Negative |
|---|----------|---------|----------|
| Religion or belief  |          | √       |          |
| Sex   |          | √       |          |
| Sexual orientation  |          | √       |          |
| The following additional characteristics can be significant in areas of Cambridgeshire. |          |         |          |
| Rural isolation   |          | √       |          |
| Deprivation   |          | √       |          |

For each of the above characteristics where there is a positive, negative and / or neutral impact, please provide details, including evidence for this view. Describe the actions that will be taken to mitigate any negative impacts and how the actions are to be recorded and monitored. Describe any issues that may need to be addressed or opportunities that may arise.

| Positive Impact |
|-----------------|
|                 |

|  |
|--|
| <b>Negative Impact</b>   |
|  |
| <b>Neutral Impact</b>  |
| As Groomfields is a traded service and schools have the option to use either Groomfields or a Private Contractor, it is considered that the impact on the community will be neutral. There is however expected to be an impact on staff. |
| <b>Issues or Opportunities that may need to be addressed</b>   |
|  |

### Community Cohesion

If it is relevant to your area you should also consider the impact on community cohesion.

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