

Integrated Impact Assessment

The purpose of an Integrated Impact Assessment is to evidence that Aberdeen City Council is meeting its legislative duties by assessing the potential impacts of its policies and decisions on different groups of people and the environment. The legislation considered within this assessment is:

- Section 2 [Equality Act 2010 protected characteristics](#)
- Section 3 [Socio-Economic](#)
- Section 4 [Consumer Duty](#)
- Section 5 [Human Rights](#)
- Section 6 [Children and Young People’s Rights](#)
- Section 7 [Environmental impacts](#)

The term ‘policy’ is used throughout this document and applies to policies, proposals, strategies, provision, criteria, functions, practice, budget savings and activities that includes delivery of our services.

1. About the Policy

1.1 Title
Riverbank School Excess Capacity Options
1.2 What does this policy seek to achieve?
The report provides an assessment of the options available for making use of anticipated excess capacity at the new replacement Riverbank School building, which is expected to open in Spring 2025.
1.3 Is this a strategic programme/proposal/decision?
Proposal
1.4 Is this a new or existing policy?
New
1.5 Is this report going to a committee?
Yes
1.6 Committee name and date:
Education & Children’s Services, 26 November 2024
1.7 Report no and / or Budget proposal number and / or Business Case reference number:
F&C/24/329
1.8 Function and cluster:
Families and Communities – Corporate Landlord

Impacts

Aberdeen City Council has a legal requirement as a public sector organisation to assess the impact of its work on equality groups and assess against human rights, children’s rights and our socio-economic duty. This is our Public Sector Equality Duty (PSED). The PSED has three key parts:

- Eliminate unlawful discrimination, harassment, victimisation or any other prohibited conduct.
- Advance equality of opportunity.
- Foster good relations by tackling prejudice, promoting understanding.

This following five sections in the Integrated Impact Assessment demonstrate that these considerations that have been made in the policy, that the impact of proposals made is understood and accepted, and what mitigating steps can be taken to reduce any negative impact of the policy.

2: Equality Act 2010 - Protected Characteristics

Aberdeen City Council wants to ensure everyone is treated fairly. This section identifies what impact the policy may have on people with [protected characteristics](#).

2.1 What impact could this policy have on any of the below groups?

Protected Characteristic	Negative			Neutral	Positive
	High	Medium	Low		
Age					✓
Disability					✓
Gender Reassignment				✓	
Marriage and Civil Partnership				✓	
Pregnancy and Maternity				✓	
Race				✓	
Religion or Belief				✓	
Sex				✓	
Sexual Orientation				✓	

2.2 In what way will the policy impact people with these protected characteristics?

The proposal is to relocate the Autism Outreach Service and establish a new early intervention space at the new Riverbank School building, which would provide support services to children and young people with additional support needs. This would have a positive impact on their learning.

2.3 What considerations have been made in reaching the above assessment?

What internal or external data has been considered? What does this data tell us?

In order to comprehensively respond to the instruction to review the adequacy of provision for those with additional support needs, colleagues within the Education and Lifelong Learning cluster carried out a deep dive into the data held by the service, commissioned the Education Psychology Service to undertake a detailed exploration of learner need and also drew key themes from recently published HMIE reports. All three sources of evidence were triangulated to inform the development of recommendations on future provision for children with additional support needs.

Undertaking this detailed exploration of learners needs has highlighted how our schools are responding to increasing levels of complexity. To further strengthen our arrangements there is a need to carefully consider the physical space helpful to support learners, and take the need for such space into consideration when establishing new school capacities. Officers also concluded that it would be helpful to design an Early Intervention Provision, which mirrors arrangements in our Language Units and supports the positive return to mainstream school, for our youngest learners in primary school following a period of intensive support.

What consultation and engagement has been undertaken with officers and partner organisations?

As part of the above review, HMle reports were reviewed to gather external view and survey of staffs werer undertaken (see below).

What consultation and engagement has been undertaken with people who may be impacted by this policy?

To help gain a deep understanding of how the learning needs of children and young people are met across schools in Aberdeen City, the Educational Psychology Service undertook an Exploration of Learners’ Needs. Six strands of exploration were undertaken:

- Questionnaires and Semi-structured Interviews with Secondary Senior Leadership Teams
- Questionnaires and Semi-structured Interviews with Primary Senior Leadership Teams
- Staff Survey Questionnaire
- Focus Groups with those not covered by the above questionnaires:
 - o Trade Union Groups
 - o Parents of Children with Additional Support Needs
 - o Quality Improvement Team including Educational Psychology Service
 - o Additional Support Needs & Outreach Service
- Learners’ Voice - Learners across a range of ages and provisions indicated their feelings about school related areas by using ‘School Wellbeing Cards’
- Case Study approach – An in-depth look at good practice in four educational settings

2.4 What mitigations can be put in place?

What can be done to remove or reduce any negative impacts of this policy (if applicable)?

N/A

With mitigations in place, what is the new overall rating of the negative impact(s)?

High	
Medium	
Low	
Negative Impact Removed	

3: Socio-Economic Impacts

Aberdeen City Council has a duty to reduce the inequalities of outcome that can arise from socio-economic disadvantage. This section is used to consider what impact the policy may have on people experiencing socio-economic disadvantage – and how any inequalities of outcome arising from the policy can be reduced.

Use this guide to understand more on socio-economic inequalities: [The Fairer Scotland Duty: Guidance for Public Bodies \(www.gov.scot\)](http://www.gov.scot)

3.1 What impact could this policy have on people who experience the following aspects of socio-economic disadvantage?

	Negative	Neutral	Positive
Low income – those who have insufficient earnings to meet basic needs, such as food, clothing, housing, or utilities.			✓
Low/ no wealth – those who have no savings for unexpected spend or provision for the future.			✓
Material deprivation – those who cannot afford or access goods or services that are considered essential or desirable for a decent quality of life, such as food, clothing, heating, transport, internet, cultural, recreational and social activities.			✓
Area deprivation – those who live in an area with poor living conditions, such as higher levels of crime, pollution, noise, congestion, or lack of infrastructure, amenities, or green spaces.			✓
Socio-economic background – social class, parents’ education, employment, income.			✓

3.2 In what way will the policy impact people experiencing socio-economic disadvantage?

The proposal would lead to an enhanced provision of services from the planned new Riverbank School building, which would be to the benefit of any children living locally to the school who may need to access those services and who may be experiencing socio-economic disadvantages, as they would be able to access the services more easily without their parents incurring any transport costs for example. Any children based in other parts of the city requiring to use the services at Riverbank School would have transport provided for them at no cost.

3.3 What considerations have been made in reaching the above assessment?

What internal or external data has been considered? What does this data tell us?
See comments in Section 2.3 above.
What consultation and engagement has been undertaken with officers and partner organisations?
See comments in Section 2.3 above.
What consultation and engagement has been undertaken with people who may be impacted by this policy?
See comments in Section 2.3 above.

3.4 What mitigations can be put in place?

What can be done to reduce any negative impacts of this policy (if applicable)?
N/A
No – negative impact remains

If mitigations are in place, does this remove or reduce the negative impact?	Yes – negative impact reduced	
	Yes - negative impact removed	

4: Consumer Impacts

The Consumer Scotland Act 2020 places a Consumer Duty on the public sector to put consumer interests at the heart of strategic decision-making, emphasising the need for accessible and affordable public services, especially during times of financial pressure. This person-centred approach is intended to result in better quality services and outcomes for the public as consumers of public services across Scotland.

This section of the IIA is used to consider the impact of the policy on consumers of any services that the policy is intended to change.

Use this guide to understand more on the consumer duty: [How to meet the consumer duty: guidance for public authorities](#)

4.1 What impact could this policy have on any of the below consumer groups?

	Negative	Neutral	Positive
Individuals			✓
Small businesses		✓	

4.2 In what way will the policy impact people in these consumer groups?

The proposal would lead to an enhanced provision of services from the planned new Riverbank School building, which would be to the benefit of any children living locally to the school, as they would be able to access those services more easily. Any children based in other parts of the city requiring to use the services at Riverbank School would have transport provided for them at no cost.

4.3 What mitigations can be put in place?

What can be done to remove or reduce any negative impacts of this policy (if applicable)?	
N/A	
If mitigations are in place, does this remove or reduce the negative impact?	No – negative impact remains
	Yes – negative impact reduced
	Yes - negative impact removed

5: Human Rights Impacts

The Human Rights Act 1998 sets out the fundamental rights and freedoms that everyone in the UK is entitled to. It incorporates the rights set out in the European Convention on Human Rights (ECHR) into domestic British law. The Human Rights Act came into force in the UK in October 2000

The Act sets out our human rights in a series of 'Articles'. Each Article deals with a different right.

Use this guide to understand more about [Human Rights](#).

5.1 What impact could this policy have on Human Rights?

Human Rights Article	Negative	Neutral	Positive
Article 2: Right to life		✓	
Article 4: Prohibition of slavery and forced labour		✓	
Article 5: Right to liberty and security		✓	
Article 6: Right to a fair trial		✓	
Article 7: No punishment without law		✓	
Article 8: Right to respect for private and family life, home and correspondence		✓	
Article 9: Freedom of thought, belief and religion		✓	
Article 10: Freedom of expression		✓	
Article 11: Freedom of assembly and association		✓	
Article 12: Right to marry and start a family		✓	
Article 14: Protection from discrimination in respect of these rights and freedoms		✓	
Article 1 of Protocol 1: Right to peaceful enjoyment of your property		✓	
Article 2 of Protocol 1: Right to education			✓
Article 3 of Protocol 1: Right to participate in free elections		✓	

5.2 In what way will the policy impact Human Rights?

The proposal is to establish the Autism Outreach Service and a new early intervention space at the new Riverbank School building, which would provide support services to children and young people with additional support needs, supporting and enabling their right to education.

5.3 What mitigations can be put in place?

What can be done to remove or reduce any negative impacts of this policy (if applicable)?	
N/A	
If mitigations are in place, does this remove or reduce the negative impact?	No – negative impact remains
	Yes – negative impact reduced
	Yes - negative impact removed

6: Children and Young People’s Rights Impacts

The United Nations Convention has 54 articles that cover all aspects of a child’s life and set out the civil, political, economic, social and cultural rights that all children everywhere are entitled to. It also explains how adults and governments must work together to make sure all children can enjoy all their rights.

Children’s rights apply to every child/young person under the age of 18 and to adults still eligible to receive a “children’s service” (e.g. care leavers aged 18 – 26 years old).

There are 4 articles known as the “General Principles”. They help to interpret the other articles. They are:

1. Non-discrimination (Article 2)
2. Best interest of the child (Article 3)
3. Right to life survival and development (Article 6)
4. Right to be heard (Article 12)

For ease, the articles have been grouped in three categories to support assessments against the Convention, those most directly related to the **PROVISION** of services, those most directly related to the **PROTECTION** of children and young people, and those to encourage their active **PARTICIPATION in decision making**. You can [read the full UN Convention \(pdf\)](#), or [just a summary \(pdf\)](#), to find out more about the rights that are included.

6.1 What impact could this policy have on the rights of Children and Young People?

	Negative	Neutral	Positive
PROVISION			
Article 2: non-discrimination			✓
Article 3: best interests of the child provision and protection			✓
Article 5: parental guidance and a child's evolving capacities		✓	
Article 16: right to privacy		✓	
Article 17: access to information from the media		✓	
Article 18: parental responsibilities and state assistance		✓	
Article 22: refugee children		✓	
Article 23: children with a disability			✓
Article 24: health and health services			✓
Article 26: social security		✓	
Article 27: adequate standard of living		✓	
Article 28: right to education			✓
Article 29: goals of education			✓
Article 30: children from minority or indigenous groups		✓	
Article 31: leisure, play and culture		✓	
Article 39: recovery from trauma and reintegration		✓	
Article 40: juvenile justice		✓	
PROTECTION			
Article 6: life, survival and development		✓	
Article 7: birth registration, name, nationality, care		✓	
Article 8: protection and preservation of identity		✓	
Article 9: Separation from parents		✓	
Article 10: family reunification protection		✓	
Article 11: abduction and non-return of children		✓	
Article 15: freedom of association		✓	

Article 19: protection from violence, abuse and neglect		✓	
Article 20: children unable to live with their family		✓	
Article 21: adoption		✓	
Article 25: review of treatment in care		✓	
Article 33: drug abuse		✓	
Article 34: sexual exploitation		✓	
Article 35: abduction, sale and trafficking		✓	
Article 36: other forms of exploitation		✓	
Article 37: inhumane treatment and detention		✓	
Article 38: war and armed conflicts		✓	
Article 32: child labour		✓	
PARTICIPATION			
Article 12: respect for the views of the child		✓	
Article 13: freedom of expression		✓	
Article 14: freedom of thought, belief and religion		✓	
Article 42: knowledge of rights		✓	

6.2 In what way will the policy impact the rights of Children and Young People?

The proposal is to establish the Autism Outreach Service and a new early intervention space at the new Riverbank School building, which would provide support services to children and young people with additional support needs, supporting and enabling their right to education, and enhancing access to appropriate care for children with disabilities. It would ensue that each individual child's best interests are being served and supports equal access to education, therefore impacting positively on their rights of non-discrimination.

6.3 What mitigations can be put in place?

What can be done to remove or reduce any negative impacts of this policy (if applicable)?	
N/A	
If mitigations are in place, does this remove or reduce the negative impact?	No – negative impact remains
	Yes – negative impact reduced
	Yes - negative impact removed

7: Environmental Impacts

Aberdeen City Council has a duty to meet its legal environmental responsibilities by working towards Net Zero emissions, adapting to climate change, and acting in a way it considers most sustainable. We must also fulfil the [biodiversity duty](#) and [sustainable procurement duty](#).

This section in the Integrated Impact Assessment demonstrates that these considerations that have been made in the policy, that the impact of proposals made is understood and accepted, and what mitigating steps can be taken to reduce any negative impact of the policy.

Use this guide to understand more on the legal climate change duty: [Climate change - gov.scot \(www.gov.scot\)](#) and find out more about how Aberdeen is adapting to Climate Change: [Aberdeen Adapts | Aberdeen City Council](#)

7.1 What is the impact of this policy on any of the below climate, environmental and waste considerations?

	Negative	Neutral	Positive
Council or City-wide carbon emissions		✓	
Active and sustainable travel		✓	
Facilities for local living			✓
Resilience and adaptability to flooding and weather events		✓	
Biodiversity improvement and wildlife/habitat connectivity		✓	
Water consumption and drainage		✓	
Pollution (air, water, noise, light and land contamination)		✓	
Impact on resource use and waste		✓	
Sustainable procurement of goods and services		✓	

7.2 In what way will the policy impact the environment?

The proposal would lead to an enhanced provision of services from the planned new Riverbank School building, which would be to the benefit of any children living locally to the school, as they would be able to access those services more easily.

7.3 What considerations have been made in reaching the above assessment?

What internal or external data has been considered? What does this data tell us?

See comments in Section 2.3 above.

What consultation and engagement has been undertaken with local groups, partner organisations, experts etc? Where required, identify any other environmental assessments that have been completed.

See comments in Section 2.3 above. No other environmental assessments have been completed.

7.4 What mitigations can be put in place?

What can be done to remove or reduce any negative impacts of this policy (if applicable)?

N/A

If mitigations are in place, does this remove or reduce the negative impact?

No – negative impact remains

Yes – negative impact reduced

Yes - negative impact removed

8: Sign Off

Any further positive or negative impacts on individuals or groups that have been considered?
No
Does the policy relate to the Council's Equality Outcomes? If yes, how:
<ul style="list-style-type: none">• <i>Service Provider EO 1 - All people with protected characteristics will access information, goods and services knowing that social and physical barriers are identified and removed, with a focus on Age, Gender reassignment and Disability.</i><ul style="list-style-type: none">- The proposal if approved would help improve access to services for people with disabilities.• <i>Education Authority EO 1 - Increase access to information by ensuring communication barriers are removed for children, young people and families who are disabled.</i><ul style="list-style-type: none">- <i>Providing an outreach service within Riverbank School will help improve access to and contact with staff, for parents of children with disabilities.</i>
Overall summary of changes made to the policy as a result of impact assessment.
None
Outline how the impact of policy will be monitored.
The effectiveness of the early intervention space will be monitored and evaluated over the first two years, using feedback from staff, pupils and parents, with a view to a similar approach being adopted in other parts of the city if successful.
If there are any remaining negative impacts after mitigation, what is the justification for why this policy should proceed.
N/A

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Date	24/10/24
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Date	28/10/24