

# Equality and Fairness Impact Assessment (EFIA) Form



If the 'policy or practice' (see definition below) you are developing or going to develop is assessed as relevant after undertaking the online screening process (the [Impact and Value Assessment \(IVA\)](#)) - that is, it will have either a positive or negative impact on people - you should complete an Equality and Fairness Impact Assessment (EFIA) using this form.

This form should only be completed if you have undertaken an [Impact and Value Assessment \(IVA\)](#) to screen whether a full Equality and Fairness Impact Assessment is required.

Complete this for all relevant policies or practices:

- 'relevant' means it will have an impact on people
- 'policy or practice' - see definition below

Definition of policy or practice for the purposes of EFIA:

- The term 'policy or practice' covers Service delivery and Employment. This can include a policy, a plan, a strategy, a project, a service review, a function, practice or service activity or a budget option.

## Section 1: Policy details (see definition of 'policy or practice' above)

Name of policy or practice

Accessibility Strategy and Action Plan 2025-28

Service and Division/Team

Education & Learning

Owner/Person responsible (include your name and position)

Fiona MacKay, Service Manager, Inclusion and Additional Support

Impact Assessment Team (include your names and positions). This team can consist of two people or more as appropriate.

Jennifer McNicol, QIO Inclusion  
Marie Dunn, PT Primary Pupil Support Team

Is the policy or practice being impact assessed new or existing?

New, updated strategy

What are the main aims of the policy or practice?

This strategy provides direction for all involved in delivering education for pupils with disabilities within Perth and Kinross Council Education and Children's Service (the Education Authority) or associated services. It also sets out for pupils with a disability, members of their family, and people who advocate for them, the actions the Education Authority and schools are taking to improve accessibility to education, early learning and childcare and related activities.

Who are the main target groups/beneficiaries?

Children and young people with disabilities, including communication support needs.  
Children and young people from equality-protected groups.  
Families of children in the groups above.

What are the intended outcomes of the policy or practice?

Detailed in the Accessibility Strategy and action plan, 2025-2028

The Education (Disability Strategies and Pupils Education Records) (Scotland) Act 2002 requires all Education Authorities to prepare and implement an Accessibility Strategy for all schools for which they are responsible, showing how the Education Authority and schools plan to meet their duties under the Act to:

Increase the extent to which pupils with disability can **participate in the curriculum**.

**Improve the physical environment of schools** to increase the extent to which pupils with disability can take advantage of education and associated services.

**Improve communication** with pupils with disability along with communicating to them information that is provided in writing for pupils who are not disabled, in appropriate alternative formats and taking account of any preferences expressed by them and their parent/carer(s).

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## Section 2: Detail the positive and/or negative impacts, or tick to indicate no impact identified

Key questions to address in the EFIA

- Does the policy or practice evidence that it has eliminated discrimination?
- Does the policy or practice evidence that it has advanced equality of opportunity?
- Does the policy or practice evidence that it will foster good relations between groups?

The Assessment should highlight areas of interest covering the following:

- positive and negative impacts across all protected characteristics
- scale of the impact: an indication of the degree of potential impact, and whether this is judged to have a High, Medium or Low impact potential
- anticipated duration of the impact if relevant
- whether there is a specific differential impact to a particular protected characteristic or characteristics
- if the impact is more wide-ranging and general in its effect
- whether any impacts identified would/could be mitigated by an amendment to the policy, practice budget decision or service reform proposal

### Equality protected characteristic: Age

Specific characteristics	Positive impact (it could benefit the group concerned)	Negative impact (it could disadvantage the group concerned) and any mitigation	No impact
Older people (65 years and over)			✓

### Equality protected characteristic: Disability

Specific characteristics	Positive impact (it could benefit the group concerned)	Negative impact (it could disadvantage the group concerned) and any mitigation	No impact
Physical disability	Will be considered where relevant (high)		
Sensory impairment	The Strategy addresses the communication needs of children and young people who are blind, partially sighted and/or deaf, and their access to the curriculum (high)		
Mental health			✓
Learning disability	Will be considered where relevant (high)		
Neurodivergent conditions	Will be considered where relevant (high)		

### Equality protected characteristic: Gender reassignment

Specific characteristics	Positive impact (it could benefit the group concerned)	Negative impact (it could disadvantage the group concerned) and any mitigation	No impact
Male transitioning to female			✓
Female transitioning to Male			✓

### Equality protected characteristic: Marriage/Civil partnership

Specific characteristics	Positive impact (it could benefit the group concerned)	Negative impact (it could disadvantage the group concerned) and any mitigation	No impact
Women			✓
Men			✓
Same sex couple (male)			✓
Same sex couple (female)			✓

### Equality protected characteristic: Pregnancy/Maternity/Paternity

Specific characteristics	Positive impact (it could benefit the group concerned)	Negative impact (it could disadvantage the group concerned) and any mitigation	No impact
Women			✓
Men (paternity)			✓

**Equality protected characteristic: Race**

Specific characteristics	Positive impact (it could benefit the group concerned)	Negative impact (it could disadvantage the group concerned) and any mitigation	No impact
View the <a href="#">list of categories used in Scotland's Census</a>	Will be considered where relevant (high).		

**Equality protected characteristic: Religion/Belief**

Specific characteristics	Positive impact (it could benefit the group concerned)	Negative impact (it could disadvantage the group concerned) and any mitigation	No impact
View the <a href="#">list of categories used in Scotland's Census</a>			✓

**Equality protected characteristic: Sex**

Specific characteristics	Positive impact (it could benefit the group concerned)	Negative impact (it could disadvantage the group concerned) and any mitigation	No impact
Female			✓
Male			✓

### Equality protected characteristic: Sexual orientation

Specific characteristics	Positive impact (it could benefit the group concerned)	Negative impact (it could disadvantage the group concerned) and any mitigation	No impact
Lesbian			✓
Gay			✓
Bisexual			✓
Other sexual orientation			✓

### Equality protected characteristic: Socio-economic (fairness) Please refer to Appendix 2 of accompanying guidance

Specific characteristics	Positive impact (it could benefit the group concerned)	Negative impact (it could disadvantage the group concerned) and any mitigation	No impact
			✓

For any policies or practice specific to young people under the age of 16 years, a separate Children's Rights and Wellbeing Impact Assessment should be undertaken – view the [National Guidance](#).

## Section 3: Recommendations and actions

As a result of this equality impact assessment, please **clearly describe practical actions** you plan to take to:

- reduce or remove any identified **negative impact**
- promote any **positive impact** or
- **gather** further information/evidence

### Equality protected characteristic: Age

Specific characteristics	Action	Who is responsible	Date for completion
Older people (65 years and over)			

### Equality protected characteristic: Disability

Specific characteristics	Action	Who is responsible	Date for completion
Physical disability	3 year action plan is detailed and will be monitored termly by E&L Strategic Lead.	Inclusion Service	August 2025-June 2028 (regular updates)
Sensory impairment	3 year action plan is detailed and will be monitored termly by E&L Strategic Lead.	Inclusion Service	August 2025-June 2028 (regular updates)
Mental health			
Learning disability	3 year action plan is detailed and will be monitored termly by E&L Strategic Lead.	Inclusion Service	August 2025-June 2028 (regular updates)

Specific characteristics	Action	Who is responsible	Date for completion
Neurodivergent conditions	3 year action plan is detailed and will be monitored termly by E&L Strategic Lead.	Inclusion Service	August 2025 – June 2028 (regular updates)

#### Equality protected characteristic: Gender reassignment

Specific characteristics	Action	Who is responsible	Date for completion
Male transitioning to female			
Female transitioning to male			

#### Equality protected characteristic: Marriage/Civil partnership

Specific characteristics	Action	Who is responsible	Date for completion
Women			
Men			
Same sex couple (male)			
Same sex couple (female)			

Specific characteristics	Action	Who is responsible	Date for completion

#### Equality protected characteristic: Pregnancy/Maternity/Paternity

Specific characteristics	Action	Who is responsible	Date for completion
Women			
Men (paternity)			

#### Equality protected characteristic: Race

Specific characteristics	Action	Who is responsible	Date for completion
View the <a href="#">list of categories used in Scotland's Census</a>	3 year action plan is detailed and will be monitored termly by E&L Strategic Lead.	Inclusion Service	August 2025 – June 2028 (regular updates)

#### Equality protected characteristic: Religion/Belief

Specific characteristics	Action	Who is responsible	Date for completion
View the <a href="#">list of categories used in Scotland's Census</a>			

#### Equality protected characteristic: Sex

Specific characteristics	Action	Who is responsible	Date for completion
Female			

Specific characteristics	Action	Who is responsible	Date for completion
Male			

**Equality protected characteristic: Sexual orientation**

Specific characteristics	Action	Who is responsible	Date for completion
Lesbian			
Gay			
Bisexual			
Other sexual orientation			

**Equality protected characteristic: Socio-economic (fairness) Please refer to Appendix 2 of accompanying guidance**

Specific characteristics	Action	Who is responsible	Date for completion

## Section 4: Evidence

You should list here the sources of information used to assess the impact of the relevant policy or practice. This can include local sources such as reports, information and data, relevant partners' information, data and reports, other Council's relevant information, data and reports, national information, research outcomes, data profiles and any other evidence which has led to the development of this policy.

Information/evidence gained and used to shape this policy or practice	List details, source and date (continue on a separate sheet if necessary – please advise if this has been done)
<p>Community consultation/engagement outcomes from individuals and organisations - this usually includes formally arranged contact with individuals, community groups, third sector and other relevant interest groups</p>	<p><b>AAC – Curriculum Group</b> discussion</p> <p>CALL Scotland – 11<sup>th</sup> March 2025 SLT – 11<sup>th</sup> March 2025</p> <p><b>Meeting with Occupational Therapy Services</b> OT - 3<sup>rd</sup> of March 2025</p> <p><b>Accessibility Strategy workshop</b></p> <p>Headteachers/ Equalities/ PKC Disability Sports/ Additional Support Needs Transformation Manager – 21<sup>st</sup> and 26<sup>th</sup> of February 2025</p> <p><b>Live Active</b> Active Schools Manager 20<sup>th</sup> March 2025</p> <p>Updated the 2022-25 Accessibility action plan and drafted a revised strategy for 2025-28.</p> <p>Finalised the Accessibility Strategy 2025-28 after consultation across Education and Learning and with wider partners.</p>
<p>Employee involvement/consultation feedback (for example survey, focus groups)</p>	<p><b>Discussion with:</b></p> <p><b>Outreach Team</b> 25<sup>th</sup> of March More training is needed in effective use of low and high tech AAC.</p> <p><b>Inclusion Team Leads</b> – 3<sup>rd</sup> March 2025 Embedding of Universal supports needs to be more consistent across LMGs.</p>

Information/evidence gained and used to shape this policy or practice	List details, source and date (continue on a separate sheet if necessary – please advise if this has been done)
	<p><b>Digital ESO</b> – 11<sup>th</sup> June 2025 Continue to wider awareness of, and confidence in, digital technology to support curriculum access.</p> <p><b>PT Sensory Team</b> – 13<sup>th</sup> June 2025 More staff to be trained in Braille and BSL to support children and young people in schools.</p> <p>Presentation given to Headteacher forum, March 2025.</p> <p>Final version of the Accessibility Strategy was circulated to Education and Learning central teams and Service Manager meetings for feedback.</p>
Research and information list main sources	<a href="#">Planning Improvements for Disabled Pupils' Access to Education - Guidance for Education Authorities, Independent and Grant-Aided Schools</a>
Officer knowledge and experience	Discussions with PT EAL Team through Inclusion Team Leads meetings across session 2024/25.
Equality monitoring data	
Service user feedback (including customer contact, services and complaints)	<b>ASN Parent Network</b> 6 <sup>th</sup> of May
Partner feedback	
Other - this may be information gathered in another Council area, nationally or in partner organisations which is	Cross referencing with the PKC BSL Plan.

Information/evidence gained and used to shape this policy or practice	List details, source and date (continue on a separate sheet if necessary – please advise if this has been done)
considered to have relevance	

## Section 5: Consultation/Engagement

Consultation with key stakeholders must be undertaken throughout the EFIA process. This activity **can also** help to **reach people not previously involved** with these processes, but who will be affected by this policy or practice when it is implemented. You may wish to refer to the [Council's Consultation Guidance](#).

The Consultation/Engagement process can also help **identify or agree changes** that need to be made to ensure the policy or practice will be inclusive on implementation and future practice.

The Equalities Team Leader (email [Equalities@pkc.gov.uk](mailto:Equalities@pkc.gov.uk)) may be able to provide advice relating to potential contact with consultees from equality protected characteristic groups via existing mechanisms such as the Community Equalities Advisory Group (CEAG) or Equalities Strategic Forum.

A summary of the replies received from individuals and stakeholders consulted/involved. Include any previous feedback or complaints relating to equality and diversity issues and the policy or practice currently being assessed.

Continue on a separate sheet(s) if necessary – please advise if this has been done.

### Equality protected characteristic: Age

Specific characteristics	Date	Outcome of consultation/engagement (continue on a separate sheet if necessary – please advise if this has been done)
Older people (65 years and over)		

### Equality protected characteristic: Disability

Specific characteristics	Date	Outcome of consultation/engagement (continue on a separate sheet if necessary – please advise if this has been done)
Physical disability		Young people have requested that more staff are trained in manual handling practice to allow them greater choice over who supports their personal care routines.
Sensory impairment		Young people who are blind or partially sighted have suggested wider access to tactile learning resources.

Specific characteristics	Date	Outcome of consultation/engagement (continue on a separate sheet if necessary – please advise if this has been done)
		<p>They have also made suggestions for considerations of improving the physical environment in schools.</p> <p>Widen access to Makaton training so every ELC and school has a trained signer in school.</p>
Mental health		
Learning disability		Inclusion Ambassadors Groups talked of opportunities for inclusive sports.
Neurodivergent conditions		<p>Inclusion Ambassadors Groups Champions Boards in schools (Care Experienced CYP)</p> <p>Young people made suggestions for improvements to the physical environments of schools and access to IT to support communication.</p>

#### Equality protected characteristic: Gender reassignment

Specific characteristics	Date	Outcome of consultation/engagement (continue on a separate sheet if necessary – please advise if this has been done)
Male transitioning to female		
Female transitioning to male		

**Equality protected characteristic: Marriage/Civil partnership**

Specific characteristics	Date	Outcome of consultation/engagement (continue on a separate sheet if necessary – please advise if this has been done)
Women		
Men		
Same sex couple (male)		
Same sex couple (female)		

**Equality protected characteristic: Pregnancy/Maternity/Paternity**

Specific characteristics	Date	Outcome of consultation/engagement (continue on a separate sheet if necessary – please advise if this has been done)
Women		
Men (paternity)		

**Equality protected characteristic: Race**

Specific characteristics	Date	Outcome of consultation/engagement (continue on a separate sheet if necessary – please advise if this has been done)
View the <a href="#">list of categories used in</a>		

Specific characteristics	Date	Outcome of consultation/engagement (continue on a separate sheet if necessary – please advise if this has been done)
<a href="#">Scotland's Census</a>		

#### Equality protected characteristic: Religion/Belief

Specific characteristics	Date	Outcome of consultation/engagement (continue on a separate sheet if necessary – please advise if this has been done)
View the <a href="#">list of categories used in Scotland's Census</a>		

#### Equality protected characteristic: Sex

Specific characteristics	Date	Outcome of consultation/engagement (continue on a separate sheet if necessary – please advise if this has been done)
Female		
Male		

#### Equality protected characteristic: Sexual orientation

Specific characteristics	Date	Outcome of consultation/engagement (continue on a separate sheet if necessary – please advise if this has been done)
Lesbian		

Specific characteristics	Date	Outcome of consultation/engagement (continue on a separate sheet if necessary – please advise if this has been done)
Gay		
Bisexual		
Other sexual orientation		

**Equality protected characteristic: Socio-economic (fairness) Please refer to Appendix 2 of accompanying guidance**

Specific characteristics	Date	Outcome of consultation/engagement (continue on a separate sheet if necessary – please advise if this has been done)
Socio-economic (fairness)		

## Section 6: Outcomes

When the evidence has been considered in relation to the proposed policy, practice, project, service reform or budget option, it will be apparent what the likely impacts are. The type, scale, duration, and specificity of the likely impacts will inform the direction of the outcome of the EFIA.

There are four potential outcomes as follows (**highlight the one you are recommending as a result of your Impact Assessment**):

1. No major change required the policy, practice, project, service reform or budget option is robust and can continue without amendment.
2. Continue the policy, practice, project, service reform or budget option. A justification is required for continuing despite the potential for adverse impact.
3. Adjust or amend the policy, practice, project, service reform or budget option. Remove barriers, make changes to better advance equality or remove or mitigate negative impact.
4. Stop, or remove the policy, practice project, service reform or budget option if adverse effects cannot be justified and cannot be mitigated.

## Section 7: Authorising the assessment

The following signatures are required:

### Lead Officer Responsible

Signed 

Name Fiona Mackay

Date 14/07/2025

### Quality Assured by Perth and Kinross Council Equality and Fairness Impact Assessment trained officer (within service)

Signed David F. McPhee (via email)

Name David McPhee

Date 16/07/25

## Section 8: Publishing the assessment

The completed and authorised EFIA should be added to the relevant section on the [Council website](#).

Date action completed:

## Section 9: Committee reporting

Ensure your committee report to accompany this policy includes information about any actions taken to reduce or remove negative impacts identified, or include any positive impacts expected when the policy is implemented.