

## DRAFT SAVINGS PROPOSAL

London Borough of Tower Hamlets  
Medium Term Financial Strategy 2021-24

<b>Proposal Title:</b>	<b>Additional Integrated Early Years' Service Savings - Educational Psychology</b>		
<b>Reference:</b>	SAV / CHI 001 / 21-22	<b>Savings Type:</b>	Reduction in provision
<b>Directorate:</b>	Children & Culture	<b>Savings Service Area:</b>	Children Social Care
<b>Directorate Service:</b>	Integrated Early Years' Service	<b>Strategic Priority Outcome:</b>	2. Children and young people are protected so they can realise their potential
<b>Lead Officer and Post:</b>	Ronke Martins-Taylor, Divisional Director Youth and Commissioning Pauline Hoare, Head of Integrated Early Years' Service	<b>Lead Member and Portfolio:</b>	Cllr Danny Hassell, Cabinet Member for Children and Schools

Financial Impact:	Current Budget 2020-21	Savings/Income 2021-22	Savings/Income 2022-23	Savings/Income 2023-24	Total Savings/Income
Budget (£000)	5,429	(240)	-	-	(240)

  

Staffing Impact (if applicable):	Current 2020-21	FTE Reductions 2021-22	FTE Reductions 2022-23	FTE Reductions 2023-24	Total FTE Reductions
Employees (FTE) or state N/A	164	N/A	N/A	N/A	N/A

### Proposal Summary:

The Integrated Early Years' Service currently provides a sum of £240k per annum for the provision of Educational Psychology to deliver *targeted support through children's centres*.

The intention is to end the General Fund provision of this resource via children's centres. Going forward families in need who access children's centres will be given alternative referral routes to obtain support. We plan to use DSG Early Years funding to provide some funding for a more focussed offer of Educational Psychology consultation to Children's Centres.

This proposal will not lead to FTE reduction in children's centres.

### Risk and Mitigations:

- Removal of targeted support (delivered by Educational Psychology through children's centres) for families
- The IEYS will no longer support areas such as early language acquisition through children's centres, childcare settings and school EY units.
- The level of language acquisition birth to five could fall leading to lower Early Years Foundation Stage Profile outcomes, and lower education and health outcomes as children enter later key stages.

### Resources and Implementation:

*What are the resources needed to build up the proposal?*

1. No additional resources required.
2. Organisational change team required.

*Is feasibility work required?*

1. No.
2. Yes - specifically an equalities impact analysis for users in relation to language acquisition and also in relation to later mental health

*Activities required by 2020-21?*

1. No.
2. Organisational process to consult staff. Potential public consultation to any service changes, should this be required.

## SAVINGS PROPOSAL – BUDGET EQUALITY ANALYSIS SCREENING TOOL

Trigger Questions	Yes / No	If Yes – please provide a brief summary of how this impacts on each protected characteristic as identified in the Equalities Act 2010. This will need to be expanded in a full Equality Analysis at full Business Case stage.
Does the change reduce resources available to address inequality?	No	
Does the change reduce resources available to support vulnerable residents?	Yes	This proposal will impact vulnerable families.
Does the change involve direct impact on front line services?	No	
<b>Changes to a Service</b>		
Does the change alter who is eligible for the service?	No	
Does the change alter access to the service?	No	
<b>Changes to Staffing</b>		
Does the change involve a reduction in staff?	No	
Does the change involve a redesign of the roles of staff?	No	

Summary:	
To be completed at the end of completing the Screening Tool.	
Based on the Screening Tool, will a full EA will be required?	<b>Yes</b>

Additional Information and Comments: