

**Appendix 6: Island Communities Impact Assessment**

Shetland's Local Annual Child Poverty Action Report, Year 5: Reporting on 2022/23, Actions for 2023 Onwards

| <b>PRELIMINARY CONSIDERATIONS</b>   | <b>Responses</b>   |
|---|--|
| <p>Please provide a brief description or summary of the policy, strategy or service under review for the purposes of this assessment.</p> | <p>A new approach has been developed by partners, for the planning and implementation of future actions to address Child Poverty across Shetland's communities in the Local Child Poverty Action Report (LCPAR).</p> <p>The "Plans for 2023 Onwards" section in the Child Poverty report sets out the collaborative strategic actions to be undertaken in Shetland, to (primarily) mitigate the impacts of Child Poverty. These actions are also set out in Shetland's Children's Services Partnership Plan, Priority Area 3 – Reducing the Impact of Poverty on Children and Families.</p> <p>The planning and delivery of actions in order to address structural changes required to reduce Child Poverty, are set out in the Delivery Plan for Shetland's Partnership Plan 2023-2027.</p>   |
| <b>STEP 1 - Develop a clear understanding of your objectives</b>  | <b>Responses</b>   |
| <p>What are the objectives of the policy, strategy or service?</p>  | <p>To reduce child poverty in Shetland.</p> <p>Evidence shows that levels of children living in low income families are higher than pre-pandemic levels and that Shetland's cost of living is high. Stigma and pride are significant barriers to families accessing support. This has informed partners' priorities for 2023 onwards, which are:</p> <ul style="list-style-type: none"> <li>- Normalising family support, and ensuring child and family centred approaches, across all of our supports; and</li> <li>- Increasing the income to our families.</li> </ul>   |
| <p>Do you need to consult?</p>  | <p>Families remain central to the input and design of activity. We continue to adapt how we deliver supports, by listening to feedback from families. This is in line with guidance: LCPARs should be developed with the involvement of people with direct experience of poverty. Priority family groups have varying experiences of poverty and it is important to consult with multiple priority groups in designing local approaches to tackling poverty.</p> <p>Consultation has taken place with the Shetland Children's Partnership to inform the collaborative strategic actions to be undertaken in Shetland to (primarily) mitigate the impacts of Child Poverty. These actions are also set out in Shetland's Children's Services Partnership Plan, Priority Area 3 – Reducing the Impact of Poverty on Children and Families.</p> |
| <p>How are islands identified for the purpose of the policy, strategy or service?</p>   | <p>There is no distinction made for islands. The Action Plan will apply regardless of geographic location. However, activities, such as Anchor for Families, adapt to local circumstances,</p>   |

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|  | whether that be specific islands, or communities within our islands.   |
| What are the intended impacts/outcomes and how do these potentially differ in the islands? | <p>-Increased number of families supported by Anchor for Families: this support for families is tailored to the needs of individuals schools and families, so will meet local need, whether on an island or Mainland community.</p> <p>- Test of Change to support financially vulnerable households: eligible families across Shetland will be able to access support</p> <p>-Increased attendance of services at Money Worries Training: island communities will be targeted</p> <p>-Increased Cost of the School Day events/sessions: these are carried out across all schools</p> <p>-Uptake of income maximisation services (SICAB, SIC, Children's Finance Social Security Scotland, Fuel Bank Vouchers, SIC Finance, Free Period Products, free ELC for eligible two year olds): island communities will be targeted, via Money Worries Training</p> <p>-Uptake of Access to Leisure (SRT, SADA, summer activities) SRT cannot be accessed in all islands, however, provision is in place to enable children to access facilities on the larger islands.</p> <p>-Uptake of CLD Skills Development to complete benefit forms: across Shetland, but targeted at island communities.</p> <p>-Cost of Living Support and communication: universally promoted around Shetland</p> <p>-Closing digital poverty gap as per CLD strategy<br/>CLD ICIA here: <a href="https://www.shetland.gov.uk/community-learning-and-development-plan-island-communities-impact-assessment">community-learning-and-development-plan-island-communities-impact-assessment (shetland.gov.uk)</a></p> |
| Is the policy, strategy or service new?  | <p>The Child Poverty (Scotland) Act 2017, requires that Local Authorities and Health Boards jointly prepare a Local Child Poverty Action Report (LCPAR) as soon as reasonably practicable after the end of each reporting year.</p> <p>This is Year 5 of these reports, with a new action plan for 2023 onwards.</p>   |
| <b>STEP 2 - Gather your data and identify your stakeholders</b>                            | <b>Responses</b>   |
| What data is available about the current situation in the islands?                         | <p>Shetland Partnership has data for 44 indicators at locality level in Shetland, gathered in 2023. There are seven localities. Two of these localities are island groups: "Yell, Unst and Fetlar" and "Whalsay and Skerries". There is data for the groups of combined islands on: average annual income; cost of living; out of work benefits; children living in low income families;</p>   |

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|  | <p>percentage of pupils claiming free school meals; percentage of pupils claiming clothing grant and; food insecurity.</p> <p>Shetland Partnership’s Locality Plan – Shetland’s Islands with Small Populations, contains data on Fair Isle, Foula, Papa Stour, Fetlar and Skerries. There is data on: median income; cost of living; population; number of school children; challenges faced; and priorities for the future.</p> <p>There is more data available for the groups of Yell, Unst &amp; Fetlar; and Whalsay &amp; Skerries, than there is for the Islands with Small Populations (IWSP- Fair Isle, Foula, Papa Stour, Fetlar, Skerries) as well as Bressay. More data is needed, however, there are difficulties with this.</p> <p>Approximately 12.3% of children in Shetland reside on islands. The strategy, therefore, would impact approximately 506 children and young people, and 12.3% of children in Shetland.</p>   |
| <p>Do you need to consult?</p>   | <p>Not directly for the Report, but involving the views of local people, particularly families, will be ongoing throughout delivery (co-production).</p>  |
| <p>How does any existing data differ between islands?</p>              | <p>Some worse economic outcomes appear to be more prevalent in the island localities with the evidence available, but it is acknowledged that the data is not comprehensive across all islands.</p> <p>It is clear, however, that most, if not all islands experience a higher cost of living compared to the Shetland mainland, and significantly higher than the UK mainland. In addition, the island groups of “Yell, Unst &amp; Fetlar”, “Whalsay &amp; Skerries” and “IWSP” all collectively have lower median incomes than the rest of Shetland. There is also some evidence that levels of poverty may be higher in Yell, Unst &amp; Fetlar than in many other parts of Shetland when looking at free school meal and clothing grant uptake; however this is not the case when looking at ‘percentage of children living in low income families’ as they had the lowest levels.</p> <p>Children living in low income families was higher in other localities than the island groups (though some of these incorporate islands); and free school meal and school clothing grant take up was above the Shetland average in areas of Shetland that are not islands as well.</p> <p>Therefore, there does not appear to be a significant difference, other than the cost of living being higher and median incomes being lower, for some islands. Some islands may have higher uptake of free school meals and school clothing grant, but, so do other areas of Shetland; and some islands have lower levels. As a whole child poverty does not appear to be significantly different to other areas and islands in Shetland.</p> |
| <p>Are there any existing design features or mitigations in place?</p> | <p>Co-production for all objectives and activity.<br/>Islands with Small Populations Locality Plan.</p>   |

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| STEP 3 - Consultation  | Responses   |
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| Who do you need to consult with?   | Anchor for Families, Money Worries Training, Cost of Living implementers, CAB   |
| How will you carry out your consultation and in what timescales?   | Conversations with relevant services.   |
| What questions will you ask when considering how to address island realities?  | <p>How does Anchor for Families link up with the islands, if there is a need?</p> <p>Are money worries sessions carried out with professionals in island communities? For example community nurses, GPs, teachers?</p> <p>Are COSD sessions carried out in islands?</p> <p>Are benefit checks/best start grants etc. offered routinely in islands?</p> <p>How does Cost of Living Delivery ensure islands are involved?</p> |
| What information has already been gathered through consultations and what concerns have been raised previously by island communities?  | Issues raised through the Islands with Small Populations Locality Plan include communications between agencies and islands, speed at which services respond to issues and involvement in redesigning services.  |
| Is your consultation robust and meaningful and sufficient to comply with the Section 7 duty?   | Yes   |
| STEP 4 - Assessment  | Responses   |
| Does your assessment identify any unique impacts on island communities?  | No  |
| Does your assessment identify any potential barriers or wider impacts?   | No  |
| How will you address these?  | N/A   |
| <p><b>You must now determine whether in your opinion your policy, strategy or service is likely to have an effect on an island community, which is significantly different from its effect on other communities (including other island communities).</b></p> <p>If your answer is <b>NO</b> to the above question, a full ICIA will NOT be required and <b><u>you can proceed to Step SIX.</u></b></p> <p>If the answer is <b>YES</b>, an ICIA must be prepared and <b><u>you should proceed to Step FIVE.</u></b></p> <p>To form your opinion, the following questions should be considered:</p> |   |

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| <ul style="list-style-type: none"> <li>• Does the evidence show different circumstances or different expectations or needs, or different experiences or outcomes (such as different levels of satisfaction, or different rates of participation)?</li> <li>• Are these different effects likely?</li> <li>• Are these effects significantly different?</li> <li>• Could the effect amount to a disadvantage for an island community compared to the mainland or between island groups?</li> </ul> |                  |
| <b>STEP 5 – Preparing your ICIA</b>   | <b>Responses</b> |
| <p>In Step Five, you should describe the likely significantly different effect of the policy, strategy or service:</p>  |                  |
| <p>Assess the extent to which you consider that the policy, strategy or service can be developed or delivered in such a manner as to improve or mitigate, for island communities, the outcomes resulting from it.</p>   |                  |
| <p>Consider alternative delivery mechanisms and whether further consultation is required.</p>   |                  |
| <p>Describe how these alternative delivery mechanisms will improve or mitigate outcomes for island communities.</p>   |                  |
| <p>Identify resources required to improve or mitigate outcomes for island communities.</p>  |                  |
| <b>STEP 6 - Making adjustments to your work</b>   | <b>Responses</b> |
| <p>Should delivery mechanisms/mitigations vary in different communities?</p>  |                  |
| <p>Do you need to consult with island communities in respect of mechanisms or mitigations?</p>  |                  |
| <p>Have island circumstances been</p>   | <p>5</p>         |

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| factored into the evaluation process?  |                             |
| Have any island-specific indicators/targets been identified that require monitoring?         |                             |
| How will outcomes be measured on the islands?  |                             |
| How has the policy, strategy or service affected island communities?                         |                             |
| How will lessons learned in this ICIA inform future policy making and service delivery?      |                             |
| <b>STEP 7 - Publishing your ICIA</b>   | <b>Responses</b>            |
| Have you presented your ICIA in an Easy Read format?   | Yes                         |
| Does it need to be presented in Gaelic or any other language?                                | No                          |
| Where will you publish your ICIA and will relevant stakeholders be able to easily access it? | <a href="#">SIC website</a> |
| Who will sign-off your final ICIA and why?   |                             |

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| ICIA completed by: | Leanne Gear and Emma Perring                           |
| Position:          | Partnership Officer and Community Planning Team Leader |
| Signature:         | Leanne Gear, Emma Perring                              |
| Date complete:     | 25/10/23   |

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| ICIA approved by: | Lesley Simpson                                       |
| Position:         | Executive Manager for Inclusion, Children's Services |
| Signature:        | LA Simpson   |
| Date approved:    | 03/11/2023   |