

**Equality screening and Full Impact Assessment template**

**Name of a policy / procedure / function / project: Targeted and Specialist Support**

**Date: September 2009**

**Carried out by:**

| Name        | Role   |
|-------------|--|
| Tim Vaughan | Principal Manager Parent, Family & Community |

**Aims of the policy / procedure / function / project:**

Improve outcomes and narrow the gaps in attainment for children and families through Educational Psychology support, Sensory Impairment services, Autism support services, Child Development services to schools and settings.

**Stakeholders:**

Children from birth to age 19 and their families  
 Staff working in schools and settings  
 Multi-agency colleagues from Primary and Hospital Care Trusts and voluntary organisations

**Considering the purpose of the Equality Impact Assessment process, is the policy (function, procedure etc.) relevant?**

Yes  x No

Quick check:

- ✓ *Is the policy (function, procedure etc.) concerned with people?* Yes  x No
- ✓ *Is the policy (function, procedure etc.) outward looking (i.e. community, employees, partners)* Yes  x No
- ✓ *Does the policy (function etc.) involve face to face contact?* Yes  x No
- ✓ *Does it include making decisions based on someone's individual Characteristics, circumstances or needs?* Yes  x No
- ✓ *Is there history of long-established pattern of unequal outcomes? (and do I have enough evidence to prove otherwise?)* Yes  x No
- ✓ *Is the policy (function, procedure....) likely to have a significant impact on someone's life or wellbeing?* Yes  x No

Exit the process if you answered No to all of the above questions, otherwise please continue.

| <b>Potential impact on target groups:</b>  |  |  |
|--|--|--|
| <b>Target group</b>  | <b>Potential impact</b><br><i>Please describe</i>  | <b>Measures currently in place</b>   |
| <p><b>Race</b><br/><i>(also ethnicity, nationality and associated aspects such as culture and language)</i><br/><b>Gypsies and Travellers</b></p>  | <p>Travellers, migrant families etc</p> <ul style="list-style-type: none"> <li>• Engagement in trusting relationship in service provision.</li> <li>• Understanding childcare needs and how these might be met</li> <li>• Developing mutual understanding of value of early education</li> </ul> <p>Black and Minority Ethnic groups –</p> <ul style="list-style-type: none"> <li>• Rapid influx of families from EC new member states</li> <li>• Small dispersed nature of communities and individuals</li> </ul> | <ul style="list-style-type: none"> <li>• Materials and contents of programmes to reflect the variety, ethnicity, language and culture of the community.</li> <li>• Work with other organisations who work with groups in the community to ensure trainers have an understanding of the community needs as well as the appropriate materials and information available to them.</li> </ul>  |
| <p><b>Disability</b> <i>(consider full rainbow of mental and physical impairments: mobility, manual dexterity, speech, hearing, learning, understanding, visual sight, MS, cancer, HIV etc.)</i></p> | <p>Disabled children –</p> <ul style="list-style-type: none"> <li>• Accessible environments</li> <li>• Needs met with understanding and dignity</li> </ul> <p>Disabled parents –</p> <ul style="list-style-type: none"> <li>• Accessible environments</li> </ul> <p>Families with disabled children –</p> <ul style="list-style-type: none"> <li>• Accessible, affordable high quality childcare</li> </ul> <p>Accessible family support</p>   | <ul style="list-style-type: none"> <li>• Health Education standards are used by Hearing Impairment and Visual Impairment teams</li> <li>• Integrated support from multi-agency teams to remove barriers to achievement and wellbeing</li> <li>• Child Development Teams. Some CDS services are based in centres ensuring swift access to services such as speech and language/ physiotherapy services</li> </ul>   |
| <p><b>Gender</b> <i>(consider associated aspects e.g. safety, single-parenting, caring responsibility, potential for bullying and harassment,</i><br/><b>Transgender</b></p>                         | <p>Father –</p> <ul style="list-style-type: none"> <li>• Increased engagement with fathers as service users</li> <li>• Greater recruitment of males to children's workforce</li> </ul>   | <ul style="list-style-type: none"> <li>• Equitable access for fathers to services has been started</li> <li>• Use appropriate images and case studies in promotional information, when planning courses consider timing, for example, for childminders hold many courses in the evenings and Saturdays.</li> <li>• Induction training sets the culture of the service e.g. 'The service is committed to equality of opportunity and welcomes applications to become a foster carer from all sections of the community regardless of age, class, race, gender,</li> </ul> |

| <b>Potential impact on target groups:</b>   |  |  |
|---|--|--|
| <b>Target group</b>   | <b>Potential impact</b><br><i>Please describe</i>  | <b>Measures currently in place</b>   |
|   |  | culture, religion, sexual orientation or disability.'  |
| <b>Sexual orientation</b><br><i>(includes heterosexual, lesbian, gay, bi-sexual)</i>  | Children living in diverse family units – <ul style="list-style-type: none"> <li>• Positive imagery to reflect diversity of family units.</li> </ul> Gay and Lesbian parents –<br>Family support appropriate to needs.   | <ul style="list-style-type: none"> <li>• On-going awareness training should help ensure that workers and service users feel comfortable in using services, also have appropriate wording in contracts with trainers</li> <li>• On-going awareness training should help ensure that workers and service users feel comfortable in using services, also have appropriate wording in contracts with trainers</li> </ul> |
| <b>Age</b> <i>(including all groups - children, young people, working age, elderly)</i>   | Support to engage in education, training or employment   | <ul style="list-style-type: none"> <li>• To promote professional development amongst older workers who may think that they are too old to learn.</li> <li>• Encouraging managers and owners to be more flexible and offer professional development opportunities to all.</li> </ul>  |
| <b>Religion and belief</b> <i>(the most common religions include Hinduism, Judaism, Buddhism, Christianity, Islam, Sikhism, Shinto, Nonconformists)</i> | <ul style="list-style-type: none"> <li>• Materials and contents of programmes to reflect the variety, ethnicity, language and culture of the community.</li> <li>• Service does not discriminate against people with different religions or faiths (including those who do not have a religion or faith)</li> <li>• Have regard to the faith needs of children and promote culture and religious beliefs of children.</li> <li>• Need to reflect children and young people's choices.</li> </ul> | <ul style="list-style-type: none"> <li>• Emphasis is upon embracing all religions and beliefs and training staff in awareness of these as part of council policy</li> </ul>  |
| <b>Rural issues</b>   | <ul style="list-style-type: none"> <li>• Engaging service users from widespread communities</li> <li>• Access to transport to</li> </ul>   | <ul style="list-style-type: none"> <li>• Work is delivered across a range of venues across the borough</li> <li>• Consultation to ensure</li> </ul>  |

| <b>Potential impact on target groups:</b>                                       |   |   |
|---|---|---|
| Target group  | Potential impact<br><i>Please describe</i>  | Measures currently in place   |
|   | attend courses – if children or family struggling to attend meetings will reimburse travel expenses .e.g. taxi fares                            | localisation and personalisation of services to meet the needs of the community   |
| <b>Socio-economic issues</b>  | <ul style="list-style-type: none"> <li>• Removing barriers to success</li> <li>• Increase in service use in more disadvantaged areas</li> </ul> | <ul style="list-style-type: none"> <li>• Focussing support to where there is disadvantage including pockets of deprivation</li> </ul> |
| <b>Other</b> <i>(there may be other target groups relevant to your service)</i> |   |   |

**Is the Policy/Function likely to have an impact on Human Rights?**

*We all have basic human rights which must be upheld. Human rights are about ensuring Fairness, Respect, Equality, Dignity and Autonomy (FREDA) for everyone. Everyone has the right to enjoy their basic human rights such as right to life and not be treated in an inhuman or degrading manner, protected by the Human Rights Act 1998.*

**Evidence:**

*Evidence to support the above answers. Customers' equality data monitoring and how the results inform service provision. Please consider quantitative, qualitative research, national and international evidence, results of any consultations you might have carried out. Please refer to the Equality Monitoring Guidelines on the intranet (or contact the E&D Managers) when considering introducing equality monitoring initiatives.*

Regular evaluations of service are undertaken with users

**Proposed actions** (to be reflected in the Service plans):

*Actions emerging from the " Potential impact on target groups" and the" Evidence" sections in order to address any gaps*

| Action   | Target date | Responsibility  |
|--|-------------|-----------------|
| Adapt evaluation format to ask increased questions about equality impact | Sept 2010   | Head of Service |
| Further develop staff  | Sept 2010   | Head of Service |

|  |  |  |
|--|--|--|
| training for portfolio about equality and human rights |  |  |
|--|--|--|

| <b>Rating:</b>  |          |            |          |                    |          |                   |              |          |
|---|----------|------------|----------|--------------------|----------|-------------------|--------------|----------|
| <i>In light of the above how would you rate the impact of your policy/function etc. on any of the target groups, for guidance please see footnotes.</i> |          |            |          |                    |          |                   |              |          |
|   | Race     | Disability | Gender   | Sexual orientation | Age      | Religion & belief | Rural Issues | Other    |
| <b>High<sup>1</sup></b><br><i>Please continue below</i>   |          |            |          |                    |          |                   |              |          |
| <b>Medium<sup>2</sup></b><br><i>Please exit the process</i>   | <b>y</b> | <b>y</b>   | <b>y</b> | <b>y</b>           | <b>y</b> | <b>y</b>          | <b>y</b>     | <b>y</b> |
| <b>Low<sup>3</sup></b><br><i>Please exit the process</i>  |          |            |          |                    |          |                   |              |          |

**IMPORTANT!**

**Only policies (functions, procedures etc.) rated as high have to be fully Impact Assessed. Full Impact Assessment requires consultation with members from the target groups highlighted as being at the receiving end of any potential impact. EIA consultation exercises will be undertaken by relevant service with the help and support of the Research and Intelligence team and Equality and Diversity Officers.**

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<sup>1</sup> High = significant potential impact, risk of exposure, history of complaints, no mitigating measures in place or no evidence available, urgent need for consultation with service users, general public, employees

<sup>2</sup> Medium = some potential impact, some mitigating measures in place but no evidence available how effective they are, would be beneficial to consult with service users, general public etc. but not urgent

<sup>3</sup> Low = almost bordering with non relevance to the EIA process (heavily legislation led - very little discretion exercised, limited public facing aspect)

**Full Equality Impact Assessment part:**

| <b>Affected target group</b><br><i>(e.g. people with disabilities)</i>  | <b>Race</b> | <b>Disability</b> | <b>Gender</b> | <b>Age</b> | <b>Religion &amp; belief</b> | <b>Rural</b> |
|---|-------------|-------------------|---------------|------------|------------------------------|--------------|
| Any particular segment within the target group <i>(e.g. people with learning disabilities)</i>  |             |                   |               |            |                              |              |
| Specific issues to be a subject of consultation <i>(e.g. how could the Council make its annual financial results understandable to people with learning disabilities, what support needed etc.?)</i><br>Please contact the Research and Intelligence team: <a href="mailto:beverley.wilson@cheshirewestandchester.gov.uk">beverley.wilson@cheshirewestandchester.gov.uk</a> |             |                   |               |            |                              |              |
| Outcomes of consultation  |             |                   |               |            |                              |              |
| <b>What changes have been made as a result of the consultation outcomes</b>   |             |                   |               |            |                              |              |
| Feedback given to the consultees?<br>Yes/No   |             |                   |               |            |                              |              |

.....  
**Lead person responsible the EIA**

.....  
**Approved by Head of Service**

**Date:**

**Next review of the EIA, measures put in place, changes:**

*(high – 1 year, medium – 2 years, low – 3 years)*