

Equality Impact Assessment Form

Revised June 2009



(Equality target groups are those which cover the 6 equality strands: race, disability, gender, age, sexual orientation and religious belief)

Part 1 Aims & implementation of the service, policy, procedure, practice or project

This section is the title of what is being assessed, responsible officers, purpose, where it fits within the council's wider aims and how it supports the legislation to eliminate unlawful discrimination and the promotion of equal opportunities. (please refer to the guidance for additional information)

1.1 What is being assessed

The equality impact of delivering the required eligibility criteria which is required by 'Together for Disabled Children' for accessing social care services (the Aiming High programme fits within these.) For more information, please visit www.iow.gov.uk/council/aiminghigh/

1.2 Officer(s) and section or service responsible for completing the assessment

Deborah Cameron, Assistant Director for Safeguarding, Jo Blake – Independent Consultant, Sara Perkins – Assessment & Referral Manager; Alison Dempsey – Interim Principal Officer for Learning Disabilities and Special Needs, Moira Henderson, Aiming High Short Break Care Implementation Officer, Dorothy Harrington – Parent Partnership Officer, Roger Vandevelde, Project Lead for Inclusion.

1.3 What is the main purpose or aims of the service, policy, procedure, practice or project

To deliver eligibility criteria which are clear, understandable and fair so that parents understand how to access the full service offer which provides significantly more opportunities for short break care and participation in universal services, particularly leisure related, for disabled children and young people.

1.4 Who is affected by the service, policy, procedure, practice or project? Who is it intended to benefit and how?

1. Disabled Children and Young People and their families.
2. By being able to access a range of opportunities including short break care and broader access to universal services and in particular leisure opportunities.

1.5 Has the service, policy, procedure, practice or project been promoted or explained to those it might affect directly or indirectly?

Yes through Parents' Voice and through other parent bodies such as the National Autistic Society, and Medina House parents. In addition, the eligibility criteria will be presented at Steering Group meetings which contain parent representation.

1.6 How does the service, policy, procedure, practice or project contribute to better community cohesion?

The whole community will be encouraged to understand better the needs and contribution of disabled children and young people and appreciate their value, particularly as more disabled children and young people make use of mainstream facilities.

1.7 How does the service, policy, procedure, practice or project fit in with the council's wider aims?

The council's Corporate Plan's sets out the council's commitment to supporting vulnerable people, improving emotional health and raising standards and increasing skills. Delivering these criteria for accessing social care services will contribute to these priorities.

1.8 What is the relevance of the aims of the service, policy, procedure, practice or project to the equality target group and the council's duty to eliminate unlawful discrimination and promote equality of opportunity?

Publishing and training parents and professionals in understanding these eligibility criteria will help to promote fair treatment for disabled children and young people no matter what their ethnic origin or background.

1.9 How is, or how will the service, policy, procedure, practice or project be put into practice and who is responsible for it?

The Cabinet will need to approve the criteria. The Lead Officer for implementing these criteria is the Director of Children's Services.

Part 2 Consideration of data and research

To conduct the assessment, you will need information about service users and staff that provide the service. This section is to help you identify the sort of information that will be needed to help you assess whether there may be barriers to different equality groups who access your service, policy, procedure, practice or project. *(please refer to the guidance for additional information)*

2.1 List all examples of quantitative and qualitative data or any consultation information available that will enable the impact assessment to be undertaken

Stakeholder days with disabled young people and their families have elicited their dissatisfaction with progress in securing equitable services and positive outcomes for disabled children and young people.

The absence of comprehensive data on disabled children and young people will be one of the issues that is being addressed through the delivery of Aiming High.

Data is being recorded on a systematic basis in the Local Authority Implementation Plan (LAIMP).

2.2 Equalities profile of users and beneficiaries

Because the Council does not have an active Disabled Children's Register, it is impossible to determine whether the service user profile reflects the local population of disabled children and young people. This gap is being addressed by a re-launching of the Disabled Children's Register in January 2010.

2.3 Evidence of complaints against the service, policy, procedure, practice or project on the grounds of discrimination

There have been no complaints based specifically on discrimination. However, some parents have expressed their dissatisfaction with the fact that most services are targeted through acute multi-agency intervention, hence the need for a social worker to access these. Other parents have voiced their disquiet with services being shared out in an unequal manner. There is also a wider view among families of disabled children that the Council and its partners are not doing enough for disabled children and young people.

2.4 What does the consultation, research and/or data indicate about the negative impact on the service, policy, procedure, practice or project

Most complaints focus on the need for additional, and more accessible, services. In order to enable young people to access short breaks more equitably, it is important to increase access to universal services – for example, libraries, children's centres, leisure centres etc ...

2.5 What does the consultation, research and/or data indicate about the positive impact on the service, policy, procedure, practice or project

As Aiming High provides additional funding to the LA, it accelerates accessibility to, and development of, services for disabled children and young people.

Part 3 Assessment of impact

Now that you have looked at the purpose etc of the service, policy, procedure, practice or project (part 1) and looked at the research (part 2), this section asks you to assess the impact, positive and negative, of the service, policy, procedure, practice or project on each of the 6 strands of diversity covered in the Authority’s single equality scheme.

3.1 Complete this section with the following information – relating to all of the identified groups: (please refer to the guidance for additional information)

	Reason, evidence, comment					
	Race	Disability	Gender	Sexual Orientation	Age	Religious Belief
Barriers, negative impact	N/A	None	N/A	N/A	N/A	N/A
Neutral impact	N/A	None	N/A	N/A	N/A	N/A
Positive impact	Providing clear and transparent eligibility criteria will support parents to understand how to access services for disabled children. Information can also be provided in alternative languages, on request.	Delivering Aiming High is designed specifically to provide easier access to services for disabled children and young people and to enable then to influence both policy and service quality and availability.	Delivering Aiming High will have a positive impact on disabled children and young people of both genders.	Delivering Aiming High will have a positive impact on disabled children and young people of all sexual orientations.	Delivering Aiming High will have a positive impact on disabled children and young people of all ages.	Delivering Aiming High will have a positive impact on disabled children and young people of all faiths.

Part 4 Measures to mitigate disproportionate or adverse impact or improve on neutral or positive impacts: (please refer to the guidance for additional information)

4.1 If there is any negative impact on any target equality group identified in part 3, is the impact intended or legal?

Not applicable.

4.2 Specify measures that can be taken to remove or minimize the disproportionate or adverse effect identified in part 3. if none were identified, identify how disproportionate or adverse effect could be avoided in the future

Not applicable.

4.3 If there is no evidence that the service, policy, procedure, practice or project promotes equality, equal opportunities or improves relations within equality target groups, what amendments can be made to achieve this?

Not applicable.

4.4 If a neutral or positive impact has been identified, can that impact be improved upon (continuous improvement)?

A positive impact for disabled children and young people has been identified. The purpose of providing clear eligibility criteria for parents of disabled children should make identifying and accessing the right services more straightforward. These criteria are currently still in draft form and will be subject to ongoing review.

4.5 How will any service, policy, procedure, practice or project be implemented?

The eligibility criteria for accessing short breaks will be implemented as part of the Eligibility Criteria for accessing social care. The full service offer required by Aiming High for Disabled Children will be delivered through the LDD/Inclusion Strategy.

4.6 As 4.5 above please identify training requirements

Training will need to be organised so that key parents' groups and professionals understand the issues underlying eligibility criteria in the context of national practice.

Part 5 Conclusions & recommendations

This section ensures that whatever we are impact assessing, whether it be a service, policy, procedure, practice or project that ensure that we abide by the general and specific duties to promote race, disability and gender equality. *(please refer to guidance for additional information)*

5.1 Does the service, policy, procedure, practice or project comply with equalities legislation?

Yes.

5.2 What are the main areas requiring further attention?

As it is extremely difficult to provide 'ideal' eligibility criteria which will satisfy all client demand, nevertheless, continuing efforts will be made to ensure that these reflect best practice, as supported by Together for Disabled Children and the Council for Disabled Children and their legal department. The local authority's own legal department have also scrutinised these criteria for accessibility and clarity.

5.3 Summary of recommendations for improvement

Once in their final form, the eligibility criteria will be passed onto the Council for Disabled Children for ratification and scrutiny.

In order to reduce client dissatisfaction with the perceived inequality of access to the whole range of services, it is intended to enhance the eligibility criteria offer to address these issues.

5.4 What equality monitoring, evaluation, review systems have been set up to carry out regular checks?

Through the LAIMP, Inclusion/LDD strategy monitoring, and external monitoring by a regional officer appointed by the Department for Children, Schools and Families.

5.5 When will the amended service, policy, procedure, practice or project be reviewed?

The eligibility criteria will be reviewed on a quarterly basis with the completion of the LAIMP (Local Authority Implementation Plan) whose data will reflect the way in which provision is allocated.

Date completed - 17th February 2010

Signed by



Roger Vandevelde
Project Lead for Inclusion

Part 6 Action / improvement plan

The table below should be completed using the information from the equality impact assessment to produce an action plan for the implementation of the proposals to:

1. Lower the negative impact, and/or
2. Ensure that the negative impact is legal under anti-discriminatory law, and/or
3. Provide an opportunity to promote equality, equal opportunity and improve relations within equality target groups, i.e. increase the positive impact

Please ensure that you update your service/business plan within the equality objectives/targets and actions identified below:

Area of negative impact	Changes proposed	Lead officer	Timescale	Resource implications	Comments
Race	Improving the local offer is recognised as an important part of improving service delivery and this will be across all diversity strands and geographical locations.				
Disability					
Age					
Religious and Philosophical belief					
Gender					
Sexual orientation					
Geographical location					
All of the above					

Part 6 continued – Equality Impact Assessment – Summary report

The results of equality impact assessments must be published. Please complete this summary and the publish your report using the Equality and Diversity pages of the Intranet. Your summary information and a copy of your completed report will then be made available to the public on the Council’s website.

Date of assessment

Officer’s name **Role**

Service, policy, procedure, practice or project that was impact assessed

Summary of findings

Summary of recommendations and key points of action plan

Groups that this policy will impact upon

- | | | | |
|---------------------------|--------------------------|---------------------------|-------------------------------------|
| Race | <input type="checkbox"/> | Gender | <input type="checkbox"/> |
| Sexual Orientation | <input type="checkbox"/> | Age | <input type="checkbox"/> |
| Disability | <input type="checkbox"/> | Religion or belief | <input type="checkbox"/> |
| Other | <input type="checkbox"/> | All | <input checked="" type="checkbox"/> |