

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 signing up to the Every Disabled Child Matters Charter. This will contribute to the Council's existing Children, Young People and Families Plan.

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

Roger Vandeveld, Project Lead for Inclusion.

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

To sign up to nine commitments on behalf of disabled children and young people, for example, hearing the voice of the disabled child.

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. Accessible services and positive outcomes for disabled children and young people.
3. None.

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

Yes. Indirectly through Parents' Voice. It will also be considered by the Youth Council and the Corporate Parenting Forum.

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. Signing up to the Charter would 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?

Signing up to the Charter would promote fair treatment for disabled children and young people.

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 be asked to approve signing up to the Charter. The Lead Officer for Implementation will be Roger Vandavelde, Project Lead for Inclusion. All partner agencies of the Children's Trust will also be asked to sign up to the Charter and to commit to delivering its objectives. The other partners in the Trust are already signed up to public service equality and diversity commitments.

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 will be addressed through signing up to the Charter.

There is some data, e.g. the number of young people with learning difficulties and disabilities who are Not in Education, Employment or Training, but the database is not comprehensive.

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, there have been a small number of successful ombudsman appeals which have found maladministration to the detriment of disabled children and young people. 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

There is no negative impact as such. Complaints focus on the need for more, and more accessible, services.

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

Evidence from local authorities up and down the country is that signing up to the Charter accelerates accessibility to, and development of, services for disabled children and young people. More than half the local authorities in England have signed up to the Charter.

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	Signing up to the Charter will have a positive impact on disabled children and young people of all ethnicities.	Signing up to the Charter is designed specifically to provide easier access to services for disabled children and young people and to enable them to influence both policy and service quality and availability.	Signing up to the Charter will have a positive impact on disabled children and young people of both genders.	Signing up to the Charter will have a positive impact on disabled children and young people of all sexual orientations.	Signing up to the Charter will have a positive impact on disabled children and young people of all ages.	Signing up to the Charter 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 signing up to the Charter is to create a continuous momentum of improvement right across Children's Trust partners. The covering report related to this Equality Impact Assessment proposes the establishment of a specific group for learning difficulties and disabilities within the Children's Trust structure, to monitor delivery of a strategy designed to improve services to and outcomes for disabled children and young people.

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

The Charter commitments will be delivered through the LDD/Inclusion Strategy.

4.6 As 4.5 above please identify training requirements

A training programme is being developed through the *Aiming high for disabled children* initiative.

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?

None.

5.3 Summary of recommendations for improvement

Please see responses to 4.4 and 4.5.

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

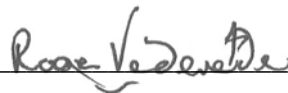
This will be undertaken if the council approves the recommendation in the covering report to establish a dedicated LDD Group under the Children's Trust.

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

If the Council approves the recommendation in the covering report, the LDD Group will monitor progress against delivery of the commitments every three months.

Date completed - 10 January 2010

Signed by



Roger Vandeveld
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	No negative impacts are envisaged.				
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 checked="" type="checkbox"/> | Religion or belief | <input type="checkbox"/> |
| Other | <input type="checkbox"/> | All | <input type="checkbox"/> |