

Equality Impact and Needs Analysis (EINA) Template

Directorate:	Education, Children's and Cultural Services
Service Area:	Early Years and Childcare Service
Name of service/ function/ policy/ being assessed:	Early Years and Children's Centres
Officer leading on assessment:	Charis Penfold, Associate Director for Early Help
Other staff involved:	Alex Bardsley, Business Relationship Manager; Henry Kilpin, Planning and Partnerships Manager; Melanie Curling, Business and Administration

PREPARATION FOR THE EQUALITY IMPACT AND NEEDS ANALYSIS

1. Briefly describe the service/ function/ policy:

This EINA relates to the redesign of the Early Years service in Kingston and Richmond and the redesign of the Children's Centres service in Richmond.

PROPOSALS FOR REDESIGN

Early Years

The proposed key features of the new joint service for Early Years will involve:

- Management of the new joint service under the Early Years Strategic Lead within the Protection and Early Help Division;
- The proposed structure consists of a service lead, and three managers of three sub teams - Business Support and Admin, Children's Centres, Advisory Team. This ensures effective leadership support in both boroughs and reasonable line management responsibilities;
- Responsibilities within the new structure will develop key specialisms whilst recognising that all members of the new service will need to respond flexibly to possible need for cross borough working and support absence and develop capacity wherever needed;
- Creation of Advisory Team Manager and Business Support Manager to oversee key duties of the service and ensure clear lines of accountability and decision making within the service. It is proposed that each of the three service managers will work across both boroughs whilst maintaining some local activity. This will promote the integration of teams and ensure robust and consistent management and the ability to oversee work streams in each element of the service. It is proposed that the Advisory Team Manager also assumes the role of deputy within the service.

Advisory Team

- The Advisory Team includes 11 FTE. Early Years consultant posts and 1.0 FTE manager. Early Years Consultants will assume responsibility for one aspect of advisory support e.g. childminders, maintained schools, preschool and day nurseries. 9.0 FTE Early Years consultants will also be aligned to multi agency locality teams and fulfil this key role within the Protect and Early Help agenda. The final two posts will fulfil our statutory responsibilities related to Special Educational Needs and Disability and the Early Years Foundation Stage (EYFS) profile arrangements; and
- It is acknowledged that the Early Years Consultant with responsibility for EYFS profile management and the post specifically working with maintained schools need to hold qualified teacher status, as this is a requirement for the post. This Early Years Consultant will also support schools in the maintained and independent schools across both boroughs.

Workforce Development

- The new Early Years Service will continue to support workforce development across providers and for the Early Years workforce as a key part of the Government's drive to develop the Early Years workforce. This post and associated administration time is not in scope yet, as it will be considered in the full workforce development service review in April 2014. Until this date, it is proposed that both post holders work together to developed shared services and are co-located.

Business and Admin Support team

- The Business and Administrative team will oversee direct work with providers for the administration of Early Education Grant funding, fulfilling requirements of the Early Years Code of Practice and compliance with statutory duty to support sufficiency and sustainability of providers. It will also provide administration and business support to the Early Years Service including finance and human resources;
- It is acknowledged that administration of early education funding is a key statutory duty and the service retains one key full time officer in each borough. Richmond currently has a higher volume of applications and therefore some cross borough working will be an expectation;
- The roles currently fulfilled by the Families Information Services in Kingston and Richmond will fall within the Business and Administration team. This will include a communications officer in each borough, and the brokering of early years places for two, three and four year olds. It is acknowledged that a post will be needed in both boroughs to support this core function;
- Leadership of the roles previously assumed by the Families Information Service Manager will be assumed in the role of the Business and Administration manager;
- The new Early Years Service contains three full time administrative roles to support the administration needs of the Advisory Team in each borough and the management duties of the Strategic Lead and three further service managers. In Kingston, the administration role will also continue to oversee the premises arrangements of the STAR centre. The three posts are included in the new structure, but staff in Kingston six currently working within Business Support will not be included in scope. The Administration review for AfC will take place later this year and staff will be included in this review when the three EY posts will be appointed;
- The Early Years Service will continue to lead key aspects of training for Early Years staff whilst commissioning specialist providers so that the opportunities for cross borough and local professional development are excellent;
- The Children's Centre data post is a new role and although based within the Children's Centre team it will have matrix management within the Quality and Performance Service Team. It is essential that the service can access borough wide data whilst the new post will support data at individual centre level and training and support for Children's Centre teams; and

- Kingston Early Years Service will remain based in STAR Centre, and Richmond in Civic Centre, whilst the Children's Centre team are based in Surbiton Children's Centre and a new base will be agreed within a Richmond children's centre.

Richmond's Children's Centres

The proposed model is based on a developing a locality based method of Children's Centre delivery, joining locality Children's Centre provision under one manager. There will be five children's centre localities to align with the Richmond model. The designated Richmond CCs will be aligned to one of these localities. one in: Heathfield, Ham and Stanley; two centres in the Hampton locality- Tangle Park and Norman Jackson; and North Barnes in the KBMES locality. All centres will be designated centres and therefore subject to Ofsted Inspection.

Localities have been established support multi-agency locality based working as an integral part of the borough's Protection and Early Help agenda. The Children's Centres are now aligned within five The number of children under 5 linked to Children's Centre reach areas has been realigned to the Localities. This has resulted in significant differences in the reach area each hub centre needs to support and the staff teams to deliver services. A deputy manager post has been established within the Heathfield and Stanley Locality as this area has significantly more families for the centres to support locally.

Each Locality of Children's Centres will be responsible for overseeing a programme of activities across their Locality including all a range of provision on all sites. All centres within the Locality will contribute to Ofsted outcomes – remaining a vital part of service provision for families, especially those 'hardest to reach'. The retention of some service provision on all existing sites will ensure that services are in close proximity for families (as now) so that, for example, key early learning support is always available. The re-organisation into a Locality model will ensure that needs of families across the borough are identified & service provision consequently planned in response to local need. This will result in focussed and targeted service planning, positive working relationships between professionals across locality areas and shared knowledge of Hard to Reach families.

2. Why is the equality impact and needs analysis being undertaken?

Early Years Service

1. Maintaining good practice and strong outcomes

The Early Years Service in both boroughs work to ensure that all children aged 0-5, regardless of family background can access a high quality early education and childcare. This core purpose of the service should not be compromised by the redesign of the service. It plays a key role as 'a champion of children and parents, especially the most disadvantaged' and offers early identification and intervention to support families. This involves work in our children's centres to support families and children with special educational needs from 0-5 years old.

Outcomes for children in Kingston and Richmond at the end of the EYFS are well above national averages and both local authorities rank in the top 10 for securing good or better Ofsted judgements. Both Early Years Services enjoy extremely positive relationships with providers and this enables effective and targeted support. Redesign provides an opportunity to build and extend these strengths consider opportunities for brokering service to providers and other local authorities.

Maintaining and improving outcomes, exploring economies of scale and greater efficiencies within staffing structures, and consider potential for income generation in training and

development activities underpin the proposals for the new service. The model seeks to retain a strong team with expertise in key areas, with strong potential for wider marketing opportunities

2. Retaining locally based services for children, families and Early Years Providers

It is acknowledged that the EY Service must retain locally based teams who will continue to support providers directly across both boroughs. The EY Service team also work within locality multi agency integrated teams and contribute to both borough's Protection and Early Help Strategy. The new structure allocates one Early Years consultant to each locality based team to ensure that all opportunities for early intervention within early years 0-5 services are identified and pursued. Where economies of scale exist within a shared agenda with current duplication of service functions, efficiencies will be created e.g. consistent information for parents and carers, training and professional development opportunities.

3. Creating an effective management structure

The structure introduces two tiers of management, with three team leaders, and a Strategic Lead. The Advisory Team Leader will also assume the role of deputy across both boroughs. The four members of the leadership team will work across Kingston and Richmond. Team leaders will oversee key responsibilities, outcomes and performance of each team and feedback directly to the Strategic Lead and performance teams. Locality based teams will continue in each borough to support community based team working and ensure that time is used effectively, EY Consultant roles are generic and all members will be able to support all providers however key specialisms and responsibilities e.g. childminders, maintained schools and out of school provision will be agreed annually.

4. Promoting the Protection and Early Help agenda

It is acknowledged that services provided in our children's centres and good quality early years provision are strong protective factors in a child's life and invaluable support for parents and carers. The model establishes one local authority team to work across both boroughs, supporting quality, self- evaluation and improvement, leadership and management, The revised structure of the children's centre team in Kingston will be implemented on 1st September 2013 introducing a hub and spoke model of delivery and the appointment of one Children's Centre Service manager. The local authority team includes three full time staff – the Service Manager, Early Years Advisory Teacher, and Data Manager. The Outreach Worker posts from the existing Families Information Services will also form part of the full EY service A full review (and consultation) of Richmond's children's centres will take place in conjunction with the Early Years re-organisation.

Richmond Children's Centres

Changes are being proposed to the Children's Centres because:

- The existing model of all centres registered and responsible for the full core offer and delivering the full range of services is unsustainable. Targeting resources into five clear centre based teams will be more cost effective;
- The Government requirement to focus in on those families most in need of support and services;
- A desire to focus on what works best and offers the most efficient use of resources; and
- A desire to further integrate Children's Centres into the locality model, offering a continuum of 'intergenerational' family support for children 0-19 years.

It is therefore proposed to re-commission the current model of Children's Centre delivery and create a sustainable model. This will support the development of Local Authority locality integrated teams and contribute to Richmond's Protection and Early Help Strategy. Children's Centres are offering good working practices and information sharing between services and this ensures targeted support is used effectively for the most vulnerable at the earliest opportunity. The new Ofsted framework will also support locality based Children's Centre models.

3. Has this service/ function/ policy undertaken a screening for relevance?

If so, which protected characteristics and parts of the duty were identified as of high or medium relevance and why? Please attach screening for relevance as an appendix to this EINA.

If not, make an assessment of which protected characteristics and parts of the duty are of high or medium relevance and explain why:

Early Years Teams in Kingston and Richmond

The Early Years Teams collect equalities data for all funded 2, 3 and 4 year olds across both boroughs. The Early Years Teams also work with all early year providers across both boroughs but equalities data is not collected about the providers.

The Family Information Outreach Workers will be new in post and as yet do not have access to the eStart database so no equalities data is currently being captured in relation to the Family Information Service. Once the new staff are in post, equalities data will be captured and monitored. Similarly the Single Point of Access do not record any information relating to Family Information Service enquiries. The lack of data in this EINA will be addressed in the action plan at the end of this document.

Richmond's Children's Centres

A shared database is now in use across both Kingston and Richmond which will capture information about the protected characteristics of Children's Centre users in both boroughs. However, although detailed data is available in Kingston, it is not yet available in Richmond. As such, it is has not been possible to include detailed equalities data about Children's Centre service users in Richmond in this EINA. This has been captured in the action plan in this EINA.

4. What sources of information have been used in the preparation of this equality impact and needs analysis? For example, this could include equalities monitoring information, performance data, consultation feedback or needs assessment. Please provide the details in the table below:

<i>Information source</i>	<i>Description and outline of the information source</i>
Early Years Foundation Stage Profile results	End of academic year, results inform training and support.
Locality Needs Analysis	Demographic make up of localities and identified needs informs children centre services commissioned centrally and locally.
Children Centre attendance records	Numbers of families attending and postcodes ensures that services are attractive to families and that targeted families are accessing those services. However it should be noted that Richmond has just moved to a

Information source	Description and outline of the information source
	new recording system for Children's Centres and as such a full range of data cannot be included within this assessment. Data has been included where possible.
Early Years Census	Information used to ensure that there is good take up of funded EEF places and to secure funds for following year. The data presented in the sections below relate to children aged three and four who are in a private, voluntary or independent school or nursery who are in receipt of government funding.
Feedback from Children's Centre users	Used to inform children centre managers of improvements needed and where.

ANALYSING IMPACT, NEEDS AND EFFECTS

[It is important that the analysis addresses each part of the duty assessed as relevant to the area being examined \(see further Guidance on RIO\).](#)

5. Key questions to consider:

- a. What does the data tell you about the groups identified as relevant to the area being assessed?**
- b. What does customer feedback, complaints or discussions with stakeholder groups tell you about the impact of the service/ function/ policy on the protected characteristic groups, where assessed as relevant to area being examined?**

Other questions to consider:

- How well are diverse needs met?
- Have any differences in access to services/functions been identified for any group?
- Has the area identified any disadvantages experienced by groups, which need to be addressed?
- Have there been any complaints about a failure to receive an appropriate and fair service?
- Is there any other evidence of differential impact or different outcomes which needs to be addressed?
- Is there any evidence that participation in areas of public life is disproportionately low for any particular relevant protected characteristic group?
- Have the needs of disabled people been identified and addressed where these are different from the needs of non-disabled people?
- Have you identified any need to tackle prejudice or promote understanding between different relevant protected characteristic groups?

Remember that equality analysis is not simply about identifying and removing negative effects of discrimination but it is also an opportunity

to identify ways to advance equality of opportunity and to foster good relations.

Protected Group	Findings
Age	<p>Early Years The Early Years Census for 2014 shows that there are 1482 three and four year olds in Kingston and there are 3031 three and four year olds in Richmond who are in a private, voluntary or independent school or nursery who are in receipt of government funding.</p> <p>Children’s Centres The Children’s Centres in Richmond offer a range of universal and targeted services and sessions for children, young people and their families. For example, a Self-Esteem and Wellbeing Group is being run at the Norman Jackson and Tangle Park Centres.</p> <p>As noted previously, Richmond has only recently moved to a new system of collecting and analysing data and as such there is only limited data available. The data that is available shows that as of March 2014:</p> <ul style="list-style-type: none"> • 51% of all 0 to four year olds in Richmond are registered at a Children’s Centre in the borough. 23% of all 0 to four year olds in Richmond are regularly accessing the Centres. This compares to 88% of all 0 to four year olds who are registered at a Children’s Centre in Kingston and 52% who are regularly accessing the Centres. • 29% of all Black or Minority Ethnic (BAME) 0 to four year olds in Richmond are registered at a Children’s Centre. 21% of all BAME 0 to four year olds are regularly accessing the Centres. This compares to 57% of BAME 0 to four year olds who are registered at a Children’s Centre in Kingston and 36% who are regularly accessing the Centres. • 3% of carers registered at the Children’s Centres in Richmond are aged 24 and under and 97% are aged 25 and over. 4% of carers who regularly access the Centres are aged 24 and under and 96% are aged 25 and over. By comparison, 6% of carers registered at the Children’s Centres in Kingston are aged 24 and under and 96% are aged 25 and over, and 5% of carers who regularly access the Centres are 24 and under and 95% are 25 and over.
Disability	<p>Early Years Information relating to disability is not collected or reported as part of the Early Years Census.</p> <p>Children’s Centres Due to the move to the new recording system, data relating to children, young people and families with disabilities is not complete and is therefore unavailable for inclusion in this assessment.</p> <p>However, in previous years, data showed low numbers of children with additional needs accessing universal services in</p>

	<p>Children’s Centres in Richmond. Findings have shown that some families find it hard to attend activities with other families, particularly when they have had a recent diagnosis. In 2012 two Children Centre Plus sites opened, Tangle Park and Windham Croft. These centres offer Sparkle Time, these are specialist drop-ins for children with additional needs. The Portage Parents Support Group also operates from the Centres, where parents and carers receive Portage support and two hours of supported play. Children Centre’s also run Singing Hands – MAKATON signing and singing sessions.</p>
<p>Gender (Sex)</p>	<p>Early Years Data relating to the gender of 0-4 year olds in Kingston from the Early Years Census 2014 was not available when this assessment was being prepared. However, the 2011 GLA mid-year estimate states that of all the 0-4 years olds in Kingston, 50.8% are male and 49.2% are female. It is expected that the gender balance of 0-4 year olds who are in a private, voluntary or independent school or nursery who are in receipt of government funding would be broadly similar.</p> <p>The Early Years Census for 2014 shows that of the 3031 0-4 year olds in Richmond who are in a private, voluntary or independent school or nursery who are in receipt of government funding, 52.2% are male and 47.8% are female.</p> <p>Children’s Centres As noted previously, Richmond has only recently moved to a new system of collecting and analysing data and as such there is only limited data available relating to gender.</p> <p>As of March 2014:</p> <ul style="list-style-type: none"> • 51% of children aged 0 to four who are registered at a Children’s Centre in the borough are male and 49% are female. 50% of children aged 0 to four who are regularly accessing the Centres are male and 50% are female. By comparison, 49% of children aged 0 to four who are registered at a Children’s Centre in Kingston are male and 51% are female, while 48% of children aged 0 to four who regularly access the Centres are male and 52% are female. <p>Where necessary, the Children’s Centres run targeted gender-specific courses. For example, courses are run to encourage fathers to engage with their children. This has included running Dads Go Wild courses in Kew, Mortlake, Barnes and East Sheen which encourage dads with 0-5 year olds to explore nature and join in outdoor activities with Play Rangers. Similarly, across the localities, the Fatherhood Institute has been centrally commissioned to provide three courses for fathers, Hit the Ground Crawling, Raising Happy Children and Staying Connected for separated families.</p>
<p>Gender reassignment & sexual orientation</p>	<p>Early Years Information relating to gender reassignment is not collected or reported in relation to early years.</p>

	<p>Children's Centres Information relating to gender reassignment is not collected or reported by the Children's Centres.</p>																																						
*Marriage and civil partnership (*only in relation to first part of the duty: eliminate discrimination and harassment)	<p>Early Years Information relating to marriage and civil partnership is not collected or reported in relation to early years.</p> <p>Children's Centres Information relating to marriage and civil partnership has recently started to be collected but data is not available to present in this assessment as yet.</p>																																						
Pregnancy and maternity	<p>Children's Centres Information relating to pregnancy and maternity has recently started to be collected but data is not available to present in this assessment as yet.</p> <p>However, data from the previous information system used showed that in 2011/12 5% of Children's Centre registrations were by expectant mothers. A range of services are offered to expectant mothers and new mothers including midwives running pre-natal checks from Centres, young parent groups, and the Speech and Language Therapy Team running a session for expectant parents encouraging communication from early pregnancy.</p>																																						
Race/ethnicity	<p>Early Years The Early Years Census for 2014 shows that in Kingston of the 1482 three and four year olds who are in a private, voluntary or independent school or nursery who are in receipt of government funding, 59.2% are White British and 68.5% are from any White background. This means 40.8% are from a BAME background (this includes all ethnic groups apart from White British) and 31.5% are non-White.</p> <table border="1"> <thead> <tr> <th>Ethnic Group</th> <th>Percentage of 3 and 4 Year Olds</th> </tr> </thead> <tbody> <tr> <td>Bangladeshi</td> <td>0.3%</td> </tr> <tr> <td>Indian</td> <td>4.7%</td> </tr> <tr> <td>Any Other Asian Background</td> <td>5.4%</td> </tr> <tr> <td>Pakistani</td> <td>2.0%</td> </tr> <tr> <td>Black-African</td> <td>1.0%</td> </tr> <tr> <td>Black Caribbean</td> <td>0.3%</td> </tr> <tr> <td>Any Other Black Background</td> <td>0.3%</td> </tr> <tr> <td>Chinese</td> <td>1.6%</td> </tr> <tr> <td>Asian and Any Other Ethnic Group</td> <td>0%</td> </tr> <tr> <td>Any other mixed background</td> <td>3.7%</td> </tr> <tr> <td>Other mixed background</td> <td>4.8%</td> </tr> <tr> <td>White and any other Asian background</td> <td>0%</td> </tr> <tr> <td>White and Asian</td> <td>4.8%</td> </tr> <tr> <td>White and Black African</td> <td>0.9%</td> </tr> <tr> <td>White and Black Caribbean</td> <td>1.3%</td> </tr> <tr> <td>White British</td> <td>59.2%</td> </tr> <tr> <td>White Eastern European</td> <td>0.1%</td> </tr> <tr> <td>White Irish</td> <td>0.2%</td> </tr> </tbody> </table>	Ethnic Group	Percentage of 3 and 4 Year Olds	Bangladeshi	0.3%	Indian	4.7%	Any Other Asian Background	5.4%	Pakistani	2.0%	Black-African	1.0%	Black Caribbean	0.3%	Any Other Black Background	0.3%	Chinese	1.6%	Asian and Any Other Ethnic Group	0%	Any other mixed background	3.7%	Other mixed background	4.8%	White and any other Asian background	0%	White and Asian	4.8%	White and Black African	0.9%	White and Black Caribbean	1.3%	White British	59.2%	White Eastern European	0.1%	White Irish	0.2%
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Traveller of Irish Heritage	0%
Any other White Background	9.0%
Gypsy/ Roma	0%
Information not yet obtained	0.7%
Any other ethnic group	3.2%
Refused	1.1%
Blank	0%
TOTAL	100%

The Early Years Census for 2014 shows that in Richmond of the 3031 three and four year olds who are in a private, voluntary or independent school or nursery who are in receipt of government funding, 60.0% are White British and 73.7% are from any White background. This means 40.0% are from a BAME background (this includes all ethnic groups apart from White British) and 26.3% are non-White.

Ethnic Group	Percentage of 3 and 4 Year Olds
Bangladeshi	0.2%
Indian	3.9%
Any Other Asian Background	0.8%
Pakistani	1.0%
Black-African	0.8%
Black Caribbean	0.2%
Any Other Black Background	0.3%
Chinese	0.7%
Asian and Any Other Ethnic Group	0.1%
Any other mixed background	2.7%
Other mixed background	0.3%
White and any other Asian background	0.1%
White and Asian	3.9%
White and Black Caribbean	0.8%
White British	60.0%
White Eastern European	0.1%
White Irish	1.1%
Traveller of Irish Heritage	0.1%
Any other White Background	12.4%
Gypsy/ Roma	0.1%
Information not yet obtained	6.7%
Any other ethnic group	1.4%
Refused	1.0%
Blank	1.0%
TOTAL	100%

Children's Centres

29% of 0-4 year olds registered with Children's Centres in Richmond are from a BAME background. 21% of the 0-4 year olds accessing the Children's Centres regularly are from a BAME background.

We also run a range of sessions across our centres to target particular groups e.g. English for Speakers of Other Languages (ESOL) courses. Furthermore we run classes that celebrate

	and encourage diversity through everyday activities e.g. Healthy Cooks which promotes healthy eating and uses a range of ingredients from other cultures.
Religion and belief including non-belief	<p>Early Years Information about religion and belief in relation to early years is not collected or reported on.</p> <p>Children's Centres Information about religion and belief in relation to Children's Centres is collected but is not currently reported.</p>
Sexual orientation	<p>Early Years Information about sexual orientation in relation to early years is not collected or reported on.</p> <p>Children's Centres Information about sexual orientation in relation to Children's Centres is not collected or reported on.</p>

6. Have you identified any data gaps in relation to the relevant protected characteristics and relevant parts of the duty? If so, how will these data gaps be addressed?

Gaps in data	Action to deal with this
Across all relevant equalities characteristic groups due to issues with the previous information management system.	Improve data collection and reporting mechanisms

SUMMARY OF THE KEY FINDINGS

7. Set out the key findings from the equality impact needs analysis of the service/ function/ policy. Key questions to consider when completing this section:

- *Are there findings of unlawful discrimination?*
- *Can you address any identified adverse impact?*
- *Can you mitigate any negative impact?*
- *Please provide rationale if you are unable to address any adverse impact.*
- *Have you identified any ways of advancing equality in this area? For example, meeting diverse needs?*
- *Is there a need for any actions to promote understanding between different protected groups?*

There is a need to address data collection and reporting on key areas as described above. Children's Centres remain open to all groups and individuals and there are no cases of unlawful discrimination. There is however a need to identify where there are gaps in attendance so that we can take steps to address these, especially as we try to target more vulnerable children. Provider questionnaires are currently being devised to gather evidence on barriers to attendance.

CONSULTATION ON THE KEY FINDINGS

8. What consultation have you undertaken with stakeholders or critical friends about the key findings? What feedback did you receive as part of the consultation?

Staff from the Early Years teams in both boroughs and staff from Richmond's Children's Centres were involved in a month long staff consultation exercise. The responses were used to shape the final proposals for the service.

ACTION PLANNING

9. What issues have you identified that require actions? What are these actions, who will be responsible for them and when will they be completed?

Issue identified	Planned action	Lead officer	Completion Date
Establish a new system for the collection and reporting of data in Children's Centres in Richmond	New System installed and new data Analyst post has been created.	Charis Penfold	September 2014

MONITORING AND REVIEW

10. How will the actions in the action plan be monitored and reviewed? For example, any equality actions identified should be added to business, service or team plans and performance managed.

Actions to be added to business, service and team plans. Work with Policy and Performance is underway to ensure that services are monitored and reviewed accordingly.

PUBLISHING THE COMPLETED ANALYSIS

11. When completed, the equality impact and needs analysis should be approved by a member of DMT and published on the Council's website. Please provide details below:

Approved by	AfC Equalities Working Group
Date of approval	April 2014
Date of publication	June 2014

DECISION-MAKING PROCESS

12. Has a copy of this EINA or summary of key findings been provided to key decision-makers to help inform decision making, for example as an appendix to a Cabinet or Committee report?

- **If so please provide the details including the name of the report, the audience i.e. Cabinet/ Committee, the date it went, and the report author.**
- **Please also outline the outcome from the report and details of any follow up action or monitoring of actions or decision taken:**

N/A.