

## Equality Impact and Needs Analysis (EINA) Template

<b>Directorate:</b>	Education, Children's and Cultural Services
<b>Service Area:</b>	Specialist Children's Services
<b>Name of service/ function/ policy/ being assessed:</b>	Leaving Care Team
<b>Officer leading on assessment:</b>	Trevor Akerman
<b>Other staff involved:</b>	N/A

### PREPARATION FOR THE EQUALITY IMPACT AND NEEDS ANALYSIS

1. **Briefly describe the service/ function/ policy:**

The Leaving Care Team provides a service to young people leaving public care under the Children (Leaving Care) Act 2000. The service provides a comprehensive and holistic support service to young people aged 16 and over who are eligible for a leaving care service. The service is provided at least until the young people's 21<sup>st</sup> birthdays but beyond where young people are continuing on an agreed programme of education (or where a resumption of a service is requested in advance of young people's 25<sup>th</sup> birthdays).

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

The need for an EINA was identified in the 'Screening for Relevance' exercise which was undertaken in 2011.

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:**

The Leaving Care Team was assessed as being of high relevance to age, sex, race and disability; medium relevance to religion and belief, sexual orientation, gender reassignment and pregnancy and maternity; and low relevance to marriage and civil partnership.

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:**

<b><i>Information source</i></b>	<b><i>Description and outline of the information source</i></b>
Personal information	Information on care leavers held on Child View IT system (and management information gleaned from this source)
Management information	Quarterly information on young people's accommodation and Education, Training and Employment (ETE) status
Service user feedback	Exit questionnaire analysis
Service user plans	Pathway Plans for service users
Agency plan	Strategic Plan (Children Looked After and Care Leavers)

## **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.**

<b><i>Protected Group</i></b>	<b><i>Findings</i></b>
Age	<p>The age range of young people provided with a service is legally defined as 16 years and above, and is subject to eligibility criteria. There is no longer an upper age limit for the service where young people require educational support, following the introduction, in the Children and Young Person's Act 2008, of a duty to assess young people's needs for support where the service has previously ended and they are under 25 years.</p> <p>In order to ensure that all eligible young people receive a service, the team is proactive in using IT information to ensure all young people are identified and provided with an allocated worker. At 16 years, information is provided directly to young people, which explains their rights and entitlements and the service available to them.</p> <p>Where young people are not engaged in education, training and employment at 21 years, the case will close and young people are provided with information about their right to approach the service prior to their 25<sup>th</sup> birthday. Written information explaining the process of assessment and service provision relating to the above is available to young people.</p> <p>There is no evidence that any young people have not been able to access the service and no complaints have been received relating to age and eligibility/ service provision.</p>
Disability	<p>Looked after young people with profound disabilities are usually caseheld by the Disabled Children's Team until their 18<sup>th</sup> birthday, when they will transfer to the Community Team for People with Learning Disabilities (CTPLD) team in Adult and Community Services (ACS).</p> <p>A gap in service has been noted and addressed in 2012, and all disabled children who are care leavers are now allocated a 'Personal Adviser' located in the Leaving Care Team to support them post 18 years in line with the Children (Leaving Care) Act 2000.</p> <p>In order to support the specific independence needs of this group of care leavers, the Leaving Care Grant, otherwise used to equip independent accommodation, is used for equipment and adaptations to promote independence where full independence is unlikely to be achieved for disabled care leavers.</p> <p>Other care leavers will be assessed as having a learning difficulty and / or may have a Statement of Special Educational Needs. For some young people, this may mean that they will be unable to achieve full independence by their 21<sup>st</sup> birthday, when the leaving care service may end. Where this is likely to be the case, a protocol with CTPLD is in place for assessment</p>

	<p>for eligibility for continuing agency support.</p> <p>There are two young people currently supported by the Leaving Care Team who are in the process of transferring to ACS support, and no service users have been identified as likely to be unable to achieve independent living post 21 years who have not been assessed.</p> <p>There are currently no statistics identifying the numbers of care leavers who have previously had SEN statements – this would help to shape service provision and features as an action point in the ‘Gaps in data’ section below.</p> <p>Currently, all eligible young people have access to the service as set out above, and no complaints have been received relating to disability.</p>
Gender (Sex)	<p>There are currently 108 care leavers supported by the service, 58 male and 50 female, so that there is no significant gender disproportionality.</p> <p>In terms of achievement, in Q3 of 2012-13, 22 young people were not engaged in education, training and employment. Of these, 10 were male and 12 female.</p> <p>There is therefore no significant gender disproportionality in those young people not engaged.</p> <p>No complaints have been received relating to gender.</p>
Gender reassignment	<p>Statistics are not available regarding gender reassignment and no issues have been recorded.</p>
*Marriage and civil partnership (*only in relation to first part of the duty: eliminate discrimination and harassment)	<p>No issues have been recorded regarding marriage and civil partnership.</p>
Pregnancy and maternity	<p>Links to Children’s Services referral and assessment teams, the Looked After Children (LAC) nurse and local parenting groups is maintained in order to support care leavers who are pregnant or parents.</p> <p>The LAC nurse is available to care leavers for advice on sexual health, contraception and termination.</p> <p>A protocol is in place with Richmond upon Thames Housing to ensure care leavers who are parents have equal access to social housing compared to non parents who have access to social housing via a quota allocation for care leavers.</p> <p>In order to support education and training for care leavers who are parents, a financial allowance to supplement existing government schemes is provided to cover the high cost of child care in the Borough. Currently, of 16 female lone parents who are care leavers, nine are engaged in education, training and employment (and the remaining seven are currently choosing</p>

	<p>not to engage).</p> <p>There is currently no evidence to suggest that young people who are pregnant and parents are disadvantaged and no complaints have been received relating to pregnancy and maternity.</p>
Race/ethnicity	<p>The composition of the service users falls into two distinct categories :</p> <ul style="list-style-type: none"> <li>• Those who were living in the Borough when they became looked after (59); and</li> <li>• Those who arrived from outside the UK as unaccompanied minors seeking asylum (49).</li> </ul> <p>For the first group, 45 define themselves as White British and 14 as other categories (31%), which mirrors the demography of Richmond upon Thames (28.5%) and does not indicate that BME groups are over represented in the service user group.</p> <p>For the second group, the predominant countries of origin are Eritrea (12), Albania (8), Afghanistan (6), Iran (4) and Equatorial Guinea (2) with a variety of individual countries of origin making up the remainder of the group.</p> <p>Languages are equally diverse, which presents a difficulty in service delivery of providing a substantial range of translated materials.</p> <p>Currently, an introductory booklet covering a range of information for arrivees in London is available in eight languages which include those relevant to the predominant countries of origin outlined above.</p> <p>In order to facilitate a successful transition to life in the UK, a specialist accommodation/ support agency is commissioned to receive new arrivals, extensive use of interpreting is employed during the year following arrival and English for Speakers of Other Languages (ESOL) support is accessed immediately after arrival.</p> <p>Links to solicitors and legal advice are well established, links to ethnic community groups are facilitated, with travel costs where needed, and links to the UK Border Agency (UKBA) and regional information forums are well established and attended by team members.</p> <p>Evidence suggests that the asylum seeking group are not disadvantaged in terms of engagement in education, training and employment compared to the UK cohort. Of 22 not engaged in education, training and employment in Q3 2012-13, four were of the asylum seeking group. Of 14 University undergraduates during 2012-13, eight were of this group.</p> <p>The composition of the staff group has varied over time. Currently, of nine staff, six are White British. This split mirrors</p>

	<p>the composition of the UK cohort, but not the group overall. Recruitment is conducted with a keen emphasis on equality of opportunity, so there is limited opportunity to address the imbalance in respect of the asylum seeking group.</p> <p>There is no evidence to suggest that young people are disadvantaged due to their race / ethnicity and no complaints have been received.</p>
Religion and belief including non-belief	<p>Statistics on religion and belief are not well recorded for the UK born cohort. Anecdotally, this may be accounted for by the relative few who pursue beliefs actively, but information needs to be more robust and is featured in the 'Gaps in data' section.</p> <p>Information is significantly more robust for the asylum seeker cohort, and for many, religion/ belief is an important factor in their lives. Support is given where needed to identify places of worship and travel costs provided when needed.</p> <p>Although there is no evidence to suggest that young people are disadvantaged due to their belief, information is limited. There have been no complaints relating to belief.</p>
Sexual orientation	<p>Due to the relatively young age of the service user group and the potential for service users not to wish to disclose details of sexual orientation to peers and/ or support workers, information signposting to support groups is provided in the office reception area and has been monitored for take up. A monitoring exercise has not been undertaken for some time, and features in the action plan.</p> <p>For those who do disclose a sexual orientation that may be subject to discrimination and oppressive behaviours, information relating to support groups is provided and the environments the individual interacts with eg. placement are monitored through discussion with the individual to determine whether discrimination is evident and needs to be tackled.</p> <p>There is no evidence to suggest that young people are disadvantaged due to sexual orientation, but clear information is limited. No complaints relating to this have been received.</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?**

<b><i>Gaps in data</i></b>	<b><i>Action to deal with this</i></b>
Data on Child View relating to religion / belief	Data collection to be improved with a collection rate of 95% by March 2014
Collection of feedback relating to discrimination in Exit Questionnaire for service users	Question to be included in Exit Questionnaire by end April 2013
Care leavers who have previously been subject to SEN statements	Consideration to be given to inclusion in the incoming IT system by end October 2013

## 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 have been no findings of unlawful discrimination or evidence of adverse impacts on service users in the relevant areas above.

Information on this can be improved through feedback from service users at the end of the service (see action point at 'Gaps in data').

It appears from evidence available that service users defined in the relevant categories above are able to access services, which are differentiated where needed, and there is no evidence of adverse impact in terms of achievement, though achievement is inherently difficult to compare when potential for achievement varies across service users.

There is no evidence to suggest that understanding between groups needs to be proactively promoted.

## 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?**

The tool primarily used to evaluate the service is the Exit Questionnaire which young people are asked to complete when the service ends.

Evaluation of 10 Exit Questionnaires during 2010-11 suggested a high level of satisfaction with the service with an average score of 1.5 ( where 1 is excellent and 5 is poor ) across the seven categories:

- Support
- Accommodation
- Education, training and employment
- Independent living skills
- Finance
- Health
- Rights and Citizenship

In respect of equality and diversity monitoring and feedback, there is no specific question relating to discriminatory practice or issues, and inclusion of this is part of the 'Gaps in data'

section above.

### **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?**

<b>Issue identified</b>	<b>Planned action</b>	<b>Lead officer</b>	<b>Completion Date</b>
Data on Child View relating to religion / belief	Data collection to be improved with a collection rate of 95%	Trevor Akerman	March 2014
Collection of feedback relating to discrimination in Exit Questionnaire for service users	Question to be included in Exit Questionnaire	Trevor Akerman	End April 2013
Care leavers who have previously been subject to SEN statements	Consideration to be given to inclusion in the incoming IT system	Trevor Akerman	By end Oct 2013

### **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.**

Through inclusion and at least bi monthly monitoring in the Children Looked After and Leaving Care Service Strategic Plan.

### **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:**

<b>Approved by</b>	
<b>Date of approval</b>	
<b>Date of publication</b>	

### **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