

Equality Impact and Needs Analysis (EINA) Template

Directorate:	Education, Children's and Cultural Services
Service Area:	Education and Early Intervention
Name of service/ function/ policy/ being assessed:	Speech & Language Therapy Service
Officer leading on assessment:	Doreen Redwood, Joint Commissioning Manager
Other staff involved:	Speech and Language Therapy Service staff

PREPARATION FOR THE EQUALITY IMPACT AND NEEDS ANALYSIS

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

The Speech and Language Therapy Service (SALT) is a comprehensive and specialist assessment and intervention service for children and young people aged 0-19. The SALT service provides prevention and early intervention services for all children; targeted services for children and young people with delayed or immature speech, language and communication; and specialist services for children and young people with specific communication challenges and needs.

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

The SALT service is being re-commissioned as a joint integrated service across the PCT and local authority.

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 screening for relevance identified age, sex, race and disability as of high relevance to the service, and religion and belief, sexual orientation, gender reassignment, pregnancy and maternity, and marriage and civil partnership as low relevance.

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:

Information source	Description and outline of the information source
SALT needs assessment	A needs assessment commissioned by commissioners from both NHS Richmond and Richmond Council to gain a better understanding of the existing local needs for paediatric speech and language therapy in Richmond. The needs assessment attempts to quantify the level of need, describes how these needs are currently being met, identifies priorities, and provides a number of options to further improve speech, language and communication and reduce inequalities in the borough

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	<ul style="list-style-type: none"> Nationally, one in six children have difficulty in learning to talk and understand, according to a 2009 You Gov poll of parents of children aged one to seven; amongst boys this figure rises to 22%. Applying national prevalence to local population figures (17,300 children aged one to seven), it is estimated that around 2,880 children living in the borough will have difficulty in learning to talk and understand. According to the Bercow report, there is strong clinical opinion about the value of early intervention and the danger of its absence in addressing Speech Language and Communication Needs (SLCN) issues. It is believed that if a child receives the right help early on there is a better chance of tackling problems, communicating well and making progress. If a child does not benefit from early intervention, there are multiple risks, which may become evident over a period of years – lower educational attainment, behavioural problems, emotional and psychological difficulties, poorer employment prospects, and challenges to mental health and, in some cases, of a descent into criminality. The greatest number of referrals are for children aged four to five. As expected, the number of referrals tends to decrease with an increase in age. Nearly 60% of children access the service before the age of six years. Speech, language and communication are the most common types of need in primary-aged children with statements of special educational need. Nationally, almost a quarter of all mainstream-educated, statemented children in this age group have speech, language and communication as their primary need. 				
Disability	<ul style="list-style-type: none"> The SALT service is about addressing the needs of children with some form of learning disability with respect to speech, language and communication. An analysis of SEN provision in the Borough Council identified that Speech and language therapy provision for schools was a gap in current provision. An analysis of the statements for Speech Communication & Language was undertaken and it was found that there were 30 children that had a Speech, Language and Communication as their primary need. Of these, 24 cases were audited, which found that of these, seven had diagnosed ASD with SLCN associated with this. For the remaining children, the main need was developmental delay. 				
Gender (Sex)	<p>Referrals to the current SALT service tells us that a much higher number of males are referred into the service than females.</p> <table border="1" data-bbox="582 1977 1123 2018"> <thead> <tr> <th>Gender</th> <th>Number of children</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> </tr> </tbody> </table>	Gender	Number of children		
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		referred (2009/10-2010/11)		
	Male	637		
	Female	274		
	<i>Total</i>	<i>911</i>		
Gender reassignment	N/A.			
*Marriage and civil partnership (*only in relation to first part of the duty: eliminate discrimination and harassment)	N/A.			
Pregnancy and maternity	N/A.			
Race/ethnicity	<ul style="list-style-type: none"> Referrals to the current SALT service show that the greatest number of referrals are for children of White ethnic background. When comparing the percent of pupils referred by ethnic backgrounds, a greater proportion of Asian or Asian British pupils and White pupils are referred than Black or Black British pupils. However, a statistical significance test was not performed, these figures are not definitive. 			
	<u>Referrals by Ethnicity</u>	Number of children referred (2009/10-2010/11)	Ethnic backgrounds of Richmond pupils ¹³ (primary and special schools)	Percent of pupils by ethnic background referred
	White	605	8843	6.8%
	Mixed	50	956	5.2%
	Asian or Asian British	55	774	7.1%
	Black or Black British	13	303	4.3%
	Other Ethnic Group	15	303	5%
	Not Known	56	n/a	n/a
	Not Stated	106	176	n/a
	Not Obtained	11	n/a	n/a
	<i>Total</i>	<i>911</i>	<i>11,355</i>	
		<ul style="list-style-type: none"> Indicators of increased speech and language need are linked to children who have English as an additional language. In Richmond borough there are approximately 130 home languages spoken. Within Primary schools, over 18% of pupils have English as an additional language, compared to a national average of 16% and outer London average of 35.6%. In secondary schools this level is similar 		

	at 18% but the national average is lower at 11.9%, with the outer London average being 29.5%. Therefore, Richmond borough is an outlier as compared to other outer London borough in being under represented in pupils with English as an additional language
Religion and belief including non-belief	N/A.
Sexual orientation	N/A.

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
Outcomes of assessment for equality groups	Agree with service provider relevant Key Performance Indicators (KPIs) to be included in the performance monitoring of the newly commissioned service.

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?*

The key findings are:

- There is not enough SALT provision in the borough to meet the needs of children with this type of disability;
- Further work needs to be undertaken to identify how to respond to the gender imbalance- i.e. more males are referred into the service than females because they are more prone to communication difficulties;
- When comparing the percent of pupils referred by ethnic backgrounds, a greater proportion of Asian or Asian British pupils and White pupils are referred than Black or Black British pupils;
- Indicators of increased speech and language need are linked to children who have English as an additional language;
- There is a need to develop a SALT service that has a strong focus on early intervention and early years. Referrals into the service are predominately for younger children i.e. Nearly 60% of children access the service before the age of six years;
- SALT has access to interpretation services and services are provided in a range of community settings such as home, children’s centres and schools;
- Formal and informal feedback is collected from service users and their families; and

- Complaints about the quality of service are very rare (none in the past 2 years) – instead they relate to the amount of provision available or waiting times. No formal complaints have been received in the past year.

In conclusion there are no findings of unlawful discrimination. However, in order to address adverse and negative impacts, the service has ensured that there is access to interpretation services that are provided in community settings. A programme has been developed entitled, “the way to communicat8” that aims to reach hard to reach groups in collaboration with outreach workers based in children centres. The service has established KPIs to monitor service referral from hard to reach groups.

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 Head of the SALT was involved in the development of the EINA and it will be shared with the Assistant Director for Education and Early Years. It will also be reviewed by the ECCS Equalities Working Group.

In addition, the outcome of this impact assessment could be included in the launch of the new service that will involve engagement with key stakeholders over the coming months.

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
Ongoing monitoring of referral and access to the service by hard to reach groups	Continued delivery of the way to communicat8 programme	Doreen Redwood	Ongoing

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.

As part of the regular contract monitoring process of the service.

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	ECCS Equalities Working Group
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Date of approval	3 October 2012
Date of publication	

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.

