

## 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>	Extended Short Breaks Programme for children with disabilities and additional needs (previously funded through ring fenced Aiming High and now through allocation of the Early Intervention Grant)
<b>Officer leading on assessment:</b>	Becky Powell, Aiming High Resource Manager
<b>Other staff involved:</b>	N/A

### PREPARATION FOR THE EQUALITY IMPACT AND NEEDS ANALYSIS

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

The Short Breaks programme is about continual improvement in choice, range and suitability of breaks for all children with disabilities. Short breaks are opportunities for children with disabilities to take part in activities which are fun whilst their parents have a break from caring. Short breaks can be at any time - term time, weekends, evenings, holidays. They can be individual or in groups.

The programme is currently focusing on improving options for children on the autistic spectrum who pose challenges to services, and for children with complex needs and physical disabilities. These areas are being prioritised along with the development of better quality breaks for children with lower needs on band A of the disability register. The aim of all short breaks are to enhance the life experience of the young person, giving them skills and education as part of fun social activities which also give parents a break from caring. Short breaks do not always mean that parents and children need to be apart, it can be that they have the support and opportunities to spend quality time together as well.

The priorities for this programme were identified through consultation with parents, carers and young people.

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

The service was identified as requiring an EINA as part of the service planning process in 2011-12. It is important to ensure that all children with disabilities and their carers are able to have quality breaks which enable them to continue to live full lives as part of the community.

#### 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 service has not undertaken a screening for relevance. The following protected characteristics are believed to be relevant to the service at some level:

**High relevance**

- Age- the short breaks are only available to children and young people under age 18 and their parents; it is important that there are breaks suitable and open to children across the age group.
- Disability- as the short breaks are only available to children and young people with a disability as identified as being eligible to be on the disability register for some of the services and self defined for some of the community open access services and advise information services;

**Medium relevance**

- Gender- short breaks are available to both male and female children, young people, parents and carers. The instance of children with some disabilities is higher amongst boys, however the mix of boys and girls accessing services are quite equal. Although often contact is made with mums rather than dads, parents tell us that both parties benefit from the breaks
- Race and ethnicity- the short breaks are available to children and young people of all ethnicities. The instance of disability in families affects all races equally and a wide range of families appropriate to the make up of the local community access short breaks. Short breaks providers are required, respectful and aware of different cultures and support children to take part whatever their background
- Religion and belief and non-belief- the short breaks are available to children and young of all religions and beliefs; providers are required to work with families to understand how best to support children to follow any faith.

**Low relevance**

- Sexual orientation- the short breaks are available to children and young people, parents and carers of any sexuality.

**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>
Aiming High Local Area Implementation Plan (LAIMP)	The final return detailing the numbers had make up of children accessing short breaks and how the actual numbers match projected figures over the three years of the programme. This return was made to government in April 2011 and it showed that a good number and a wide range of families and children across the boroughs demographic were making use of the breaks.
Aiming High short breaks	Detailed data by hour for each individual child accessing short

<b>Information source</b>	<b>Description and outline of the information source</b>
contract monitoring statistical beneficiary data returns	breaks between 2008 and 2011. The data showed types of breaks, child make up and level of access to each service.
Equality Monitoring Data gathered by the local authority	Includes ethnicity, age, disability, gender, educational support required (school action, school action plus and statutory statement) and geographic locations. This information is only gathered in relation to the disabled child. Religion and sexual orientation were not considered.
Short breaks needs assessment and consultation	Data and information about children and families gathered by the ECCS Policy and Strategy department including information provided by parents and children as part of the short breaks needs assessment in November 2011 and that provided by partners in education and health services.

## **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>Short breaks are only open to children under 18 years and their parents/ carers.</p> <p>Children across the age bandings accessed short breaks in all quadrants in the borough through open access and specialist services. Of the 322 children with identified dates of birth tracked in 2010-2011 the majority of children accessing short breaks were aged 5 and over with around 20 children in each age group. There was an exception for children age 8 and 9 with 24 and 25 children attending and age 11 with 32 children. The take up of breaks for under 5s was lower, made up of 15 children aged 4, 5 aged 3, 3 aged 2 and 1 aged 1.</p> <p>Data gathered through the short breaks needs assessment and consultation process in regards to children's age showed that the borough has a growing child population and that in the 4 -10 years age group is significantly larger than the 11-15 years group. (p31 AH needs assessment 2011). The numbers accessing breaks do not reflect this. This led to commissioning priorities for under 7s and early years as well as advice and information for families new to disability to ensure they are aware of the services and supports available to them.</p> <p>The gathering of data for each child accessing all short breaks services is a massive task and as it is not required for government returns this level of data has not been collected reliably since March 2011. Work is needed to identify ways of ensuring children of all age groups have short breaks available to them and that they are being taken up across age bands.</p>
Disability	<p>All the beneficiaries of this project are disabled children, and their carers.</p> <p>One of the criteria for accessing some of the services proposed for commissioning is eligibility to be on the Children's disability register. This has encouraged families to register their children and has led to an increase in registrations. This enables the council to contact families with information and also to accurately record the level of disability in the borough which informs planning.</p> <p>One of the projects commissioned as part of the Short Breaks programme is a disability advice service; this will be working within the community raising awareness of disability issues and opportunities. Continued support of parents and carers and of providers of services also assists the council to maintaining good community relations.</p> <p>The types of disability of children identified as accessing breaks are varied however there are some gaps. Children with physical disabilities who are cognitively able are not being counted as</p>

	<p>accessing service, it is believed this is because they access mainstream services and after school activities which they do not need additional support to access. Such providers have not been required to share their data and so this is uncertain. However requests and concern for support for this group have not been heard by the disability team through the short breaks consultation or through parents forums so it is believe that this is not a need to pursue.</p> <p>Autistic Spectrum Conditions is a growing group of children therefore a significant funds and range of services have been commissioned for this group.</p>
Gender (Sex)	The population in Richmond is equally split between both genders, this is true for children and adults however the disability register and parental survey both show that around a third more boys are identified as having a disability or additional need in comparison to girls. Families in Richmond include a high proportion of two parents families where one is the full time carer. In most instances this is the mum.
Gender reassignment	We support children and their parents if they are in this group as with any other.
*Marriage and civil partnership (*only in relation to first part of the duty: eliminate discrimination and harassment)	We support children and their parents if they are in this group as with any other.
Pregnancy and maternity	We support children and their parents if they are in this group as with any other. For children with significant needs where an expectant parents is having difficulty in managing, the Disabled Children's Service organise additional breaks and supports.
Race/ethnicity	<p>The survey of parents and children as part of the short breaks needs assessment had 14% of respondents identifying themselves as a group other than white. This is a reflection of the 15.4%. of the population being identified as a group other than white in the borough profile published in March 2012 . All commissioned Services are required to be open to children and families from all ethnic and cultural backgrounds if they meet the other eligibility criteria applied to all children (i.e. age and disability). The respondents did not identify any barriers or difficulties in finding or accessing appropriate breaks.</p> <p>There is still work to do to identify with confidence the numbers of children from each race/ ethnic group accessing all services, however the make up of children accessing services who do report on ethnicity show an appropriate mix of families using services.</p>
Religion and belief including non-belief	<p>Disability affects families of all faiths and from the short breaks consultation we have learnt that a good range of families accessing services are from different faith backgrounds.</p> <p>Currently there are few faith specific services an area which was raised by one family in the consultation however the availability of funding support through grants programme and Direct Payments</p>

	allow parents to seek individual support for children where there are no specific local groups.  Local groups welcome children and families of all faiths.
Sexual orientation	Families come in all shapes and sizes and same sex couples do use short breaks support on offer.  Children with disabilities are supported with emerging sexuality without prejudice and we have just made available specific training for the children's workforce to be more aware of how best to support disabled children in this.

**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>
<p>There is significant data for children accessing breaks during the government Aiming High programme because of the duty to provide such data.</p> <p>Since then although data is collected it is not at the same detail therefore age, ethnicity and individual hours of breaks are not recorded and returned by all providers leaving some gaps in data.</p>	<p>Gathering the detailed data from commissioned providers is relatively easy but the collation of this is a very labour intensive piece of work, therefore there are no plans to do this for all providers. However the data will be requested and stored for future reference and the detailed data from 3 of the key providers will be collated to provide a summary of short breaks access.</p>

**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 priority groups for short breaks identified in the needs assessment are children under age 18 with disabilities and their immediate carers (parents/ siblings). The programme equally supports people from all ethnic backgrounds, genders, faiths, religious beliefs and sexual orientation as the occurrence of disability is not specifically related or missing from any of these groups. Parents, carers and disabled children could fall into any of these groups and will be equally supported to access short breaks as part of the programme.

There is a significantly increased difference in representation of disability, and children under 18 in the beneficiaries of this programme by the nature of it being short breaks for disabled children, however this programme is not detrimental for any group.

The programme will continue to be focused on supporting the needs of children and young people with disabilities and their families. The programme will continue to work to reach a wide range of families and put in place options that will support them to get the short breaks they identified as priorities in the strategic needs assessment.

To promote equality the contract monitoring process with providers will ask providers to consider each protected and identify how they are reached. Support from the contract monitor will be provided to assist any providers having difficulty reaching all 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?**

Consultation about the successes and impact of short breaks through the Aiming High programme included provider feedback from consultations they undertook, individual feedback from parents and from children through consultations.

In looking at future commissioning priorities consultation has been through discussions and feedback from a range of voluntary organisations with a disability focus, including the Richmond Parents Carers Action Group, The Three Wings Trust and The Bridge. Direct consultation with parents, carers, children, providers, voluntary organisations and council staff from range of departments has also happened over a number of sessions. An independent consultant collected and collated feedback through an on-line parent and accessible child questionnaire and a separate provider questionnaire which fed into the final strategic needs assessment document created. [Short breaks consultation - London Borough of Richmond upon Thames](#)

The data and feedback received was considered by the Short Breaks Reference Group. This group, which included parents, and professionals from health, education, social care and the voluntary sector, identified the proposed priorities for future commissioning. Once the Single Quindrat Commissioning Board (SQCB) and Child with Disabilities and Learning Disabilities Partnership Board (CWDLD) had agreed to the proposed priorities the reference group write the service specifications and other tender documents with support from procurement.

## **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>
Need to continue to promote equality	Work with providers through contract monitoring to assist them to ensure they promote equality	Becky Powell	March 2013
Data Collation	To continue to require providers to give detailed data To collate detailed data	Becky Powell	Every quarter March 2013

	from 2-3 key providers to give a picture of the make up of children accessing services		
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**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.**

Reports are regularly made to the CDWLD partnership board on the programme including statistical data about make up of children accessing service. This will continue to be the forum for monitoring if the services are equally impacting on children and their families from all groups.

**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>	ECCS Equalities Working Group
<b>Date of approval</b>	3 October 2012
<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.