



Equality Impact assessment Template

Flintshire County Council has based this template on the model developed the Equality and Human Rights Commission (EHRC) for conducting the initial screening and completing a full equality impact needs assessment.

A full assessment proceeds through the following 9 steps:

1. Scoping the equality impact needs assessment
2. Data collection and evidence
3. Involvement and consultation
4. Assessing impact and strengthening the policy
5. Procurement and partnerships
6. Making a decision
7. Monitoring, evaluating and reviewing
8. Action planning
9. Sign-off, publication and review

The aim of an equality impact assessment (EIA) is to ensure that policies help to promote equality. The EIA contributes to effective policy making by providing an opportunity to minimise risk and maximise the benefits of a policy, therefore ensuring we have the best possible policy in place. It also helps us to meet our requirements under the general equality duties. **Throughout this document we use the word ‘policy’ to refer to what we are assessing. In this context, the term includes the different things that we do, including strategies, functions, procedures, practices, decisions, initiatives and projects.**

All EIAs should consider the potential impact of policies in respect of all areas of equality including human rights and socio economic issues.

Our approach to EIAs will help us to strengthen our work to promote equality. It will also help to identify and address any potential discriminatory effects before introducing a policy and reduce the risk of potential legal challenges. When carrying out an EIA you should consider both the negative and positive consequences of your proposals

If a project is designed for a specific group, you also need to think about what potential effects it could have on other areas of equality.

Further advice, guidance and training is available and should be used when conducting EIAs.

Members of the assessment Team

Name	Job Title	Organisation
Jeanette Rock	Principal Education Commissioner (Inclusion)	Flintshire CC
Eirwen Vogler	School Improvement Officer	Denbighshire CC
Graham Edwards	Head of Education Inclusion	Wrexham CBC

Start date: August 2012

End date: September 2012

Lead Officer

Name

Job Title

Step 1– Scoping The Equality Impact Assessment (EIA)

Building on the material included at the screening stage, you should begin the EIA by determining its scope. The EIA should consider the impact or likely impact of the policy in relation to all areas of our remit, including human rights. The EIA should be proportionate to the significance and coverage of the policy.

Name of the Policy
Establishment of a Regional Sensory Service
What are the main aims, purpose and outcomes of the policy and how does it fit in with the wider aims of the organisation?
To set up a Regional Sensory Service across Wrexham, Denbighshire & Flintshire providing professional support, guidance and advice to school staff to meet the needs of pupils with Hearing and Visual Impairments. This is consistent with the move towards more regional working particularly in areas of low incidence
List the main activities relating to the policy and identify who is likely to benefit from it
The merging of 3 currently separate services who support both VI and HI pupils. Beneficiaries will be staff who will have greater opportunities for sharing good practice, joint training, being part of a larger service, better access to resources and specialist equipment. Pupils with HI & VI in the 3 counties will benefit from all of the above

<p>What do you already know about the relevance of the policy? What are the main issues you need to consider?</p> <p>Some things to consider:</p> <ul style="list-style-type: none"> • How is the policy likely to affect the promotion of equality in the areas of age, disability, gender, gender reassignment, race, religion or belief, sexual orientation, human rights or Welsh language? • How do you think that the policy will promote community cohesion?/good relations, e.g. will it bring people from different backgrounds together • Do you think that your policy presents any problems or barriers to any community or group?
Age The proposal will impact on pupils from 0-19 predominantly
Disability The proposals will impact on children & young people with hearing and/or visual impairments
Gender Reassignment N/A
Language N/A (the needs of pupil for whom Welsh is the first language will be met as will those for whom English is an Additional language)
Marriage and civil partnership N/A
Pregnancy and maternity N/A
Race N/A
Religion and Belief N/A
Sex N/A
Sexual Orientation N/A

Step 2 – Data Collection And Evidence

What evidence, data, information or results of consultation exercises do you already have about how this policy and its potential take-up might affect equality.

Please cite any quantitative (for example, statistical, monitoring data or research) and qualitative evidence (for example, complaints, surveys, focus groups, questionnaires, meetings, interviews) relating to groups having different needs, experiences or attitudes in relation to this policy. Describe briefly what evidence you have used. Compare equality monitoring data with the Census data 2001 or with equality monitoring data records from previous years.

A full business case has been developed which outlines current statistical data relating to the services (pupils supported etc). Informal consultation has taken place with staff involved in the services in question and they have had the opportunity to meet to help frame the proposed changes.

There will be no detrimental effect on service delivery or impact and the belief is that service will improve as a result of the proposals.

All existing Quality Standards for HI & VI pupils will be fully incorporated in the proposed new service and it is anticipated that there will be amore consistent approach adopted across the 3 counties to ensure equality of access to services.

What involvement and consultation has been done in relation to this (or a similar) policy or function, and what are the results?

Consultation has/is taken place with staff teams and trade unions and HR Officers have been fully briefed re the proposals and have assisted in developing the Business Case

What does the available data tell you about the actual and potential take –up of services?

The Business Case outlines the benefits which will result from implementing the proposals and it is anticipated that staff will be supportive

What additional research or data is required to fill any gaps in your understanding of the potential or known effects of the policy? Have you considered commissioning new data or research?

Possible to visits to other authorities which have implemented Regional provision for sensory services eg. Gwent Sensory Service

Step 3 – Involvement And Consultation

When considering how you will involve and consult other people in developing the policy, you need to think about internal and external audiences.

For each of the equality target groups listed in the answer table directly below, outline the involvement or consultation which is relevant to this policy. Please outline a brief summary of the responses gained and links to relevant documents, as well as any actions taken as a result of the consultation.

	Summary of outcomes of involvement/consultation carried out and action taken as a result.
Age	No consultation carried out as pupils will not be directly affected by changes
Disability	As above
Gender reassignment	N/A
Language	N/A
Marriage and civil partnership	N/A
Pregnancy and maternity	N/A
Race	N/A
Religion or belief	N/A
Sex	N/A
Sexual orientation	N/A
Other	N/A

Step 4 – Assessment of impact and strengthening policy

This section asks you to assess the impact of the service / policy on each of the equality strands

Using the information available, identify the effects on this service / policy on the following groups

Please indicate impact				
	Positive impact	Negative impact	No impact	Reasons and evidence(Provide details of specific groups affected)
Age <i>(across the whole age spectrum)</i>	XX			Enhanced support for pupils with HI/VI
Disabled People	XX			As above
Gender Reassignment (GR)			XX	
Language			XX	
Marriage and civil partnership (M&CP)			XX	
Pregnancy and maternity (P&M)			XX	
Race			XX	
Religion / Belief (R&B) <i>(Faith)</i>			XX XX	

Sex <i>(Men, women, boys ,girls)</i>			XX	
Sexual Orientation (SO) <i>(Heterosexual, Bisexual people. Lesbians, Gay men)</i>			XX	
Language			XX	
Other <i>(additional groups that may experience impacts)</i>			XX	

Does any adverse impact identified amount to unlawful discrimination against any protected group?

NO

If yes please explain

N/A

Strengthening the policy

As a result of this assessment and available evidence collected, state whether any changes will be made or planned as a result of the policy, strategy or project:

What measures does, or could, the policy include to help promote equality of opportunity and eliminate unlawful discrimination?

For example, positive measures designed to address disadvantage and reach different communities or groups, such as, providing information in Braille or alternative languages, providing a Traveller Education Service

Positive Measures – development of a regional service which will enhance support for pupils with HI/VI and will incorporate use of Braille, Mobility training, production of specialist resources etc.

How can this service or policy be used to promote good/better community relations and what actions do you need to put in place to make this happen?

For example, providing opportunities for people from different backgrounds or communities to meet, ensuring all groups receive information about grants, circulating information to dispel myths and stereotypes.

The proposed changes will lead to a more joined up approach to service delivery and one point of contact for professionals and parents (rather than current 3 services). There will be a greater consistency of approach in meeting the Quality Standards.

Step 5 – Procurement And Partnerships

Consideration of external contractor obligations and partnership working

Is this policy due to be carried out wholly or partly by contractors? If yes, have you done any work to include equality, Welsh language and human rights considerations into the contract already?

If you have, please set out what steps you will take to build into all stages of the procurement process the requirement to consider the equality duties.

Specifically you should set out how you will make sure that any partner you work with complies with equality and human rights legislation and how you will monitor this. You will need to think about:

- tendering and specifications
- awards process
- contract clauses
- performance measures, and
- monitoring and performance measures.

The proposed Regional Service will adhere to all Equalities legislation and other relevant legislation. The service will meet all the requirements currently placed on local authorities in relation to employment, recruitment, procurement, financial regulations, performance measures etc.

Step 6 – Making A Decision

Summarise your findings and give an overview of whether the policy will meet legislation and our equality schemes in relation to equality and human rights and Welsh language.

There will be no initial impact on the Welsh Language but in time it is anticipated that support through the medium of Welsh will be enhanced. The proposed new service will adhere to all Welsh language policies

What practical actions will you take to reduce or remove any adverse/negative impact?

The creation of a larger service will assist in the recruitment of Welsh speakers in the future

Step 7 – Monitoring, Evaluating And Reviewing

How will you monitor the impact and effectiveness of the new policy?

This could include adaptations or extensions to current monitoring systems, relevant timeframes and a commitment to carry out an EIA review once the policy has been in place for one year. List details of any follow-up work that will be undertaken in relation to the policy (e.g. survey, specific monitoring process etc).

Senior Officers from the 3 Local authorities will form the Management team which will oversee the project and ensure that an effective process of monitoring the service is in place. The Officers will in turn report directly to Directors of Education (or equivalent) and to Elected Members

Give details of how the results of the impact assessment will be published, including consultation results and monitoring information if applicable.

Summaries of the results of all impact assessments will be published on the Council's website. You could also publish them in other relevant media.

Summary of this Impact Assessment to be published on the Council websites of the 3 local authorities involved

Step 8 – Action Plan

The below provides an opportunity to state how any negative impact will be mitigated. It also allows you to list how you will tackle any gaps in the policy. Look back through steps 1 – 7 of the EIA and include any identified actions in the plan below. Ensure that each action is listed with a target date and assigned to a named member of staff. **These actions should be incorporated in to Directorate and Service plans.**

Action	Responsible Officer	By When	Progress

Step 9 – Sign-Off

The final stage of the EIA is to formally sign off the document as being a complete, rigorous and robust assessment

The policy has been fully assessed in relation to its potential effects on equality and all relevant concerns have been addressed.

(Once you have completed the EIA sign the below and forward to the Directorate Equalities representative)

Author of EIA

Name:
Job title and directorate:
Date:
Signature:

Quality check: Document has been checked by:

Name:
Job title and directorate:
Date:

Signature:

Director level (sign-off)

Name:
Job title and directorate:
Date:
Signature: