

HARLOW DISTRICT COUNCIL

EQUALITY IMPACT ASSESSMENT FORM TEMPLATE

NB: This EIA template form should be completed as part of an assessment or screening process involving a minimum of the Project Lead plus at least one other officer. It is strongly recommended that it not be completed by one person working on their own.

Name of service, function or policy being assessed	Minor reduction in service at Sam's Place
Service/Department	Community and Customer Services
Names and roles of officers completing the assessment (indicate Lead officer)	Lynn Seward (Lead), Christine Selby
Contact telephone number of Lead officer	446119
Date assessment completed	11.1.11

1. Aims of the policy/service/function and how implemented

	Key Questions	Notes
1.1	Is this a new policy/service/function or a review of an existing one?	Review of existing service. It is proposed that there is a minor reduction in the services at Sam's Place, i.e. ceasing an under-used weekly Youth Club session and realignment of Saturday Club and Playscheme sessions to achieve greater efficiency and a budgetary saving, while still meeting the needs of families as far as possible.
1.2	Briefly state the main purpose of the policy/service/function?	Sam's Place offers play and support services to children with disabilities and their families and friends
1.3	Briefly state the main activities of the policy/service/function?	Sam's Place services include: a school holiday playscheme, a Saturday Club, a Youth Club, toy library, support to families
1.4	Who are the main beneficiaries? Whose needs is it designed to meet?	Families where there is a child with a disability
1.5	Which staff carry out the policy/service/function?	There is one full-time member of staff, and a range of part-time and casual staff to undertake sessional work.

2. Information Gathering and Data Collection

	Key Questions	Notes	If further data collection is needed – state by whom, when and how is it going to be done?
2.1	<p>What quantitative (numerical) data do you already have (e.g. national and local demographic data, equality monitoring data, employee data, customer profile data etc) about those who use or will use the policy or service? What gaps are there in the data? What else do you need?</p>	<p>Detailed statistical data is collected in relation to all users of Sam’s Place.</p>	
2.2	<p>What qualitative data do you already have (e.g. results of customer satisfaction surveys, results of previous consultations, staff surveys, analysis of customer complaints/comments, feedback from community groups or individuals etc) about those who use or will use the policy or service? What gaps are there in the data? What else do you need?</p>	<p>Feedback from users of the service and their families is regularly sought. Consultation is also carried out with the local special school, with Essex County Council etc.</p>	<p>The changes will be carefully monitored after implementation to ensure that there is no disproportionate impact on any users</p>

3. Consultation

Please state below what formal or informal consultation has taken place or that you are planning to hold with appropriate stakeholders in relation to this policy/function			
	Key Questions	Notes	If further consultations are needed/ planned – state with whom, by whom, when and how is this going to be done?
3.1	<p>What consultations have been held and with whom did you consult?</p> <p>What were the main issues raised?</p>	<p>Formal consultation exercises have been carried out on the priorities for the Council’s budget. These were carried out by external consultancies and were designed to be representative of the community.</p>	<p>Changes will be discussed at the joint meeting of officers and community representatives at the Corporate Equalities Group</p>
3.2	<p>What consultations were held specifically with the equality target groups?</p> <p>What were the main issues raised?</p>	<p>No specific consultations held.</p>	<p>Changes will be discussed at the joint meeting of officers and community representatives at the Corporate Equalities Group</p>

	Key Questions	Notes	If further consultations are needed/ planned – state with whom, by whom, when and how is this going to be done?
3.3	<p>Is the Council working in Partnership with other organisations to implement this policy/function? Should this be taken into consideration? (E.g. Agreeing the equalities monitoring categories) Should the partnership arrangements have an EIA?</p>	<p>The Council provides this service in partnership with Essex County Council. The proposals have been discussed with staff from ECC, which has a similar Equalities Policy to that of Harlow Council</p>	

Note

- It is a legal requirement that consultation takes place with appropriate stakeholders as part of the EIA process.
- You must ensure that you record all the main areas of concern raised by equality and customer groups during consultations and how you aim to address these concerns.

4. Assessment of Impact

Based on the data you have analysed and provided, and the results of the consultation or research you have undertaken, list below how the policy or function will or does work for each of the following equalities groups.

Identify any differential impact and consider whether the policy/function meets any particular needs identified for each of the six equalities groups.

NB:If you do identify any adverse impact you must:

- a) **Seek appropriate advice as to whether it is highlighting unlawful discrimination or is potentially discriminatory, and**
- b) **Identify steps to mitigate any adverse impact**

Include any examples of how the policy or function helps to promote race, disability, age and/or gender equality.

		State evidence of impact or potential impact/How helps to promote equality
4.1	<p>Gender – identify the impact/potential impact of the policy/function on women, men and transgender people</p> <p style="text-align: center;">And/or</p> <p>Proposed measures to mitigate any adverse impacts</p>	<p>While the proposed reduction will mean that the service is slightly reduced, the reductions have been carefully designed to take place at times when the services are currently under-used and so there will be minimum impact. There will be no disproportionate impact on groups protected by equalities legislation other than children with disabilities and their families.</p>

		State evidence of impact or potential impact/How helps to promote equality
4.2	<p>Disability – identify the impact/potential impact of the policy on disabled people (ensure consideration of a range of impairments including visual and hearing impairments, mobility impairments, learning disability etc)</p> <p style="text-align: center;">And/or</p> <p>Proposed measures to mitigate any adverse impacts</p>	<p>As this service is used primarily by children with disabilities and their families, they will be disproportionately affected. However, the reductions have been carefully designed to take place at times when the services are currently under-used and so there will be minimum impact. In relation to the small number of people currently using the sessions that will cease, efforts will be made to signpost them to alternative services.</p>
4.3	<p>Age – identify the impact/potential impact of the policy/function on different age groups</p> <p style="text-align: center;">And/or</p> <p>Proposed measures to mitigate any adverse impacts</p>	<p>While the proposed reduction means that the service is slightly reduced, the reductions have been carefully designed to take place at times when the services are currently under-used and so there will be minimum impact. There will be no disproportionate impact on groups protected by equalities legislation other than children with disabilities and their families.</p>
4.4	<p>Race – identify the impact/potential impact of the policy/function on different black and minority ethnic groups, including Gypsy and Traveller communities</p> <p style="text-align: center;">And/or</p> <p>Proposed measures to mitigate any adverse impacts</p>	<p>While the proposed reduction means that the service is slightly reduced, the reductions have been carefully designed to take place at times when the services are currently under-used and so there will be minimum impact. There will be no disproportionate impact on groups protected by equalities legislation other than children with disabilities and their families.</p>

		State evidence of impact or potential impact/How helps to promote equality
4.5	<p>Sexual orientation – identify the impact/potential impact of the policy on lesbians, gay men, bisexual and heterosexual people</p> <p style="text-align: center;">And/or</p> <p>Proposed measures to mitigate any adverse impacts</p>	<p>While the proposed reduction means that the service is slightly reduced, the reductions have been carefully designed to take place at times when the services are currently under-used and so there will be minimum impact. There will be no disproportionate impact on groups protected by equalities legislation other than children with disabilities and their families.</p>
4.6	<p>Religion/belief – identify the impact/potential impact of the policy on people of different religious/faith groups and also upon those with no faith</p> <p style="text-align: center;">And/or</p> <p>Proposed measures to mitigate any adverse impacts</p>	<p>While the proposed reduction means that the service is slightly reduced, the reductions have been carefully designed to take place at times when the services are currently under-used and so there will be minimum impact. There will be no disproportionate impact on groups protected by equalities legislation other than children with disabilities and their families.</p>
4.7	<p>Socio-economic disadvantage – identify any impact on those who have a low income, or whose family circumstances/history may affect their ability to access services eg. carers and the cared for; pensioners; single-parents; long-term unemployed; history of abuse/domestic violence; benefits claimants; housebound; chronically ill;</p>	<p>While the proposed reduction means that the service is slightly reduced, the reductions have been carefully designed to take place at times when the services are currently under-used and so there will be minimum impact. There will be no disproportionate impact on groups protected by equalities legislation other than children with disabilities and their families</p>

4.8	<p>Any other groups, if appropriate e.g. children leaving care; pregnant or breast-feeding mothers; carers etc</p>	<p>As this service is used primarily by children with disabilities and their families, carers of disabled children will be disproportionately affected. However, the reductions have been carefully designed to take place at times when the services are currently under-used and so there will be minimum impact. In relation to the small number of people currently using the sessions that will cease, efforts will be made to sign-post them to alternative services</p>
		Notes
4.9	<p>Are there any additional measures that could be adopted to further equality of opportunity in the context of this policy/service/function and to meet the particular needs of equalities groups that you have identified?</p>	N/A

NB

Please provide a summary overview by completing the Section overleaf, ticking the relevant boxes to confirm the outcome and findings of this assessment process

It is also essential that you complete an action plan based on your assessment (see form EIA.2) and attach this to your Equality Impact Assessment form (EIA.1) form. This is a vital component of the equalities impact assessment process.

Include all of the measures that you will take to improve the policy/function for the different equalities characteristics, e.g. staff training, positive action, revisions to policy, monitoring of your action plan, etc.

Once you have completed the forms EIA.1 and EIA.2 please sign and date and:

a) Send a copy to your Head of Service for endorsement

b) Keep a copy as a record of the processes you have been through in carrying out the EIA

c) Send a PDF copy of the signed and endorsed EIA form plus enclosed action plans to the Corporate Equalities Group via the HDC Community Liaison Officer equalities@harlow.gov.uk

5. Summary Overview of EIA

As a summary overview of information and findings provided in the earlier sections of this Equality Impact Assessment, please tick the relevant boxes as appropriate to denote the OUTCOME of this process for each of the Equality Characteristics.

Equalities category	No adverse impact AND promotes equality and diversity <i>Please tick ✓ if appropriate</i>	No adverse impact BUT equality and diversity NOT promoted <i>Please tick ✓ if appropriate</i>	Evidence of adverse impact <i>Please tick ✓ if appropriate</i>
Gender and transgender		√	
Race		√	
Disability			√
Age		√	
Sexual orientation		√	
Religion and belief		√	
Socio-economic disadvantage		√	
Carers of disabled children			√

NB: Tick relevant box as appropriate and based on information provided in section

Note

- If you are unsure of any aspect of this Equality Impact Assessment process you can seek guidance from your service representative on the Corporate Equalities Group or from the HDC Community Liaison Officer who can be contacted on equalities@harlow.gov.uk and extension 6388.
- Once the EIA form has been completed please ensure all enclosures are attached then sign and date the form, ensure it is countersigned by your Head of Service, keep a copy for your records and send a PDF to equalities@harlow.gov.uk

Signed
Project Manager

Countersigned
Head of Service

Print Name Christine Selby.....

Print Name Lynn Seward

Date 11.1.11

Date 11.1.11.....

Under the Freedom of Information Act, this completed EIA form will be placed on the Harloweb and be available on request to the general public.