

Equality Impact and Needs Assessment Form

Section One – Screening

Name of strategy, policy or project:
Portage: Freedom of Information
Directorate and service area:
CYPS
Name and contact details of officer completing assessment:
Keith Anderson
1. What is the main purpose of the strategy/policy/project (or the changes you want to make to it)? To set out the requirements for the service of the Freedom of Information Act
2. What are the main activities of the strategy/policy/project? Portage is a pre-school home visiting service, supporting families and children.
3. Who is intended to benefit from the strategy/policy/project, and how? Pre-school age children with significant special needs.
4. Is the strategy/policy/project consistent with the Council's equality policies? Yes
5. Is responsibility for the strategy/policy/project shared with another department, authority or organisation? If so, what responsibility and which bodies? No

6. What impact is the strategy/policy/project likely to have on different sections of the community? You may wish to use the table below as a prompt.

	Positive impact – it could benefit ✓ (check box)	Negative impact – it could disadvantage ✓ (check box)	Reason	Are there additional factors that could contribute to the experience of isolation¹? If so, what are they?	Evidence
Gender					
• Women	✓	<input type="checkbox"/>	Children of all groups stand to benefit from compliance of the service with the requirements of the FOI Act. An amended version of these notes, for parents'/carers' use, should be available in all access forms, including first languages, variety of font size and colour options, brail, audio. There would also need to be available signers and interpreters. The opportunity for feedback serves a beneficial purpose for future recipient families, but equality of access remains an issue.		
• Men	✓	<input type="checkbox"/>			
Ethnic Group					
• Asian or Asian British people	✓	<input type="checkbox"/>			
• Black or Black British people	✓	<input type="checkbox"/>			
• Chinese people	✓	<input type="checkbox"/>			
• Gypsy or Roma People	✓	<input type="checkbox"/>			
• Irish People	✓	<input type="checkbox"/>			
• People of Mixed Heritage	✓	<input type="checkbox"/>			
• White People	✓	<input type="checkbox"/>			
• People of other ethnic backgrounds	✓	<input type="checkbox"/>			
Asylum Seekers and Refugees	✓	<input type="checkbox"/>			
People with physical, sensory or learning disabilities	✓	<input type="checkbox"/>			
Deaf People who use British Sign Language	✓	<input type="checkbox"/>			
People with mental health issues	✓	<input type="checkbox"/>			

¹ Refer to section 3 of the EINA guidance.

	Positive impact – it could benefit ✓ (check box)	Negative impact – it could disadvantage ✓ (check box)	Reason	Are there additional factors that could contribute to the experience of isolation¹? If so, what are they?	Evidence
Lesbians, gay men and bisexual people	✓	<input type="checkbox"/>			
Trans people	✓	<input type="checkbox"/>			
Age					
• Older people (60 +)	✓	<input type="checkbox"/>			
• Younger people (17-25) and children	✓	<input type="checkbox"/>			
People of different faith groups or beliefs including non-believers	✓	<input type="checkbox"/>			
Travellers	✓	<input type="checkbox"/>			
Other (please specify)	<input type="checkbox"/>	<input type="checkbox"/>			
Other (please specify)	<input type="checkbox"/>	<input type="checkbox"/>			

Notes:

- Faith groups cover a wide range of groupings, the most common of which are Muslims, Buddhists, Jews, Christians, Sikhs and Hindus. Consider faith categories individually and collectively when assessing positive and negative impacts.
- The categories relating to ethnicity include those used in the 2001 census. Consideration should be given to the needs of specific communities within the broad categories such as Bangladeshi people and to the needs of other communities such as Turkish/Turkish Cypriot, Greek/Greek Cypriot and Polish that do not appear as separate categories in the census.
- An adverse impact does not necessarily require action to be taken. Actions must remain in proportion with the benefits that could be achieved and resources available to complete them. If adverse impacts are identified and actions for improvement are not proportionate, the reasons for not taking action should be detailed and open to challenge.

7. If you have indicated there is a negative impact on any group, is that impact:		
Legal?	YES <input type="checkbox"/>	NO <input type="checkbox"/>
<i>(i.e. it is not discriminatory under anti-discriminatory legislation – refer to the Council's website or your Directorate Equality Representative if guidance is needed)</i>		
Intended?	YES <input type="checkbox"/>	NO <input type="checkbox"/>
Level of impact	HIGH <input type="checkbox"/>	LOW <input type="checkbox"/>
If the negative impact is possibly discriminatory and not intended and/or of high impact you must complete section two of this form. If not, complete the rest of section one below and consider if completing section two would be helpful in making a thorough assessment.		
8. a) Could you minimise or remove any negative impact that is of low significance? Explain how: Yes – Provision of information on request in a range of languages or in large print or tactile formats. Equality and Diversity Training for staff within the service regarding meeting the needs of users with specific needs also including Effective communication and BSL training.		
b) Could you improve the strategy, project or policy's positive impact? Explain how: Seek advice from consulted groups regarding how to develop access. <i>You may wish to use the action sheet at the end of Section Two.</i>		
9. If there is no evidence that the strategy, policy or project promotes equality, equal opportunities or improved relations – could it be adapted so that it does? How?		

Please sign and date this form. Keep one copy, send a copy to your Directorate Equality Representative and publish the results on the Council's website.

Signed: K Anderson

Date: 29/01/07

Section Two – Full assessment

Name of strategy, policy or project:

Access Policy

Date:

Part A

1. Looking back at section one of the EINA, in what areas are there concerns that the strategy, policy or project could have a negative impact?

2. Summarise the likely negative impacts.

3. What previous or planned consultation or research on this topic / policy area / project has taken place / will take place with groups / individuals from different sections of the community? If there has already been consultation or research what does it indicate about negative impact of this strategy, policy or project?

Section of the Community	Summary of consultation or research carried out or planned

4. What consultation has taken place/or is planned with DCC staff/DCC staff group including staff that have, or will have, direct experience of implementing the strategy / policy / project?

5. If there are gaps in your previous or planned consultation and research, are there any experts/relevant groups that can be contacted to get further views or evidence on the issues.

YES ✓ *(Please list them below and explain how you will obtain their views)*

Language Line in the provision of information in different languages and interpretation services

Sue Kelley – Equality and Diversity Officer regarding provision of Equality and Diversity training for staff in meeting the needs of individuals or groups accessing the service.

Transcription services such as those offered by the RNIB at Ivybridge for translation of information into tactile formats

Deaf Awareness Training providers such as CYPS Equality and Diversity team for staff training around meeting the needs of Deaf people and those with a hearing impairment

Children and young people or representative groups regarding seeking the views of how to share information about accessing and using the service and about engaging involvement

NO

6. Has the strategy / policy / project been through legal vetting for compliance?

YES

NO

Note: This will only be necessary in conditions where the strategy / policy / project is entirely driven by legislative duties **and/or** where there is doubt about the legal interpretations in relation to the outcomes / service being provided.

Part B

Complete this section when consultation and research has been carried out

7. a) As a result of this assessment and available evidence collected, including consultation, state whether there will need to be any changes made / planned to the policy, strategy or project.

Information to be made available in different formats and also the advertising of the different services available so that potential users of the service may be aware

b) As a result of this assessment and available evidence is it important that DCC commission specific research on this issue or carry out monitoring / data collection?

(You may wish to put this information directly onto the action plan at the end of this form)

8. Will the changes planned ensure that negative impact is:

Legal? YES NO

(not discriminatory, under anti-discriminatory legislation)

Intended? YES NO

Low impact? YES NO

9. a) Have you set up a monitoring / evaluation / review process to check the successful implementation of the strategy, project or policy?

YES NO

b) How will this monitoring / evaluation further assess the impact on different sections of the community/ ensure the strategy/ policy / project is non-discriminatory?

Details:

10. What is the final policy decision for this assessment?

11. There is a legal requirement to publish the outcome of an Equality Impact and Needs Assessment. Please outline how / where this will happen:

Devon County Council Website

Please complete the action plan below, sign the EINA, retain a copy and send a copy of the full EINA, including the Action Plan, to your Directorate Equality Representative.

Signed:

Date:

Equality Impact and Needs Assessment Action Plan

Please list below any recommendations for action that you plan to take as a result of this impact assessment.

Issue	Action required	Lead officer	Timescale	Resource implications	Comments
Language Line	Detail required regarding the provision of information in different languages and interpretation services			Budget for translation of information	
Equality and Diversity Training	Detail required regarding provision of Equality and Diversity training for staff in meeting the needs of individuals or groups accessing the service.			Budget for Training of staff	
Transcription services	Information regarding Transcription services such as those offered by the RNIB at Ivybridge for translation of information into tactile formats			Budget for transcription of information	
Deaf Awareness Training	Find out information regarding Deaf Awareness Training providers such as CYPs Equality and Diversity team for staff training around meeting the needs of Deaf people and those with a hearing impairment			Budget for Training of staff	

NOTES: