

As a public authority we need to ensure that all our strategies, policies, service and functions, both current and proposed have given proper consideration to equality, diversity, cohesion and integration. In all appropriate instances we will need to carry out an equality, diversity, cohesion and integration impact assessment.

This form:

- can be used to prompt discussion when carrying out your impact assessment
- should be completed either during the assessment process or following completion of the assessment
- should include a brief explanation where a section is not applicable

Directorate: Children's Services	Service area: Complex Needs
Lead person: C Henderson	Contact number: 2474997
Date of the equality, diversity, cohesion and integration impact assessment:	

1. Title: Independent Support Work
Is this a:
<input type="checkbox"/> Strategy <input type="checkbox"/> Policy <input checked="" type="checkbox"/> Service <input type="checkbox"/> Function <input type="checkbox"/> Other
Is this:
<input type="checkbox"/> New/ proposed <input type="checkbox"/> Already exists and is being reviewed <input checked="" type="checkbox"/> Is changing
(Please tick one of the above)

2. Members of the assessment team:

Name	Organisation	Role on assessment team e.g. service user, manager of service, specialist

3. Summary of strategy, policy, service or function that was assessed:

This assessment is of the proposed service model and specification to be used in the commissioning of Independent Support Work provision for disabled children and young people requiring specialist services.

The provision will enable disabled children and young people, who have needs that are met by specialist service provision, to access independent support work in the day-time and evening. This may be short break activities in a variety of settings both within the community and the family home or domiciliary care, such as help with getting out of bed and ready for school.

The provision will:

- support disabled children, young people and their families to achieve agreed outcomes, which must be clearly identified as part of the referral and assessment process.
- offer regular short breaks as detailed in their assessment / support plan and as agreed with the child/young person, parent carer and Social Worker. These may take place after school and/or the weekend and/or in the school holidays. School holiday activities will run during all periods of school holiday, excluding Bank Holidays. The length of each activity session will vary in accordance with the Service User's age and needs.
- meet the needs of the whole family and enable disabled children and young people to take part in positive, fun activities of their choosing.
- offer a wide variety of short break activities, which are appropriate to the needs of the Service User. These activities may include:
 - accessing local amenities such as parks, libraries and sports facilities
 - spending time with friends including at the cinema, cafes or shops
 - relaxing at home including undertaking fun activities
- offer short breaks, which best meet the needs of the Service User, as identified in their plan of support. This may mean short breaks away from the parent/carers in community settings and/or in the home of the Service User, giving disabled children a break from their family and parents/carers and siblings a break from caring. However, the Service may also enable disabled children and young people to take part in activities with their family, providing support for parents/carers to enjoy activities with their children which may otherwise not be possible.
- offer domiciliary care, typically for one hour per session to assist with morning and evening routines. This care will be delivered in ways which promote and develop the independence of disabled children and young people by encouraging individuals to do as much as possible for themselves and have maximum choice and control.
- offer both daytime/evening support (6am to 10pm) and occasional overnight support (10pm to 6am).

- meet the needs of all service users, including those with the most complex health and behavioural needs. Where it is agreed by all parties that there is a need for 2:1 support, this will be funded by Leeds Children's Services

4. Scope of the equality, diversity, cohesion and integration impact assessment
(complete - 4a. if you are assessing a strategy, policy or plan and 4b. if you are assessing a service, function or event)

4a. Strategy, policy or plan (please tick the appropriate box below)	
The vision and themes, objectives or outcomes	<input type="checkbox"/>
The vision and themes, objectives or outcomes and the supporting guidance	<input type="checkbox"/>
A specific section within the strategy, policy or plan	<input type="checkbox"/>
Please provide detail:	

4b. Service, function, event please tick the appropriate box below	
The whole service (including service provision and employment)	<input type="checkbox"/>
A specific part of the service (including service provision or employment or a specific section of the service)	<input type="checkbox"/>
Procuring of a service (by contract or grant) (please see equality assurance in procurement)	<input checked="" type="checkbox"/>
Please provide detail:	
<p>There are four contracted services delivering this provision with four different external providers; Barnardo's, Scope, Leeds Weekend Care Association (LWCA) and Reed Global. Barnardo's, Scope and Reed Global deliver services city-wide and LWCA works in South Leeds only.</p> <p>There has been significant off contract spend in recent years. This has been for a number of reasons. Firstly, demand has been greater than capacity and this demand is increasing. Estimating demand for this type of work is difficult because the needs of children vary and can change significantly over time. Commissioning of these services in 2010/11 was based on expenditure in previous years, bringing together the budgets for existing</p>	

contracted services and some off-contract spend. This has proven to be insufficient in meeting demand.

In addition, contracted services have been unable to support some children with more complex behavioural or health needs. This has led to exclusions, which have been difficult to challenge using current contractual requirements. In part this is due to risk aversion on the part of providers, but also a lack of access to specialist health intervention training. This latter problem has not been resolved by way of a new contract between Children's Services and health enabling all short break services to access specialist health intervention training free of charge.

These services are also limited in their ability to deliver domiciliary care, such as supporting children with morning and evening routines. Such care can relieve pressure within families and give them the ability to access short breaks at other times. The commissioning undertaken in 2010/11 was for services to deliver short breaks alone as it was felt appropriate at that time to separate out this activity. However, many children require both domiciliary care and short break activities and it can be beneficial for the child and family for both types of support to be carried out by the same worker(s).

A project team has been established to find a commissioning solution, including representation from the Complex Needs Service, Children's Contracts, EPIC parent carers participation forum, health, transitions, procurement and commissioning. The project team has recommended the extension of interim solutions to 31st December 2013 to allow further time to undertake a competitive procurement

The preferred option is to use competitive procurement to award a Framework Contract. This would allow greater flexibility and choice for both families and Children Services. It will also bring greater control over expenditure. There is currently no capacity to deliver the service in-house so this option is not possible

5. Fact finding – what do we already know

Make a note here of all information you will be using to carry out this assessment. This could include: previous consultation, involvement, research, results from perception surveys, equality monitoring and customer/ staff feedback.

(priority should be given to equality, diversity, cohesion and integration related information)

Extensive consultation feedback exists from stakeholders, including disabled children, young people, their parent carers, practitioners and providers.

This includes:

- Short Breaks stakeholder consultation 2011
- Survey findings from parent carers on current services 2013
- Stakeholder feedback 2013
- Provider feedback (current and potential) 2013

Making the difference: Aiming High for Disabled Children, Programme Evaluation report (December 2010), includes population characteristics for disabled children and young people who accessed short breaks during the Aiming High programme.

CHIMAT population statistics.

Impact of Short Breaks research report, DfE.

**Are there any gaps in equality and diversity information
Please provide detail:**

Equality and diversity characteristics are not available for much of this data. Leeds does not have a Register of Disabled Children and the short breaks database is out of date.

Lacking information on access to short breaks by certain vulnerable and hard to reach groups, including refugees and asylum seekers, gypsy roma travellers, families experiencing domestic violence. It is likely these groups are not being engaged.

A needs assessment for this commission has been completed, which includes some population characteristics data.

Action required:

Requirement in specification for service to target harder to reach groups and ensure those with most complex needs are not excluded.

Work ongoing to develop improved database and Register of Disabled Children

6. Wider involvement – have you involved groups of people who are most likely to be affected or interested

Yes

No

Please provide detail:

A project team has been established including representation from Complex Needs Service, Health, Early Help, Parent/carers, Children's Contracts, Voice and Influence Team, Providers, Procurement and Commissioning.

Key stakeholders involved in the consultations in 2011, included:

1. Leeds Community Healthcare Trust - Consultant Paediatrician and Clinical Lead for Paediatric Neurodisability services
2. EYST, ISPS Children's Services
3. Early Years Support Team
4. Friends of PHAB (physically disabled/able bodied) Leeds
5. Total Sports Coaching Limited
6. Leeds City Council Family Placement Service
7. East SILC/Temple Moor Partnership
8. West SILC
9. St George's Child Development Team, Leeds Community Healthcare NHS Trust
10. Community Children's Nursing Service
11. North West SILC
12. ABC Group
13. SILC Extended Services Cluster
14. Pool Pre-school Group
15. Deepdale Pre-school Nursery

Short breaks consultation event involved 55 stakeholders, including parents, young people and providers.

Consultation questionnaires returned by parent carers, gave details about their child as follows:

- 5 have Learning Disabilities, 5 have autism, 4 have developmental delay, 2 have ADHD, 3 have Cerebral Palsy. Three described their children as having behavioural problems, three have epilepsy, two have speech and language problems, one is partially sighted.
- 100% male
- Ages range from 3 to 18. The average age is 9
- 69% White British. Others stated ethnicity as British/Turkish, Asian White, Black British, British/Indian.

Young people's views obtained by Participation Officer throughout the Summer of 2011.

Bidders Consultation Event January 2013

All this feedback has been used to directly inform the service model and specification.

Action required:

Further involvement of disabled children and parent carers – young people's panel to evaluate bidders at tender stage. Two parent carers on Evaluation Team to evaluate completed method statements and evaluate interviews.

7. Who may be affected by this activity?

please tick all relevant equality characteristics, stakeholders and barriers that apply to your strategy, policy, service or function

Equality characteristics

Age

Carers

Disability

Gender reassignment

Race

**Religion
or Belief**

Sex (male or female)

Sexual orientation

Other

(for example – social class, income, unemployment, residential location or family background, education or skills level)

Please specify: income, location, education or skills level

The specification requires the service to work with disabled children of any age, gender

etc. It also stipulates that the service will target vulnerable and harder to reach groups as these are often excluded from provision. It requires the service to use different methods of communication – languages, makaton etc.

Stakeholders

- | | | |
|--|---|---|
| <input checked="" type="checkbox"/> Services users | <input checked="" type="checkbox"/> Employees | <input type="checkbox"/> Trade Unions |
| <input checked="" type="checkbox"/> Partners | <input checked="" type="checkbox"/> Members | <input checked="" type="checkbox"/> Suppliers |
| <input type="checkbox"/> Other please specify | | |

Potential barriers.

- | | |
|--|--|
| <input type="checkbox"/> Built environment | <input type="checkbox"/> Location of premises and services |
| <input checked="" type="checkbox"/> Information and communication | <input type="checkbox"/> Customer care |
| <input checked="" type="checkbox"/> Timing | <input checked="" type="checkbox"/> Stereotypes and assumptions |
| <input checked="" type="checkbox"/> Cost | <input checked="" type="checkbox"/> Consultation and involvement |
| <input type="checkbox"/> specific barriers to the strategy, policy, services or function | |

Please specify: Transport can be an issue for some families; engagement of partners is a significant potential barrier for the service if they do not respond and take on their responsibilities to be inclusive; meeting the needs of harder to reach and more vulnerable groups to ensure it is not just the same families who benefit; misunderstanding of the short breaks offer versus entitlement which could put pressure on targeted and specialist provision.

8. Positive and negative impact

Think about what you are assessing (scope), the fact finding information, the potential positive and negative impact on equality characteristics, stakeholders and the effect of the barriers

8a. Positive impact:

This commission had the potential to have a significant positive impact on disabled children, young people and their families. It also has positive implications for Leeds becoming a child friendly city and delivering key outcomes in the Children and Young People's Plan. If successful, the service will improve the lives of disabled children and families and also bring greater control over quality and cost of provision. The use of a framework contract will also allow greater flexibility to facilitate developments as part of the

personalisation agenda, including the expansion of individual budgets and direct payments.

Action required:
Must ensure the service specification captures this purpose and requires sufficient monitoring to measure impact and continually improve quality. The tender process also needs to ensure the successful bidder has the necessary skills, knowledge and understanding.

8b. Negative impact:

If the project is a success and a service is procured which will meet the aims and objectives, there should be no negative impact. However, there is the risk that expectations will be raised to unrealistic levels and the service is unable to meet these. There is also the potential to fail to reach out to most vulnerable groups.

Action required:

The specification needs to capture this. There will also need to be careful contract management and robust monitoring as part of an effective partnership approach.

9. Will this activity promote strong and positive relationships between the groups/communities identified?

Yes

No

Please provide detail: This service has potential to do this, if expectations are carefully managed and harder to reach groups are engaged.

Action required:
Need to capture this in the service specification and ongoing contract management.

10. Does this activity bring groups/communities into increased contact with each other (e.g. in schools, neighbourhood, workplace)?

Yes

No

Please provide detail: The primary focus of the service is to improve the wellbeing of disabled children and their families, including increased independent living skills and inclusion in local community settings. This provision should help build better relationships and create local networks for peer support.

Action required:

Amend the specification to capture this and ensure bidders have information on clusters. The successful provider will need help linking into clusters and existing networks.

11. Could this activity be perceived as benefiting one group at the expense of another?

Yes

No

Please provide detail: If harder to reach groups are not proactively engaged, these could be excluded.

Action required:

Amend spec to include this proactive targeting.

12. Equality, diversity, cohesion and integration action plan

(insert all your actions from your assessment here, set timescales, measures and identify a lead person for each action)

Action	Timescale	Measure	Lead person
To add requirement into specification for service to target harder to reach groups.		Requirement added to specification	
Further involvement of disabled children and parent carers – young people’s panel to evaluate bidders at tender stage. Two parent carers on Evaluation Team to evaluate completed method statements and evaluate presentations.		Names of parent carers and young people involved, with details of age, gender, ethnicity and disability.	
To ensure the service specification captures the requirement to build relationships and networks with clusters.			
Tender process to ensure the successful bidder has the necessary skills, knowledge and understanding.		Method Statement questions, presentation and young people’s panel. PQQ.	
Contract management and robust monitoring to ensure service delivers an effective partnership approach.		Monitoring requirements stated in specification, ongoing contract management.	

Action	Timescale	Measure	Lead person

13. Governance, ownership and approval

State here who has approved the actions and outcomes from the equality, diversity, cohesion and integration impact assessment

Name	Job Title	Date

14. Monitoring progress for equality, diversity, cohesion and integration actions (please tick)

- As part of Service Planning performance monitoring
- As part of Project monitoring
- Update report will be agreed and provided to the appropriate board
Please specify which board
- Other (please specify)

15. Publishing

Date sent to Equality Team	
Date published	