

Equality, Diversity, Cohesion and Integration Screening



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.

A **screening** process can help judge relevance and provides a record of both the **process** and **decision**. Screening should be a short, sharp exercise that determines relevance for all new and revised strategies, policies, services and functions.

Completed at the earliest opportunity it will help to determine:

- the relevance of proposals and decisions to equality, diversity, cohesion and integration.
- whether or not equality, diversity, cohesion and integration is being/has already been considered, and
- whether or not it is necessary to carry out an impact assessment.

Directorate: Children’s Services	Service area: Children’s Commissioning
Lead person: Paul Bollom	Contact number: 2475456

1. Title: Head of Commissioning and Market Management

Is this a:

Strategy / Policy

Service / Function

Other

If other, please specify

2. Please provide a brief description of what you are screening

Decision Report for commissioning of short breaks for disabled children for 2012-13.

This includes the award of a contract for delivering short breaks, storage and maintenance of specialist equipment to be loaned across the city, maintaining effective participation and communication with disabled children and their families and health intervention training.

3. Relevance to equality, diversity, cohesion and integration

All the council's strategies/policies, services/functions affect service users, employees or the wider community – city wide or more local. These will also have a greater/lesser relevance to equality, diversity, cohesion and integration.

The following questions will help you to identify how relevant your proposals are.

When considering these questions think about age, carers, disability, gender reassignment, race, religion or belief, sex, sexual orientation and any other relevant characteristics (for example socio-economic status, social class, income, unemployment, residential location or family background and education or skills levels).

Questions	Yes	No
Is there an existing or likely differential impact for the different equality characteristics?	√	
Have there been or likely to be any public concerns about the policy or proposal?		√
Could the proposal affect how our services, commissioning or procurement activities are organised, provided, located and by whom?		√
Could the proposal affect our workforce or employment practices?		√
Does the proposal involve or will it have an impact on <ul style="list-style-type: none"> • Eliminating unlawful discrimination, victimisation and harassment • Advancing equality of opportunity • Fostering good relations 		√

If you have answered **no** to the questions above please complete **sections 6 and 7**

If you have answered **yes** to any of the above and;

- Believe you have already considered the impact on equality, diversity, cohesion and integration within your proposal please go to **section 4**.
- Are not already considering the impact on equality, diversity, cohesion and integration within your proposal please go to **section 5**.

4. Considering the impact on equality, diversity, cohesion and integration

If you can demonstrate you have considered how your proposals impact on equality, diversity, cohesion and integration you have carried out an impact assessment.

Please provide specific details for all three areas below (use the prompts for guidance).

- **How have you considered equality, diversity, cohesion and integration?** (think about the scope of the proposal, who is likely to be affected, equality related information, gaps in information and plans to address, consultation and engagement activities (taken place or planned) with those likely to be affected)

These proposals will have a positive impact on disabled children, young people and their families by providing valuable short breaks from caring which are fun and challenging for disabled children and young people.

This commissioning is based on extensive consultation with stakeholders, including disabled children, young people and their parent carers. Commissioning has been steered by a Commissioning Project Team for Short Breaks, including stakeholders from across Children's Services, providers and parent involvement. Disabled children, young people and parents have also been involved in evaluating tenders.

There is currently no register of disabled children in Leeds and no single source of information can give a completely accurate estimate of the number of disabled children. There are 1,890 children and young people with Statements of Educational Need (SEN) in Leeds but we know there are many children with disabilities who do not have statements (and not all children with statements have a disability). We can estimate figures to help us plan services. There are 169,900 children and young people living in Leeds aged 0 – 18 (inc 18) years old. Of these, we know about 7% will have some sort of disability – 11,900 (1 Office for National Statistics estimate based on the General Household Survey 2011). It is vital that universal services are able to include disabled children to relieve pressure on more expensive and intensive specialist provision.

Work is ongoing with the Performance Team to develop a Register of Disabled Children and Short Breaks database using Synergy. This will enable improved collation and analysis of equality data and positive action to address any concerns.

In the meantime, data exists in various places, including the final analysis of Aiming High for Disabled Children programme. This provides a breakdown of disabled child characteristics for those young people who accessed short breaks funded by Aiming High in 2009/10 and 2010/11. This demonstrated a wide range of ages, disabilities and geographical location were enabled to access short breaks.

- **Key findings**

(think about any potential positive and negative impact on different equality characteristics, potential to promote strong and positive relationships between groups, potential to bring groups/communities into increased contact with each other, perception that the proposal could benefit one group at the expense of another)

These proposals are targeted at disabled children, young people and their parents and carers. Within this, the aim is to benefit all groups whatever their age, disability, gender,

race, religion or belief, sex, sexual orientation and any other relevant characteristics.

The promotion of strong and positive relationships should be encouraged by way of close partnership working with providers of services, and maintaining effective participation and communication with disabled children and their families.

Families are expected to pay for activities, such as trips to leisure and sports centres, the theatre or cinema etc just like non-disabled and so there is no potential for benefiting this group at the expense of non-disabled children.

- **Actions**

(think about how you will promote positive impact and remove/ reduce negative impact)

Positive impact on disabled children, young people and their families will be promoted by way of these proposals, informed by existing and ongoing consultation findings to help ensure provision meets the needs and wishes of service users. Happy, healthy and stable families will benefit communities by improving equality and cohesion and reducing pressure on specialist services.

5. If you are *not* already considering the impact on equality, diversity, cohesion and integration you *will need to carry out an impact assessment*.

Date to scope and plan your impact assessment:	
Date to complete your impact assessment	
Lead person for your impact assessment (Include name and job title)	

6. Governance, ownership and approval

Please state here who has approved the actions and outcomes of the screening

Name	Job title	Date

7. Publishing

This screening document will act as evidence that due regard to equality and diversity has been given. If you are not carrying out an independent impact assessment the screening document will need to be published.

Please send a copy to the Equality Team for publishing

Date screening completed	25 th January 2012
Date sent to Equality Team	

Date published (To be completed by the Equality Team)	
---	--