

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 and Families Services	Service area: Commissioning and Market Management
Lead person: Cat Henderson	Contact number: 0113 37 84530

1. Title: Mediation & Disagreement Resolution Commissioned Service

Is this a:

Strategy / Policy
 Service / Function
 Other

If other, please specify

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

Decision to award a contract without competition, to Leeds Community Healthcare Trust (LCHT) for delivery of Speech and Language Therapy (SaLT) input into the Therapeutic Social Work Team (TSWT).

The contract will be for a highly specialist speech and language therapist (Band 7) to work within the TSWT for 2 days per week. Clinical governance, supervision and mandatory training and development will be retained by LCHT as service provider. It is for this reason that a service contract is preferred over a secondment arrangement.

This contract will enhance the work of the TSWT through the provision of in service training for TSWT (and Team Around the Child (TAC)) about the impact of Speech, Language and Communication Needs (SLCN), including how to identify difficulties. The service will include provision of a bespoke training programme, which will consider SLCN in the context of relational and developmental trauma; development of a screening tool to

support initial assessment of therapeutic need and for use during course of TSWT work with a child; developing the skills and capacity of TSWT staff to run language and communication groups; and coaching the TAC in the delivery of a specific SaLT programme if identified during full assessment.

One of the roles of the speech and language therapist within the TSWT will be to develop and hold links and pathways between TSWT and core SaLT services to meet any identified needs. Many cases within the TSWT require SaLT services. The speech and language therapist within TSWT will be able to facilitate a full assessment of SLC needs if identified through the initial screening process in relation to ongoing therapeutic support. This will enable a swifter referral into core SaLT services and therefore reduce any delays accessing these services.

Young People in contact with the TSWT have links with LCHT via Child Looked After Nurses, their GP and School Nursing services. They may also require access to other services provided by LCHT, such as psychology, physiotherapy, Occupational Therapy. This is the key reason for awarding a contract directly to this provider over any other provider.

Having the speech and language therapist employed within LCHT enables them to have a good awareness of SaLT services pathways and models. Referrals from the speech and language therapists are classed as 'internal referrals' and so are not subject to the same wait time and consultation clinic protocol as other referrals coming in. They can instead be prioritised for the required piece of assessment or intervention work, which is a significant benefit to reduced waiting times for children and families.

Furthermore, having the speech and language therapist employed through LCHT will ensure robust clinical governance in line with other LCHT workers. As part of this governance the speech and language therapist will access mandatory training provided by LCHT, therefore allowing them to support the TSWT with a working knowledge of developments in LCHT and ensure their practice is continually improved. The arrangement will also support the speech and language therapist to access supervision arrangements from other speech and language therapists within the organisation and enable them to access speech and language therapy knowledge from a number of professionals that they would otherwise be quite isolated from

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?		X
Have there been or likely to be any public concerns about the policy or proposal?		X
Could the proposal affect how our services, commissioning or procurement activities are organised, provided, located and by whom?		X
Could the proposal affect our workforce or employment practices?		X
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 		X

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).
<ul style="list-style-type: none"> • 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)
<ul style="list-style-type: none"> • 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)
<ul style="list-style-type: none"> • Actions

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

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
Joel Hannah	Head of Looked After Children	
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	27/07/2018	
Date sent to Equality Team		
Date published (To be completed by the Equality Team)		