

## Equality, Diversity, Cohesion and Integration (EDCI) impact assessment

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

<b>Directorate: Children and Families</b>	<b>Service area: Learning Inclusion</b>
<b>Lead person: Arwen Strudwick</b>	<b>Contact number: 0113 37 86651</b>
<b>Date of the equality, diversity, cohesion and integration impact assessment:</b>	

<b>1. Title: Leeds Portage Service Future</b>
Is this a:
<input type="checkbox"/> <b>Strategy / Policy</b> <input checked="" type="checkbox"/> <b>Service / Function</b> <input type="checkbox"/> <b>Other</b>
<b>If other, please specify</b>

### 2. Members of the assessment team:

<b>Name</b>	<b>Organisation</b>	<b>Role on assessment team For example, service user, manager of service, specialist</b>
Arwen Strudwick	LCC	Service Improvement, Learning Inclusion
Joan Kavanaugh	LCC	Service Delivery Manager, Learning Inclusion
Keith Atkin	LCC	Team Leader, Learning Inclusion
David Livingston	LCC	Commissioning

<b>3. Summary of strategy, policy, service or function that was assessed:</b>
Changing the service delivery model to provide a portage service in house.

<b>4. Scope of the equality, diversity, cohesion and integration impact assessment</b> (complete - 4a. if you are assessing a strategy, policy or plan and 4b. if you are assessing a service, function or event)
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<b>4a. Strategy, policy or plan</b> (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"/>
<b>Please provide detail:</b>	

<b>4b. Service, function, event</b> please tick the appropriate box below	
The whole service (including service provision and employment)	<input checked="" 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)	<input type="checkbox"/>
<b>Please provide detail:</b> Portage provides early education support for children with substantial developmental delay; these are children who will require, in most cases, lifelong additional support as the result of complex learning and health needs. Leeds City Council (LCC) has delivered a Portage service for more than 20 years, in partnership with the voluntary sector, more latterly via a competitive procurement exercise.	

**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)

The portage service is valuable and provides support for families whose children are identified, primarily by NHS colleagues, as presenting with substantial delay.

This is a service for children with SEND and their families, working to ensure they have the support to teach and enrich their children’s experiences in preparation for learning outside of the home.

It is a popular service that families want. It is also the only specialist home based service for the population.

As a service we have provided for more than 20 years, our referral routes are robust and the model is widely accepted, with external training and accreditation.

Access to the service is through standard universal development checks.

**Are there any gaps in equality and diversity information**

**Please provide detail:**

This service is available to the whole population who meet the criteria.

**Action required:**

None

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

Yes

No

**Please provide detail:**

We do not propose to change or cease the service. As such, the service will not change. It will be delivered in-house rather than through contract. It is unhelpful to consult service users where there will be no impact on the service and the decision is organisational or financial.

**Action required:**

Following a decision in principle to continue the service:

Consult with the trade unions

Communicate with the staff who will TUPE

Communicate with parents

Communicate with the Leeds Community Healthcare NHS trust and the Teaching Hospitals Trust

**7. Who may be affected by this activity?**

please tick all relevant and significant 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**

(**Other** can include – marriage and civil partnership, pregnancy and maternity, and those areas that impact on or relate to equality: tackling poverty and improving health and well-being)

**Please specify:**

**Stakeholders**

**Services users**

**Employees**

**Trade Unions**

**Partners**

**Members**

**Suppliers**

**Other please specify**

**Potential barriers**

**Built environment**

**Location of premises and services**

**Information and communication**

**Customer care**

**Timing**

**Stereotypes and assumptions**

**Cost**

**Consultation and involvement**

**Financial exclusion**

**Employment and training**

**specific barriers to the strategy, policy, services or function**

**Please specify**

Staff who TUPE will have an office base at Adams Court but will continue to work as a home visiting service.

**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:**

The Portage service will be co-located with the SENIT service, who support the transition of the children into learning settings outside of the home. Staff in the Portage service will benefit from being part of the Learning Inclusion service for wider development and progression opportunities.

**Action required:**

none

**8b. Negative impact:**

There may be challenges for Portage staff from the third sector transitioning to the local authority.

<b>Action required:</b>
Support and welcome staff as they join the service. Ensure that staff have a connection with the manger before they arrive and an induction programme to familiarise them with the wider service.

<b>9. Will this activity promote strong and positive relationships between the groups/communities identified?</b>
<input checked="" type="checkbox"/> <b>Yes</b> <input type="checkbox"/> <b>No</b>
<b>Please provide detail:</b>
Transitioning back to an in-house service will allow transitions to be better coordinated as staff will know each other and work as a team with the support in the next phase of learning for children and families.
Portage is part of the inclusion offer, the purpose of which is to ensure that children and young people with additional needs are included in their local communities.
<b>Action required:</b>
none

<b>10. Does this activity bring groups/communities into increased contact with each other? (for example, in schools, neighbourhood, workplace)</b>
<input checked="" type="checkbox"/> <b>Yes</b> <input type="checkbox"/> <b>No</b>
<b>Please provide detail:</b>
As above, the purpose on the inclusion offer is to include children and young people with additional needs in their local communities.
<b>Action required:</b>
none

<b>11. Could this activity be perceived as benefiting one group at the expense of another? (for example where your activity or decision is aimed at adults could it have an</b>
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impact on children and young people)

**Yes**

**No**

**Please provide detail:**

The service has been provided for more than 20 years without any complaints of negative impact against another group.

**Action required:**

none

**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)

<b>Action</b>	<b>Timescale</b>	<b>Measure</b>	<b>Lead person</b>
<p>Following a decision to continue the service:</p> <p>Consult with the trade unions Communicate with the staff who will TUPE Communicate with parents Communicate with the Leeds Community Healthcare NHS trust and the Teaching Hospitals Trust</p>	<p>From the point of decision to April 2023</p>	<ul style="list-style-type: none"><li>• Completed consultation with Trade Unions</li><li>• Written communications to staff</li><li>• Article for parents on the Leeds Local Offer</li><li>• Article on Leeds for Learning circulated by the Designated Clinical Officer</li></ul>	<p>Arwen Strudwick Joan Kavanagh</p>
<p>Support and welcome staff as they join the service. Ensure that staff have a connection with the manger before they arrive and an induction programme to familiarise them with the wider service.</p>	<p>April - May 2023</p>	<ul style="list-style-type: none"><li>• Induction</li><li>• Welcome meeting</li></ul>	<p>Arwen Strudwick Keith Atkin</p>



**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
Joan Kavanagh	SEND Support Teams Service Delivery Manager	26/07/2022
<b>Date impact assessment completed</b>		26/07/2022

**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**

Though **all** key decisions are required to give due regard to equality the council **only** publishes those related to **Executive Board, Full Council, Key Delegated Decisions** or a **Significant Operational Decision**.

A copy of this equality impact assessment should be attached as an appendix to the decision making report:

- Governance Services will publish those relating to Executive Board and Full Council.
- The appropriate directorate will publish those relating to Delegated Decisions and Significant Operational Decisions.
- A copy of all other equality impact assessments that are not to be published should be sent to [equalityteam@leeds.gov.uk](mailto:equalityteam@leeds.gov.uk) for record.

Complete the appropriate section below with the date the report and attached assessment was sent:

For Executive Board or Full Council – sent to <b>Governance Services</b>	Date sent:
For Delegated Decisions or Significant Operational Decisions – sent to appropriate <b>Directorate</b>	Date sent:
All other decisions – sent to <a href="mailto:equalityteam@leeds.gov.uk">equalityteam@leeds.gov.uk</a>	Date sent: