

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	Service area: Early Help
Lead person: Lyndsey Mortimer	Contact number: 0113 3785430

1. Title: Grant funding income of £112,268 from Department for Levelling Up, Housing and Communities (DLUHC) for a Good Practice Project: SEND

Is this a:

Strategy / Policy

Service / Function

Other

If other, please specify

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

This document is screening the EDCI implications of the decision to receive grant funding income of £112,268 from Department for Levelling Up, Housing and Communities (DLUHC).

The grant will fund a good practice project to test approaches to ensure children and young people recently identified as needing SEND support or needing an EHCP are offered a conversation with a professional which explores the wider family's needs, leading to whole family working where this is needed

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).

- **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)

This project is aligned to the Supporting Families programme.

Existing work has considered equalities issues, principally ongoing local and national performance monitoring and evaluation of the 'Supporting Families' programme.

In addition, Leeds is underway with an early help review which has included the commissioning team, extensive data analysis, engagement with partners and ongoing consultation which has influenced the development of plans for Earned Autonomy.

More work needs to be done on this important issue so as such we will be undertaking more work as part of implementation and review of these new developments to more deeply understand the potential impacts of these new proposals.

Specifically, this project will test ways of better aligning Special Educational Needs and Early Help systems. This project will test approaches to better connect family support and SEN support services to ensure families wider support needs for the whole family are met in a timely and effective way.

A key aim of the grant is to improve outcomes for families, create tangible changes in the way the system works to improve outcomes for families, and consider the needs of the whole family when working with families with special educational needs.

- **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)

As above, existing work has identified:

- Variability in the consistency and quality of equalities monitoring across providers
- Issues with access to services for families with a child with SEND
- Acknowledgement that families from black and minority ethnic groups are under represented in early help services and over represented in statutory services. The funding will allow for continued investment in ensuring services for all children and families are equitable for all communities.

- **Actions**

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

Actions already in progress are:

- Improve equalities monitoring across all LCC provided and commissioned services
- Development of sophisticated, better joined up systems which will be accountable to the early Help Insight Board.
- Ongoing evaluation and review of equalities and cohesion impacts during the continuation of the Earned Autonomy plan – review in March 2023 and 2024.

The focus of this specific project will be on improvement of outcomes for families with children with special educational need, where we know there are issues with access to 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
Vicky Fuggles	Head of Early Help Services	

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	
Date sent to Equality Team	
Date published (To be completed by the Equality Team)	