

Annex 2 - Equality Impact Assessment Template

Please read Guidance on Completing EIA alongside this form

Name of Service being assessed. Early Years (In-House) Out of School and Holiday schemes The term Service will be used throughout the template.

Directorate:	Lifelong Learning Cost to parents claiming tax credits - 1 child
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Head of Service:	Mary O'Reilly
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Lead Officer:	Zerin Basto
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Names and Roles of people carrying out the EIA

Sylvi Hodges	Early Years Development Officer
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Zerin Basto	Childcare and Education Manager
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Cathy DeAbaitua	Planning and Research Officer
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Section 1 - Introduction

Identify the aims of the service

a) What is the aim, objective or purpose of the service?

- To provide out of school and holiday schemes for children aged 5 – 13 years and their families who live in the borough or live externally and work in the borough.

b) Is the service delivered by one department or in conjunction with other departments, agencies etc.

- Early Years Out of School/Holiday Provision works in partnership with 10 local schools, Greenspace and parent/carers.

c) How does the service fit in with the council's wider aims?

The Out of School service is part of early years and the strategy fits into the borough's vision and will have the following impact on young children and their families:

Quality spaces - An integrated and enhanced transport system will make employment

and schools more accessible. Improvements to housing will give children and their families homes that meet basic needs, which are important to their wellbeing. Cleaner streets and a range of green spaces will improve the environment for families.

Aspiration and success - Developing a borough that attracts businesses it will develop a stronger local economy. This will give children good opportunities for the future, as a range of job opportunities will be available to them.

A community fit for all - Raising children in a more diverse community will give children opportunities to learn and develop relationships that are based on valuing difference. Improved health services for those most in need, which have been developed through excellent engagement with the local community will ensure that families receive services they need.

Working for Waltham Forest - An outward looking organisation that operates corporately will help families to access services effectively. As the borough is one of the largest employers and plans to reflect the community it serves, it will be a local organisation local people will want to work for.

What is the rationale behind the service and its delivery?

d) **State the underlying service objectives, which underpin the service and what they are trying to achieve. Are there associated objectives of the service?**

- C.f. 1a and 1c)

Is the service aimed at a particular client group?

f) **Who are the main stakeholders in relation to this service?**

- Children aged 5 – 13 years and their families who live in the borough or live externally and work in the borough.
- A small number of children are referred from social services

How is the service delivered

g) **Is there an eligibility criteria?**

- The playschemes operate on a first come first served basis, if they have more children than places they are put on a waiting list. The 3 playschemes are available to all children aged 6 – 13 years.
- The Out of school clubs that operate from 10 local school premises are available to children aged 5 – 11 years who attend those schools, historically this was a school request. Places are offered by completing a self referral form that is attached to the registration form regarding their needs.
- Action to do: revise the eligibility criteria as its main purpose which is to support parents who are working.

h) Is the service statutory or non-statutory?

- Non statutory service

i) Is the service free or subject to charges?

The Early Years Out of School/Holiday Provision charges are as follows:

After school clubs running from school premises £4.50 per session full rate, £3.00 per session concession rate.

After school/Holiday schemes run from play schemes in local parks £1.75 per session full rate, £1.00 per session concession and £3.00 per session Out of borough.

Section 2 - Broad Needs Analysis of the Service Area

Please set out your understanding of the needs of your clients and their barriers to having these needs met and theirs and you barriers to accessing/delivering your service. This needs to be broken down into the 6 equality areas. In completing this exercise ask and answer the following questions.

a) Are staff trained in equality awareness and cultural awareness relevant to the needs of your client group?

- A variety of free training is available to all out of school workers via the 'Early Years Training and Development Programme' and staff can access this training. In the past year the majority of staff have completed training in key areas that the service needed to update i.e. First Aid, Child Protection, NVQ, DDA Awareness, Equality training and DDA awareness courses are planned for the New Year.

b) Are there any factors about the way the service is delivered that could have an equalities impact? Consider opening times: physical access: translation and interpretation services.

- The Out of School/Holiday provision information is available in community Languages, Braille and Large print if requested. This an area we need to further develop ensuring that our information is available in a range of community languages.
- The service we provide to residents of the borough and all of the settings we use i.e. school buildings and Play schemes the majority are wheelchair accessible and have disability toilet facilities.
- The borough is very diverse across all equality areas and we actively encourage this diversity to be celebrated in our clubs. This is implemented and achieved within the activities, equipment used, policies and advice from Early Years inclusion worker.

c) What methods do you use to promote or advertise the service?

- The Children's Information Service, Summer Daze, Waltham Forest Direct, Waltham Forest Website, parent /Carer booklets, Local Newspaper, Newsletters and via the local schools.

d) What measure do you undertake to reach traditionally excluded communities?

The Early Years Out of School/Holiday Provision has a commitment to consult with partners and will ensure that consultative forums are developed across the borough. We will, through this strategy, apply it to the best of our ability to needs of communities throughout the borough. Historically the negotiation with the school was that only children from that school can attend, this limits the groups we are able to reach. We have tried to re-negotiate and change the ethos but without success.

e) Has your service been subject to any complaints, which involve equality issues?

- The Out of school service had 2 complaints in the summer from parents regarding access to provision for their children who have a disability. These complaints were by phone and dealt with immediately i.e. Parent carer booklet was printed in large print, extra staff made available to offer the care needed to support a child with disability (parent did not take up the place). This is an area that will need to be monitored and developed with the Early Years inclusion worker to ensure inclusion happens at all times.

f) What consultation exercises have been carried out over the last 2 years and/or are planned in the near future?

- Consultative forums are held quarterly
- Early Years Childcare Audit (Yearly) Early Years Play strategy Nov/Dec 2005
- Early Years Out of School Parent Consultation Nov 2005
- Early Years review that included a play review of staff 2003/04.
- An out of school service action plan for 2006 is currently being devised

g) Are there any additional equalities monitoring information you want to collect?

- Regarding Sexuality and Faith at this time we do not request this information, as our Stakeholders are children aged 5 –13 years. We will need to review this for staff and parent /Carers- Advice is required.
- More information regarding SEN/Disability with children – to be discussed and implemented with advice from the Early Years inclusion worker.

Section 3 - Data collection and analysis

a) Profile of service user

Early Years database information on all settings and stakeholders. See report attached.

Profile of borough – using census and ward data

Family composition

There are nearly 28,000 families in Waltham Forest with dependant children i.e. children under the age of 16. The total numbers of children in that age range are approximately 48,149.

Gender

There are 10,728 boys aged 5-12 living in the borough

There are 8,424 girls aged 5-12 living in the borough

Health

The most deprived wards in the borough have the highest rates of children with poor health.

The borough's out of school settings are in the following 12 most deprived wards (please note there are other out of school / holiday provision in the other 3 wards but the service is not provided by the borough):

After-school	Holiday schemes
Higham Hill x 2	Higham Hill
Cann Hall	Leyton
Forest	
Wood Street	
High Street	
Leyton x 2	
William Morris	

Ethnicity

The majority of the boroughs children were born in Europe 91% were born in the UK or the republic of Ireland. 2% Western or Eastern European 3%, were born in Africa and 2.6% were born in Asia.

10,392 of 5 –11 year olds are White and 10,025 are from Black and ethnic minority groups.

Faith

47% of the boroughs children are Christian

23% of the boroughs children are Muslim
 15% of the boroughs children have no religion
 2% of the boroughs children are Hindu
 For all other religions % is under 1%

Source: 2001 Census

b) Profile of staff delivering the service – council and voluntary and independent sector

The Early Years Out of School work force are for the large part female workers, but this is generally the case within this area of work. Regarding ethnicity of the workforce, this is in line with the borough profile. None of the staff have given information whether they have a disability although staff may have long-term illness that they do not regard as a disability.

Staff information					
Gender	Disability	Ethnicity		Sexuality	Faith
Male 3	No	White British	3	Data not collected	Data not collected
Female 34	No	White British	18	Data not collected	Data not collected
		White Other	2		
		Black Caribbean	3		
		Turkish Cypriot	1		
		African	1		
		East African British	1		
		Indian	2		
		Pakistani	2		
Not specified	4				

c) Profile of training available and who has had it – council and voluntary and independent sector.

C.f. 2a)

Training is open to all Early years Out of School practitioners; out of school have a database with a skills audit of qualifications and courses attended. Early Years have a database with information of attendees to all training courses.

d) **Does the customer profile of your service reflect the local population or the relevant target group or is there under or over representation by certain groups?**

C.f . 3a)

e) **Any Gaps in data information required?**

- Regarding Sexuality and Faith we will need to review this for staff and parent /Carers, **Advice is required.**
- Specific information regarding SEN/Disability with children and staff and parent/carers – to be discussed and implemented with advice from the Early Years inclusion worker. **Advice is required.**

Section 4 - Consultation

a) **What consultation exercises have been carried out over the last 2 years/are planned in the near future. Consultation includes; research; needs analysis; ongoing consultation and involvement in service development. Make sure hard-to-reach/hear communities or sections of communities are consulted. Repeat section 5 if necessary in light of responses to consultation. When making a final decision on the service, take assessments and consultations fully into account.**

- Consultative forums quarterly, Early Years Childcare Audit (Yearly) Early Years Play strategy Nov/Dec 2005, Early Years Out of School Parent Consultation Nov 2005 Early Years review that included a play review of staff 2003/04.
- CIS & Early Years - quarterly surveys for families contacting CIS

Section 5 - Assessment

a) **Identify if there is any differential effect of the service on different equality from the information available above**

- Information on **Sexuality** and **Faith** are not collected for children aged 5 – 13 years requested, therefore we cannot make a judgement on these areas
- **Ethnic profile** -
- **Gender** - There are more females (Parent /Carers) using and staffing our services.
- **Disability**- Inclusion is a priority of Early Years In-House Out of School provision and their partners, we have recognised this is an area we will continually need to monitor and improve.

b) **How are people from each equality group reflected in the take up of services?**

- We are unable to specify all areas as we do not collate data on Sexuality, Faith on children using our service
- C.f 3a)

c) If there are differential impacts are they adverse, unlawful or positive?

- The Early Years out of school workforce in the borough is predominantly female this is a norm and national trend. We actively encourage men to join the workforce.

d) Are there other ways in which the service could be provided which would achieve its aims without adverse or unlawful impact?

➤ **Yes**

- To develop the out of school service in partnership with private and voluntary sector providers.
- Raise the Early Years out of school club fees in line with other private and voluntary sector providers.
- Continue to develop the commissioning of Grants from Early years to private and voluntary sector providers.
- Encourage parent/carers to apply for Working Tax Credits

e) How does the service contribute to better Community Cohesion?

- Early Years out of school provision and its partners provide and develop and offer services to meet the needs of children aged 5 – 13 years and their families.
- Early years out of school provision also provide training and a professional development programme for their staff; this promotes quality inclusive practice enabling the settings to deliver quality services that meet the needs of the residents in the borough.
- Community Fundays, National playday and special borough wide events in collaboration with our partners including the private and voluntary sector, are arranged throughout the year. This enables children and their families from across the borough to come together to celebrate, share information and experiences.

f) What opportunities are there for positive good relations between different communities cross-cultural contact between different communities to take place?

- Community Fundays, National playday and special borough wide events in collaboration with our partners including the private and voluntary sector, are arranged throughout the year. This enables children and their families from across the borough to come together to celebrate, share information and experiences.

g) In what way does the service work to eliminate discrimination

- Training of staff in equality areas on yearly basis
- The Out of School Provision has a inclusion and equality policy
- Staffing reflect the users of the service
- Monitoring of service users and providers

➤ Evaluations

h) **How does the service promote equal opportunities?**

➤ C.f. 5g)

i) **Identify if there are groups other than those already considered that may be adversely affected by the service. This could include effects of peoples physical and mental health needs**

- We may be excluding traditionally excluded/ hard to reach children and families from our service
- Other providers of Out of school and holiday scheme services within the borough
- Parent/carers due to time restraints closing time being set at 5:30 at afterschool clubs within school settings as we are not Ofsted registered.

j) **What is the custom and practice in the provision or allocation of this service? Could these have a disproportionate impact on the equality target groups?**

- The playschemes operate on a first come first served basis, if they have more children than places they are put on a waiting list. The 3 playschemes are available to all children aged 6 – 13 years.
- The Out of school clubs that operate from 10 local school premises are available to children aged 5 – 11 years who attend those schools, historically this was a school request. Places are offered by completing a self-referral form that is attached to the registration form regarding their needs.

Section 6 - Adverse Impact

a) **Specify measure that can be taken to remove or minimize the disproportionate impact or adverse impact identified. If there was none, then identified how disproportionate impact or adverse effect could be avoided in the future.**

- To monitor closely all equality areas on a regular basis
- Become Ofsted registered

Section 7 - Monitoring and Review of service

a) **Make arrangements to monitor and review for adverse impact in the future.**

- This is currently happening and will be included in the 2006 action plan.

Section 8 - Conclusions and Recommendations

a) **Does the service comply with equalities legislation, including the duty to promote race equalities?**

- Yes,
- The out of school service has Policies and procedures regarding inclusion and equality.
- We promote that we are an inclusive service in our information to parent/carers

b) **Yes or No. If No please comment on how this is to be remedied**

c) **What are the main areas requiring further attentions**

- Incomplete/incorrect initial recording of information regarding Age, Gender, SEN, Disability for children
- Updating the Out of school children's information database on monthly basis.
- As we are not monitoring faith and gender with the parent/carers, this is a gap that will need to be developed.

d) **How will the results of the EAI feed into the performance planning process**

- Lifelong Learning Equalities Board review
- Management team meetings
- Service Plan

e) **How and when will the service be monitored**

- Lifelong Learning Equalities Board review
- Management team meetings
- Service Plan actions

f) **Suggested consultation for the future**

- Customer feedback surveys with children and their families
- Ongoing consultation forums
- Staff evaluations

For recommendations please complete improvement plan.

Section 9 - Publish the Results

We have a statutory specific duty to publish the results of our EIA, consultation and monitoring.

The improvement plan and the list of consultations need to put on the council website.

Appendix two - Partial Equality Impact Assessment Form

Please read Guidance on Completing EIA alongside this form
Use this form for new and existing policies. Where a question is not applicable to your assessment, please indicate.

1. What is the name of the service/policy/procedure/project etc to be assessed?

2. Briefly describe the aim of the service/policy etc? What needs or duties (RRAA)* is it designed to meet? How does it differ from any existing services/policies etc in this area?

3. Is there any evidence to suggest that this could affect minority ethnic groups men and women, people with disability, lesbians and gay men, young and other people and faith communities. Is there an adverse impact? What are the reasons for this adverse impact?

4. Please describe the evidence you have used to make your judgement. What existing data for example (qualitative or quantitative) have you used to form your judgement? Please supply the evidence you used to make your judgement separately (by race, gender and disability etc). Same category as in No 3.

5. Have you consulted externally as part when drafting your service? Who have you consulted? What methods did you use? And what have you done with the results i.e. how do you intend to use the information gathered as part of the consultation?

6. Have you published the results of that consultation, if so, where?

7. Is there a public concern (in the media etc) that this function or service is being

operated in discriminatory manner?

8. If in your judgement, the proposed service/policy etc does have an adverse impact? Can that impact be justified? You need to think whether the proposed service/policy etc will have a positive or negative effect on the promotion of equality opportunity, if it will help eliminate discrimination in any way, or encourage or hinder community relations.

9. If the impact cannot be justified, how do you intend to deal with it?

10. Kindly provide separate evidence of how you intend to monitor in future

If you need more space for any answers please continue on a separate sheet.

Signed by the manager undertaking assessment _____

Full name (in capitals please) _____

Dated _____ Position in the Council _____

Please Note: It is recommended that Head of Service should decide whether there is a need for full Equality Impact Assessment based on a high negative score points (if part of the service does not meet the general duties in the RRAA (see overleaf)