

Equality Impact Assessment Template

The purpose of an Equality Impact Assessment (EqIA) is to improve the work of Orkney Islands Council by making sure it promotes equality and does not discriminate. This assessment records the likely impact of any changes to a function, policy or plan by anticipating the consequences, and making sure that any negative impacts are eliminated or minimised and positive impacts are maximised.

1. IDENTIFICATION OF FUNCTION, POLICY OR PLAN	
Name of function/policy/plan to be assessed	Joint Additional Support Project
Service/service area responsible	Education, Leisure and Housing/Orkney Health and Care
Name of person carrying out the assessment and contact details	Peter Diamond
Date of assessment	30 January 2012
Is the function/policy/plan new or existing? (Please indicate also if the service is to be deleted, reduced or changed significantly)	New
2. INITIAL SCREENING	
What are the intended outcomes of the function/policy/plan?	The service will provide community-based, flexible, learning opportunities for a small number of children and young people with complex and high risk needs involving social and emotional difficulties, along with their parents and carers.
State who is, or may be affected by this function/policy/plan, and how	Children who, in the past, may have been identified as requiring Out of Authority Placements to address their needs and their parents and carers
How have stakeholders been involved in the development of this function/policy/plan?	Service providers have been involved in the design and delivery of a pilot project. An evaluation of the impact and effectiveness of this project has been undertaken. Young people's views and feedback were considered as part of the evaluation. The evaluation has informed progress with the development of the project and the current proposal.

<p>Is there any existing data and/or research relating to equalities issues in this policy area? Please summarise.</p> <p>e.g. consultations, national surveys, performance data, complaints, service user feedback, academic/consultants' reports, benchmarking (see equalities resources on OIC information portal)</p>	<p>There is a significant body of research and academic evidence relation to outcomes for children and young people with social emotional and behavioural learning difficulties, as well as for children and young people who become Looked After by the local authority.</p> <p>In general terms the evidence suggests that these groups of children and young people have poorer (academic) outcomes as school leavers and go on to have poorer life experience when compared to their peers.</p> <p>In a significant number of cases the long term experience can include significant mental health difficulties and/or social exclusion and/or engaging in anti-social behaviour and criminal activity. The cost of late intervention is high and current Government policy on Public Sector Reform requires local government to rethink/redesign early intervention programmes and consider how 'spending early can save money later.</p>
<p>Could the function/policy have a differential impact on any of the following equality strands?</p>	<p>(Please provide any evidence – positive impacts/benefits, negative impacts and reasons)</p>
<p>1. Race: this includes ethnic or national groups, colour and nationality</p>	<p>No</p>
<p>2. Sex: a man or a woman</p>	<p>No</p>
<p>3. Sexual Orientation: whether a person's sexual attraction is towards their own sex, the opposite sex or to both sexes</p>	<p>No</p>
<p>4. Gender Reassignment: the process of transitioning from one gender to another</p>	<p>No</p>
<p>5. Pregnancy and maternity</p>	<p>No</p>
<p>6. Age: people of different ages</p>	<p>Yes – the project is specifically designed to support children and young people and their parents and carers.</p>
<p>7. Religion or beliefs or none (atheists)</p>	<p>No</p>
<p>8. Caring responsibilities</p>	<p>Yes – the project is specifically designed to support parents and carers. In particular those caring for young people with social, emotional and behaviour learning difficulties would benefit as would those caring for a child or young person who is Looked After by the local authority.</p>
<p>9. Marriage and Civil Partnership</p>	<p>No</p>

10. Disability: people with disabilities (whether registered or not)	Yes – the project is specifically designed to support children and young people with additional support needs as defined within the Education (Additional Support for Learning) (Scotland) Act 2004 & 2009. This definition includes children with a disability where that disability requires additional support or presents a potential barrier to learning.
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3. IMPACT ASSESSMENT	
Does the analysis above identify any differential impacts which need to be addressed?	No
How could you minimise or remove any potential negative impacts?	Not applicable
Do you have enough information to make a judgement? If no, what information do you require?	Yes

4. CONCLUSIONS AND PLANNED ACTION	
Is further work required?	No
What action is to be taken?	Not applicable
Who will undertake it?	Not applicable
When will it be done?	Not applicable
How will it be monitored? (e.g. through service plans)	Not applicable

Signature

Date

30 January 2012

Name PETER DIAMOND
(BLOCK CAPITALS)

Please sign and date this form, keep one copy and send a copy to Corporate and Community Strategy. It should also be emailed to Corporate and Community Strategy.