

## Appendix 4

# Equality Impact Assessment / Equality Analysis

(Updated December 2022)

Item name	Details
<b>Title of service or policy</b>	Residential Overnight Short Break Service
<b>Name of directorate and service</b>	Mary Kearney Knowles Natalia Lachkou
<b>Name and role of officers completing the EIA</b>	Dee Chaddha, Strategic Commissioning Officer
<b>Date of assessment</b>	25.10.23

Equality Impact Assessment (or 'Equality Analysis') is a process of systematically analysing a new or existing policy or service to identify what impact or likely impact it will have on different groups within the community. The main aim is to identify any discriminatory or negative consequences for a particular group or sector of the community, and also to identify areas where equality can be better promoted. Equality impact Assessments (EIAs) can be carried out in relation to services provided to customers and residents as well as employment policies/strategies that relate to staffing matters.

This toolkit has been developed to use as a framework when carrying out an Equality Impact Assessment (EIA) or Equality Analysis. **Not all sections will be relevant – so leave blank any that are not applicable.** It is intended that this is used as a working document throughout the process, and a final version will be published on the Council's website.

## 1.1 Identify the aims of the policy or service and how it is implemented

Key questions	Answers / notes
<p>1.1 Briefly describe purpose of the service/policy e.g.</p> <ul style="list-style-type: none"> <li>● How the service/policy is delivered and by whom</li> <li>● If responsibility for its implementation is shared with other departments or organisations</li> <li>● Intended outcomes</li> </ul>	<p>The residential overnight short break service is commissioned by the local authority for families of disabled children living in the B&amp;NES area. This is Statutory provision.</p> <p>The purpose of the short break is to provide an opportunity for disabled children and young people to access activities provided for them that are fun and creative provided to them in a caring stimulating and supportive environment. The provision should promote child centred practices using the voice of the child to be involved in helping shape the service through coproduction. Families are also provided a break from their caring responsibilities and given an opportunity to recharge their batteries and/or carry out activities with other family members.</p> <p>The successful providers will be required to evidence their performance against the following outcomes as part of their contract:</p> <ul style="list-style-type: none"> <li>• Disabled children and young people access a range of age-appropriate activities</li> <li>• All provision is designed in co-production with provider and disabled children and young people</li> </ul>

	<ul style="list-style-type: none"> <li>• Disabled children and young people improve their confidence and self esteem</li> <li>• Disabled children and young people develop interactive skills with appropriate peers</li> <li>• Disabled children and young people are provided opportunities to develop and improve their life skills</li> <li>• Disabled children and young people increase their level of physical activity</li> </ul>
<p>1.2 Provide brief details of the scope of the policy or service being reviewed, for example:</p> <ul style="list-style-type: none"> <li>• Is it a new service/policy or review of an existing one?</li> <li>• Is it a national requirement?).</li> <li>• How much room for review is there?</li> </ul>	<p>Under The Breaks for Carers of Disabled Children Regulations 2011 require local authorities to provide a sufficient range of services for parent carers. The range of services in every local area including overnight care throughout the year. This service must be sufficient both to avoid crises and enable carers to care 'more effectively'. This is statutory provision.</p> <p>The main reason for the recommission of the residential overnight short break service is that the previous cycle of commissioning for the service is coming to an end (5 years). The Council has carried out extensive consultations with Parent/carers of disabled children, disabled children and young people, providers of short break provision and the Disabled Children's Team (who refer to the service). The consultations emphasise that there need for an overnight short break service. There are growing number of disabled children with complex needs, these children are unable to access other short breaks or mainstream provision. Without a residential overnight short break, there is serious risk of family breakdown, resulting in costly packages of care for the local authority.</p>
<p>1.3 Do the aims of this policy link to or conflict with any other policies of the Council?</p>	<p>No they do not conflict with other policies.</p>

## 2. Consideration of available data, research and information

Key questions	Data, research and information that you can refer to
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<p><b>2.1</b> What equalities training have staff received to enable them to understand the needs of our diverse community?</p>	<p>Commissioners book themselves on refresher training when required.  Providers that deliver the overnight short break service are required to keep up to date with equalities training as specified in contracts issued to them.  Commissioners also do Disability Awareness Training  Providers do extensive disability awareness training and bespoke training to support care needs of young people accessing the service</p>																																
<p><b>2.2</b> What is the equalities profile of service users?</p>	<p>A range of data is available such as attendance sheets, performance levels and levels of satisfaction of services commissioned by the Council as well as demographic data and reach data. By collecting data in this way the Council can demonstrate value for money and set out clear outcomes when developing strategic plans and commissioning of short breaks.</p> <table border="1" data-bbox="719 571 2063 802"> <thead> <tr> <th>Age</th> <th>Number of Pupils</th> </tr> </thead> <tbody> <tr> <td>0 to 5</td> <td>125</td> </tr> <tr> <td>6 to 10</td> <td>604</td> </tr> <tr> <td>11 to 15</td> <td>739</td> </tr> <tr> <td>21 to 25</td> <td>429</td> </tr> <tr> <td style="text-align: right;">Total</td> <td>2529</td> </tr> </tbody> </table> <table border="1" data-bbox="719 839 2063 1034"> <thead> <tr> <th>Gender</th> <th>Number of pupils</th> </tr> </thead> <tbody> <tr> <td>Male</td> <td>1683</td> </tr> <tr> <td>Female</td> <td>843</td> </tr> <tr> <td>Prefer not to say</td> <td>3</td> </tr> <tr> <td style="text-align: right;">Total</td> <td>259</td> </tr> </tbody> </table> <table border="1" data-bbox="719 1070 2063 1302"> <thead> <tr> <th>Primary Disability Classification (top 4)</th> <th></th> </tr> </thead> <tbody> <tr> <td>Autism (ASD)</td> <td>797</td> </tr> <tr> <td>Learning Disability (LD)</td> <td>353</td> </tr> <tr> <td>Social, Emotional &amp; Mental Health (SEMH)</td> <td>331</td> </tr> <tr> <td>Speech, Language and Communication Needs (SLCN)</td> <td>269</td> </tr> </tbody> </table>	Age	Number of Pupils	0 to 5	125	6 to 10	604	11 to 15	739	21 to 25	429	Total	2529	Gender	Number of pupils	Male	1683	Female	843	Prefer not to say	3	Total	259	Primary Disability Classification (top 4)		Autism (ASD)	797	Learning Disability (LD)	353	Social, Emotional & Mental Health (SEMH)	331	Speech, Language and Communication Needs (SLCN)	269
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<p data-bbox="203 456 692 632"><b>2.3</b> Are there any recent customer satisfaction surveys to refer to? What were the results? Are there any gaps? Or differences in experience/outcomes?</p>	<p data-bbox="719 488 2063 616">As part of the commissioning process, the Complex Care and Targeted Support Team collect data from commissioned services on a quarterly basis relating to ethnicity, age, disability type, gender and area in which they live, school attended. The monitoring also collects parent carer and children and young people's views about the services commissioned.</p>								
<p data-bbox="203 679 692 815"><b>2.4</b> What engagement or consultation has been undertaken as part of this EIA and with whom? What were the results?</p>	<p data-bbox="719 679 2063 815">In 2022 a review of all short break needs assessment was carried out. The information that was gathered, consisted of quantitative information, collected through the use of questionnaires and qualitative information, gathered through focus groups. Three questionnaires were developed.</p> <p data-bbox="719 823 2063 855">The parent carer questionnaire sought to seek feedback on three key areas:</p> <ul data-bbox="719 863 2063 999" style="list-style-type: none"> <li data-bbox="719 863 2063 927">• The range of short breaks currently available and whether parent / carers were satisfied with the range.</li> <li data-bbox="719 935 2063 967">• Whether there were any improvements that could be made to current services and / or.</li> <li data-bbox="719 975 2063 999">• Whether there was a need for the introduction of new services.</li> </ul> <p data-bbox="719 1046 2063 1150">The young people's questionnaires (i.e. an accessible widget version was also developed) focused on the types of activities they would like to participate in, during their free time, as well as how they find out about short breaks services.</p> <p data-bbox="719 1198 2063 1262">The provider's questionnaire concentrated on whether there was a good spread of short breaks in the area and identifying any gaps in the current services available.</p>								

	<p>Parent / Carers report that there is a need for short break provision to be more widely advertised and available. A need for older children (mainly teenagers) to spend time away from the home to develop independence skills was identified.</p> <p>Young people said that they would like to visit new places / day trips and group overnight trips.</p> <p>A further needs assessment for the overnight residential short break service to place in April – June 2023.</p> <p>Young people's feedback was that they were very happy to attend Beaumonts and liked spending time with their friends. They also reported that the breaks would be better if they were longer and if they could go on more trips and outings.</p> <p>Parent carers reported that the provision was essential to their family to get a break from their demanding caring role although they were disappointed that the length of stays had been reduced, which impacted on their ability to have a proper break and spend time with non-disabled children in their family. For some parent carers having to pick up their children early from the short break added additional stress.</p> <p>Feedback from the Disabled Children's Team, which refers to the residential overnight service, was that there is a high demand for the provision as there are many children with challenging complex needs. Without the provision, many of those young people would not be able to remain at home which would result in them needing expensive fulltime residential care out of authority. For the remainder, expensive packages of care would need to be provided to enable them to reside at home.</p>
<p><b>2.5</b> If you are planning to undertake any consultation in the future regarding this service or policy, how will you include equalities considerations within this?</p>	<p>We will continue to collect data stated in 2.4 on a quarterly basis.</p>

### 3. Assessment of impact: 'Equality analysis'

Based upon any data you have considered, or the results of consultation or research, use the spaces below to demonstrate you have analysed how the service or policy:

- Meets any particular needs of equalities groups or could help promote equality in some way.
- Could have a negative or adverse impact for any of the equalities groups

<b>Key questions</b>	<b>Examples of what the service has done to promote equality</b>	<b>Examples of actual or potential negative or adverse impact and what steps have been or could be taken to address this</b>
<b>3.1 Issues relating to all groups</b> and protected characteristics		
<b>3.2 Sex</b> – identify the impact/potential impact of the policy on women and men.	<p>All short breaks are open to males and females equally. The activities are planned in co-production with young people and there is no gender bias in the way activities are delivered.</p> <p>Boys are more likely to access short breaks-disability is more prevalent in boys.</p>	
<b>3.3 Pregnancy and maternity</b>	<p>Whilst disabled young people are having a short break, mothers will also benefit from having a break have an opportunity to spend with younger children in the family.</p>	
<b>3.4 Gender reassignment</b> – identify the impact/potential impact of the policy on transgender people	<p>All provision takes into account needs of children and young people who access the service, environments are safe places where young people are supported to express themselves and accept others.</p>	

<p><b>3.5 Disability</b> – identify the impact/potential impact of the policy on disabled people (ensure consideration both physical, sensory and mental impairments and mental health)</p>	<p>The residential overnight short breaks are delivered at Beamonds. Beamonds is a fully adapted building to make it accessible for disabled young people. The key features are wheelchair accessible doors, ground floor bedrooms with specialist beds, hosts, adapted bathrooms with hosts, adapted kitchen with wheelchair accessible workstations, rumpus room for sensory play and accessible paddocks with specialist play equipment for disabled children. The service is available to disabled young people residing in the Banes area. The Disabled Children’s Team Disabled conduct a Needs Assessment and refer to the service. Young people accessing the provision can benefit from having a short break, doing an enjoyable activity away from their family with other young people. Families of disabled young people can benefit from having a break from their caring role and spend time with non-disabled siblings.</p> <p>Family activities enable the whole family to have a break in a caring and supportive environment with other families in the same position.</p>	
<p><b>3.6 Age</b> – identify the impact/potential impact of the policy on different age groups</p>	<p>Young people are involved in the planning activities. Young people’s cognitive age and physical needs are</p>	



	also taken into consideration when delivering age-appropriate activities to meet their needs.	
<b>3.7 Race</b> – identify the impact/potential impact on across different ethnic groups	<p>Most service users are white/British. Young people are referred via the Disabled Children’s Team, the team undertake Equality Awareness Training. Race does not preclude families from accessing the service if a child has complex needs, the Disabled Children’s Team will undertake an assessment.</p> <p>Providers have appropriate procedures in place to address issues to do with race and challenge any inappropriate use of language or behaviour.</p>	
<b>3.8 Sexual orientation</b> – identify the impact/potential impact of the policy on lesbian, gay, bisexual, heterosexual people	The provision takes into account needs of children and young people who access the service, environments are safe places where young people are supported to express themselves and accept others.	
<b>3.9 Marriage and civil partnership</b> – does the policy/strategy treat married and civil partnered people equally?	No impact	
<b>3.10 Religion/belief</b> – identify the impact/potential impact of the policy on people of different religious/faith groups and also upon those with no religion.	<p>The provision marks special festivals through art and food from different cultural backgrounds.</p> <p>The provision caters for specific/religious dietary needs.</p>	

<p><b>3.11 Socio-economically disadvantaged*</b> – identify the impact on people who are disadvantaged due to factors like family background, educational attainment, neighbourhood, employment status can influence life chances <b>(this is not a legal requirement, but is a local priority).</b></p>	<p>The provisions meet the needs of young people with EHCP. The Carers Centre is commissioned to work in partnership with the Parent Carer Forum to identify ‘hard to reach families’ and barriers to access. For sustainability the provision can ask families for voluntary contributions for activities, however, if someone cannot pay, they will not be excluded from taking part. Contributions are used by the provider to develop and deliver the service.</p>	
<p><b>3.12 Rural communities*</b> identify the impact / potential impact on people living in rural communities</p>	<p>Beaumonts is based in the Bath area and can be accessed by public transport.</p> <p>Young people accessing the service during the weekdays are transported to and from school via school transport. During weekends and holidays parent carers transport their children.</p>	
<p><b>3.13 Armed Forces Community **</b> serving members; reservists; veterans and their families, including the bereaved. Public services are required by law to pay due regard to the Armed Forces Community when developing policy, procedures and making decisions, particularly in the areas of public housing, education and healthcare (to remove disadvantage and consider special provision).</p>	<p>Young people accessing the provision are referred via the Disabled Children’s Team based on their needs. If a young person is assessed as needing an overnight residential short break, they will be referred to the service, regardless of their background.</p>	

\*There is no requirement within the public sector duty of the Equality Act to consider groups who may be disadvantaged due to socio economic status, or because of living in a rural area. However, these are significant issues within B&NES and have therefore been included here.

\*\* The Equality Act does not cover armed forces community. However, the Armed Forces Bill (which came in on 22 Nov 2022) introduces a requirement to pay 'due regard' to make sure the Armed Forces Community are not disadvantaged when accessing public services.

#### **4. Bath and North East Somerset Council & NHS B&NES Equality Impact Assessment Improvement Plan**

Please list actions that you plan to take as a result of this assessment/analysis. These actions should be based upon the analysis of data and engagement, any gaps in the data you have identified, and any steps you will be taking to address any negative impacts or remove barriers. The actions need to be built into your service planning framework. Actions/targets should be measurable, achievable, realistic and time framed.

<b>Issues identified</b>	<b>Actions required</b>	<b>Progress milestones</b>	<b>Officer responsible</b>	<b>By when</b>
How provider will ensure that the environment in the overnight breaks is inclusive and welcoming to all (and discrimination/prejudice is challenged)	The service will be required to have a Welcome Pack/letter to all service users (young person friendly) undertake safeguarding audit. Annual Safeguarding Audit audits organisations policies & practices (including equalities training) in relation to keeping children and staff safe e.g. Anti-Bullying policies, Harassment, Whistleblowing etc..	Annual Safeguarding Audit, Quarterly Monitoring, Feedback from Service-users	DC	

	Young people encouraged to co-produce e.g. activities, planning décor, meals			
Lack of provision to meet need.	Ongoing review and exploration of short break provision in B&NES/ opportunities to expand provision. Provide families with information.	Information sharing with families via Livewell B&NES, share information with B&NES Parent Carer Forum.	DC, Disabled Children's Team.	

## 5. Sign off and publishing

Once you have completed this form, it needs to be 'approved' by your Divisional Director or their nominated officer. Following this sign off, send a copy to the Equalities Team ([equality@bathnes.gov.uk](mailto:equality@bathnes.gov.uk)), who will publish it on the Council's and/or NHS B&NES' website. Keep a copy for your own records.

**Signed off by:** Mary Kearney-Knowles - Director of Children's Services and Education/DCS

*Mary Kearney-Knowles*

**Date:** 30.10.23