

Equalities Screening Record Form

Date of Screening:	Directorate: Children, Young People and Learning	Section: Children's Social Care	
1. Activity to be assessed	The tendering for provision of Holiday and Saturday clubs for children with disabilities		
2. What is the activity?	<input type="checkbox"/> Policy/strategy <input type="checkbox"/> Function/procedure <input type="checkbox"/> Project <input type="checkbox"/> Review <input checked="" type="checkbox"/> Service <input type="checkbox"/> Organisational change		
3. Is it a new or existing activity?	<input type="checkbox"/> New <input checked="" type="checkbox"/> Existing		
4. Officer responsible for the screening	Simon McKenzie, Head of Service, Learning Difficulties and Disability		
5. Who are the members of the EIA team?	Simon McKenzie, Head of Service, Learning Difficulties and Disability Guy Wells, Contracts and Commissioning Manager Jo Lillywhite, Aiming High Development Manager		
6. What is the purpose of the activity?	<p>The National Aiming High for Disabled Children (AHDC) Programme was introduced in 2008 to transform services for disabled children, young people and their families. It supports and delivers the aims of Every Child Matters and the Children's National Service Framework.</p> <p>It is an ongoing initiative with one vision; that disabled children and young people have the best start in life and the ongoing support that they and their families need to fulfil their potential.</p> <p>In Bracknell Forest we have focussed resources in particular on developing targeted holiday schemes and Saturday clubs for children with disabilities providing both a positive activity and an opportunity to develop friendships with giving parents and carers a break.</p>		
7. Who is the activity designed to benefit/target?	Children with disabilities living in Bracknell Forest and their parents and carers.		
Protected Characteristics	Please tick yes or no	Is there an impact? What kind of equality impact may there be? Is the impact positive or adverse or is there a potential for both? If the impact is neutral please give a reason.	What evidence do you have to support this? E.g. equality monitoring data, consultation results, customer satisfaction information etc Please add a narrative to justify your claims around impacts and describe the analysis and interpretation of evidence to support your conclusion as this will inform members decision making, include consultation results/satisfaction information/equality monitoring data
8. Disability Equality	Y	Supports specifically children and young people with disabilities to have the same opportunities as any other child	Annual Consultation, provider feedback. Approx 145 current users. Wide range of disabilities including complex health and physical disabilities

9. Racial equality		N	Supports all children	There is mixed ethnicity data but 80% are White British. 10 other ethnic groups are represented with one or two in each.
10. Gender equality		N	Supports all children	59% of current users are boys; 41% girls
11. Sexual orientation equality		N	Supports all children	No data available
12. Gender re-assignment		N	Supports all children	No data available
13. Age equality		N	Not applicable	Children range from 3-18 years of age
14. Religion and belief equality		N	Supports all children	There is evidence of mixed religion with 41% Christian and 7 other religions identified. 43% of parents have chosen not to share this information or are recording as no religion
15. Pregnancy and maternity equality		N	Not applicable	
16. Marriage and civil partnership equality		N	Not applicable	
17. Please give details of any other potential impacts on any other group (e.g. those on lower incomes/carer's/ex-offenders) and on promoting good community relations.	These activities are priced low and thus accessible by all socio economic groups			
18. If an adverse/negative impact has been identified can it be justified on grounds of promoting equality of opportunity for one group or for any other reason?	Not applicable			
19. If there is any difference in the impact of the activity when considered for each of the equality groups listed in 8 – 14 above; how significant is the difference in terms of its nature and the number of people likely to be affected?	Not applicable			

20. Could the impact constitute unlawful discrimination in relation to any of the Equality Duties?			The activity is promoting greater equality
21. What further information or data is required to better understand the impact? Where and how can that information be obtained?	<p style="text-align: center;">No</p> Data is provided by existing providers on a 6 monthly basis. Feedback is gathered both by the providers and independently. The contracts are monitored annually with 6 monthly reports provided by providers.		
22. On the basis of sections 7 – 17 above is a full impact assessment required?		No	
23. If a full impact assessment is not required; what actions will you take to reduce or remove any potential differential/adverse impact, to further promote equality of opportunity through this activity or to obtain further information or data? Please complete the action plan in full, adding more rows as needed.			
Action	Timescale	Person Responsible	Milestone/Success Criteria
None required as monitored closely already			
24. Which service, business or work plan will these actions be included in?	Learning Difficulties and Disabilities Service within Children’s Social Care, Children, Young People and Learning department		
25. Please list the current actions undertaken to advance equality or examples of good practice identified as part of the screening?	The overall Aiming High for Disabled Children initiative has significant impact in Bracknell Forest with customer satisfaction being very high. Feedback on the holiday schemes and Saturday Clubs is very positive.		
26. Chief Officers signature.	Signature: Lorna Hunt		Date: Aug 2012