

## Equalities Screening Record Form

<b>Date of Screening:</b>	<b>Directorate:</b> Children, Young People and Learning	<b>Section: Children's Social Care</b>	
<b>1. Activity to be assessed</b>	The tendering for provision of speech and language therapy services to mainstream schools.		
<b>2. What is the activity?</b>	<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		
<b>3. Is it a new or existing activity?</b>	<input type="checkbox"/> New <input checked="" type="checkbox"/> Existing		
<b>4. Officer responsible for the screening</b>	Simon McKenzie, Head of Service, Learning Difficulties and Disability		
<b>5. Who are the members of the EIA team?</b>	Simon McKenzie, Head of Service, Learning Difficulties and Disability Guy Wells, Contracts and Commissioning Manager Jean Hobson, SEN Manager Bridget Shepherd, Children's Centres Operations Manager		
<b>6. What is the purpose of the activity?</b>	<p>The Speech and Language Therapy Team work individually with those children who have a statement of special educational needs and identified SALT needs. They work to support pupils to develop their speech and language skills and confidence. The team also provides training and support to mainstream schools so they can identify SALT needs, put in place SALT techniques in practice across the whole school and implement individual programmes of SALT. This service has been valued greatly by schools.</p> <p>A service is also provided to Children's Centres which includes the provision of assessment drop-in clinics, training and practical support for staff and advice for parents. The service has greatly reduced the waiting list for assessment and further intervention if required and has enhanced the knowledge of the children's centre staff to enable them to identify possible language delay and more serious problems amongst children aged 0-5.</p>		
<b>7. Who is the activity designed to benefit/target?</b>	All Children attending Bracknell Forest Schools, in particular those with speech and language issues. Children aged 0-5 attending children's centres and other early years settings.		
<b>Protected Characteristics</b>	Please tick yes or no	<b>Is there an impact?</b> 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.	<b>What evidence do you have to support this?</b> 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
<b>8. Disability Equality</b>	Y	Supports children and young people to achieve their potential	Feedback/ Consultation from mainstream Schools, Children centres and evidence from current provider.

9. Racial equality		N	Supports all children	
10. Gender equality		N	Supports all children	
11. Sexual orientation equality		N	Supports all children	
12. Gender re-assignment		N	Supports all children	
13. Age equality		N	Not applicable	
14. Religion and belief equality		N	Supports all children	
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.	Not applicable			
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?		No	Because it is enabling all children to achieve their potential.	
21. What further information or data is required to better understand the impact? Where and how can that information be obtained?	Data is provided by the existing provider on a 6 monthly basis.			
22. On the basis of sections 7 – 17 above is a full impact assessment required?		N	The provision of SALT benefits all children attending mainstream schools in Bracknell Forest and those children aged 0-5 attending children's centres and other early years settings. Children and young people with specific speech and language needs are provided with additional support to meet	

these needs. The service supports children and young people to achieve to achieve their potential.

**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
As part of the requirements of the tender/ contract evidence of impact will be included.	April 2013	Guy Wells	Contract awarded with these requirements included and evidence/ data provided as part of the regular contract monitoring meetings.
The contract will include a requirement to provide relevant details in relation to the activities of the service to each school and the children and young people receiving an individual speech and language programme. This will enabling the monitoring of provision tp ensure that no particular group ios disadvantaged.	April 2013	Guy Wells	The successful provider will be required to provide data at the 6 monthly Contract meetings. This information on the provision provided to every school and data as to the ethnicity, disability, gender, age, religion and entitlement to free school meals of children and young people receiving an individual programme will enable the monitoring of provision to ensure that no particular
<b>24. Which service, business or work plan will these actions be included in?</b>	Learning Difficulties and Disabilities Service within Children's Social care, Children, Young People		
<b>25. Please list the current actions undertaken to advance equality or examples of good practice identified as part of the screening?</b>	Existing Speech and Language Therapy provision		
<b>26. Chief Officers signature.</b>	Signature: <i>Roma Hunt</i>	Date:	

When complete please send to [abby.thomas@bracknell-forest.gov.uk](mailto:abby.thomas@bracknell-forest.gov.uk) for publication on the Council's website.