

Equality Impact Assessment Record

Date of EIA 1 December 2008
 Directorate Social care and Learning

Initial Screening Record	
Activity to be assessed	Learning Difficulties and Disability – Children Social Care
What is the activity?	Policy/strategy Function/procedure Project & Service
Is it a new or existing activity?	Existing
Aim / objective / purpose of the activity – who is the activity designed to benefit/target?	<p>To improve the outcomes of children and young people with learning difficulties and/ or disabilities in line with the every child matters agenda.</p> <p>The service provides for:</p> <ul style="list-style-type: none"> • The assessment children for statements of special educational needs and the subsequent resourcing and monitoring of educational provision to meet the child’s needs • The provision of social care services for children with disabilities and their families
Who is responsible for the activity?	Simon McKenzie Head of Service, Learning Difficulties and Disability, Children Social care
Did Step 1: Initial Screening indicate that a full EIA was necessary?	Yes – full EIA completed and recorded below.
Full EIA Record	
Who are the members of the EIA team?	Children’s Social Care Management Team
What evidence has been found to indicate that the activity might need to be amended? (Include any consultation undertaken)	<p>Bracknell Forest services and support for children with learning difficulties and disabilities was assessed in 2007 as part of the Joint Area Review by Ofsted and graded as good.</p> <p>Larchwood Short Break Unit, part of LDD service, has been graded as outstanding by Ofsted both in 2008 and 2009.</p> <p>Needs and gap analysis for Aiming High for disabled children as well as including data provided from education, social care and health involved consultations with parents, children and professionals. This has identified a number of perceived barriers to inclusion/ accessing services and support. This has informed both the aiming high for disabled children strategy and the priorities of the Local Authority e.g. OT provision. Four clear themes were identified within the report:</p> <ul style="list-style-type: none"> • Universal leisure and community services are not sufficiently accessible to disabled children and young people and their families due to a lack of information, negative attitudes from staff, a lack of specialist support and insufficient accessible and affordable transport services. • To meet the needs of all 541 children with assessed special needs through targeted services, there is a clear need to address the lack of capacity currently available within holiday schemes and targeted weekend club provision. • For the 111 children in the five priority groups, there are a range of services for overnight support, day services, out of home support and direct payments. There is

	<p>though very limited support going into families to support and develop behaviour management and that needs to be addressed. There are also concerns expressed by parents regarding the level of overnight care available and the eligibility criteria.</p> <ul style="list-style-type: none"> • There is insufficient clear information available to disabled children and their families about which services are available. <p>The aiming high for disabled children strategy document has identified action plans to address these areas.</p> <p>Data collected for aiming high and the general population changes demonstrate an increase in the ethnic diversity of Bracknell Forest in recent years.</p> <p>Feedback is also gathered from parent complaints, service deficit forms and previous reviews e.g. Best Value Review 2002 and inform improvements in service delivery.</p>	
<p>With regard to the equalities themes, which groups might be impacted by the activity? Might any of these groups be impacted adversely?</p>	<p>Groups Impacted – All</p> <p><input type="checkbox"/> Race and ethnicity <input type="checkbox"/> Disability <input type="checkbox"/> Gender <input type="checkbox"/> Age <input type="checkbox"/> Sexual Orientation <input type="checkbox"/> Religion or belief</p>	<p>Groups impacted adversely potentially all</p> <p><input type="checkbox"/> Race and ethnicity <input type="checkbox"/> Disability <input type="checkbox"/> Gender <input type="checkbox"/> Age <input type="checkbox"/> Sexual Orientation <input type="checkbox"/> Religion or belief</p>
<p>What evidence is there to suggest an impact/adverse impact?</p>	<p>Parent and professional feedback to aiming high highlighted the need for more accessible information and transparency as to eligibility criteria.</p> <p>Thus there is potential for less informed parents/ children not to access services and support as others do.</p> <p>Case review within the Disabled Children’s Team has identified inconsistency in historical care packages which appear to favour parent/ carers who have been more assertive rather than on needs basis.</p> <p>9% of children with statements of special educational needs are from non white British ethnicity. Margaret Wells Furby, our children centre which assesses children for any developmental delays, has also noted an increase in the number of referrals from non white British ethnicity. This would broadly suggest that the increase in diversity of ethnicity is being reflected in the identified special educational needs of children within Bracknell Forest. Services and support will need to be developed to reflect these changes in ethnicity informed through continued monitoring.</p>	
<p>On what grounds can impact or adverse impact be justified?</p>	<p>Services and support provided at Level 3 are subject to assessment and thus dependent on meeting needs/ risk matrix threshold.</p>	
<p>Is there any current action that addresses issues for any of the groups impacted/adversely impacted?</p>	<p>Aiming High for Disabled Children Agenda will attempt to improve service provision across the levels of need and not just Level 3 services. (See aiming High Strategy and equality impact assessment)</p> <p>Information across the Learning Difficulties and Disability service is being updated on line, within leaflets and guides and easy read guides to be developed</p> <p>A consistent approach in Disabled Children’s Team e.g. a</p>	

	<p>manager chairs 6 month review meetings on all cases has resulted in more equitable distribution of resources.</p> <p>Fast tracking of new referrals to children social care for disabled children to the Disabled Children's Team providing for a specialist core assessment being undertaken at this point (where applicable). This enables a more thorough and comprehensive assessment of needs.</p> <p>Multi disciplinary SEN & Placement Panel moderates decisions in relation to school placements and determining threshold for issuing statements.</p> <p>Increased liaison with parent groups has enabled issues to be raised and addressed as they occur.</p>
<p>What changes will you make to the activity reduce or remove any differential/adverse impact?</p>	<p>Business Plans for the service and section will provide action points to address potential inequalities and improve service provision e.g. improving information and transparency of service provision, monitoring performance, updating and monitoring of gender & ethnicity data.</p> <p>Monthly Learning Difficulties and Disability Managers meeting which will review performance and other relevant data (e.g. ethnicity) to address any identified adverse impacts.</p> <p>Through promoting and enabling increased participation and involvement of parents and children with disabilities services delivery can be improved. This participation and involvement will be through for instance regular meetings with parents groups, on going consultations and feedback, and the involvement of parents/ children's involvement with aiming high development strands/ working groups.</p> <p>Continued close working and support for the parent groups run out of Kerith Konnections, who are leading on parent participation strand of aiming high e.g. the production of a DVD on SEN Processes.</p>
<p>Into which action plan/s will these actions be incorporated?</p>	<p>Aiming High transformation and Short break Plan/ Strategy. Children Social Care and Learning Difficulties and Disability Service and Team plans 2009 onwards.</p>
<p>Who is responsible for the action plan?</p>	<p>Simon McKenzie, Head of Service Partner Agencies e.g. PCT</p>
<p>Have any examples of good practise been identified as part of the EIA?</p>	<p>Termly meetings of the Home to School Transport Working Group (which includes parents) has provided a direct link for parents to feed back to corporate transport/ taxi contractors on service delivery. Regular attendance of Corporate Transport at Parent Groups has helped address issues quickly.</p> <p>Regular liaison with parent groups by Head of Service and employing an independent consultant to meet with children to ascertain their views/ issues has enabled a better understanding of issues and needs within Bracknell Forest.</p> <p>Normal involvement of children and parents in the recruitment and selection of staff within children social care.</p>
<p>Has the EIA been published on the Council website?</p>	<p>Yes</p>

Who is the relevant Chief Officer and have they signed off the EIA?	Chief Officer: Children's Social Care  Signature:
Which PMR will this EIA be reported in?	Quarter 1 2009/10