



Annex B - Part C

Equality Impact Assessments

Completed for all 2018/18 savings proposals within cabinet portfolio(s):

**Adult Social Services & Public Health
Children, Families & Young People**

Title of Proposal

ASC Commissioning Strategy Programme: All proposals associated with commissioned longer term care and support services have been brought together into one overarching programme. The core aim of the programme is to deliver improved processes, better outcomes that maximise independence, more choice and personalised services. The underpinning business case is based on the aim that we can continue to improve the quality of life that customers with eligible needs have and make a moderate level of continued savings by taking this approach.

The programme incorporates the following projects and work streams. The position on EIA considerations is set out for each.

		<p>Promoting wellbeing, prevention, and independence to manage care package costs: This is a continuing approach that is based on improving social work practice and the range and quality of targeted prevention and reablement services available to customers. The policy is consistent with the Care Act 2014 and considers diverse needs through all the key stages of assessment, support planning and annual review. Further business as usual arrangements that work to understand and managed equalities elements include the annual customer survey and service contract standards and monitoring arrangements. Savings associated with this proposal are counterbalanced by growth plans so that unavoidable market and demographic cost increases are provided for.</p>
3.3(ii)	C	<p>For these reasons this continuing proposal is not considered appropriate for full EIA</p>
3.17	C	<p>Alternative delivery models including Commercial Trading: The council is considering market opportunities for selling niche services such as the Flexible Response (LD behaviour improvement service) and increasing paid subscriptions to community alarm and response services. Further a full review of all remaining in-house services is well underway and will be considering the business case for transitioning delivery to an alternative delivery vehicle. The former aspect of this proposal is based on expansion without changing the offer to Westminster residents; it is too early to warrant further consideration of EIA for the second element.</p>
3.20	C	<p>Review care pathways and Re-Commission Key Services: Work is well underway to review and improve care pathways for each ASC client group and to use this understanding to re-commission for major service areas; Learning Disabilities Accommodation and Support, MH Accommodation and Support, Extra Care Housing, and Day Care. Our procurement framework requires us to consider EIA implications of re-commissions in a proportionate way and we are differing to this work and plans for each of the noted recommissions. Savings of around 5% for each recommission are counterbalanced by growth plans so that unavoidable market and demographic cost increases are provided for.</p>
3.21	C	<p>Younger Adults- Improved transition & promoting independence: this is a aspect of the above noted approach set out for 3.3 (ii) and the same position applies. The Preparation for Adult Hood Project is being delivered jointly with Children's Services and is strengthening transition management work so that joint preparation begins at 14 and young people are transitioned to the most appropriate care and support arrangement as adults.</p>
3.27	C	<p>Remodel In-House Service Portfolio: An in-depth value for money assessment of the council's in-house care and support service portfolio of services including day care, emergency response and LD employment services. This proposal is effectively phase one of a potential two phase initiative. The savings proposal 3.1' represents a potential phase two. The emphasis of the review is to identify any remaining efficiency savings, changes that can be made to improve the outcomes the service delivers and defining the long term market position of services. The review work will be completed in October 2017 when detailed proposals and associated EIA implications can be considered further.</p>

3.28 C	<p>Direct Payments as first choice: This is associated with a long standing and continuing ambition to move to Direct Payments (DP's) as the first choice option for the management of Personal Budgets. Practically this means putting DPs at the front and centre of marketing, communications, and care management. Whilst a shift to DPs by default (i.e. the only offer for those considered capable of taking it) has been taken in some boroughs our approach is to continue to increase uptake by choice.</p> <p>Equalities aspects of the system are considered on an ongoing business as usual basis and we have identified mental health as a key top priority where uptake rates are significantly lower.</p>
3.29 C	<p>Forensic Needs & payments analysis: This saving is associated with continuing work to resolve several system weaknesses that lead to avoidable costs including; ensuring invoicing and payments are aligned to care and support services provided, switching off short term care packages and completing financial assessments in a timely manner and controlling new and increasing packages of care. As the work is focused on necessary process and system improvements there are no equalities implications.</p>
3.30 C	<p>E Market dynamic purchasing systems; The Department is committed to establishing a web based portal system that enables staff and customers to navigate the market, extending choice, competition, and transparency of how costs compare. Care place was switched on in May 17 to support staff to broker placements and market options for a wider portal for customers are now being evaluated. The service offer commissioned will need to adhere to standards for e-service equitable access set out in the Care Act 2014 and will be catered for through the procurement process.</p>
3.33 C	<p>Review of workforce costs: The main opportunities to reduce staff costs have been undertaken through major restructures of back office, commissioning and operational services since the formation of the One ASC Department in 2012. A strategic review to consider all opportunities for reducing the total staffing bill will be undertaken with an ambition to achieve a total reduction in costs of 2%-4% against the total. This focus of this work includes is around better application of existing management arrangements including:</p> <ul style="list-style-type: none"> • A review of controls, pay rates and leave take-up of all interim and agency staff; • Opportunities for savings through improved recruitment campaigns and retention including retaining re-deployed; and • Extending opportunities for flexible working and work-life balance options. <p>The existing savings commitment is less than 0.02% of total staff costs so detailed consideration of EIA implications is not required.</p>
3.36 C	<p>ASC differential charges; The Council has established a programme led by Corporate Finance to introduce a range of new charging priorities that relate to differential (higher grade services) and new market opportunities for profit generation. ASC have set a minimum target contribution based on a range of potential opportunities that have been identified. We have yet to agree detailed proposals for ASC and until then defer EIA considerations to that which has been undertaken for the Corporate Programme.</p>
<p>i. Full Name: Mike Boyle ii. Position: Interim Tri-Borough Director of Policy iii. Department: ASC iv. Contact Details: rachel.wigley@lbhf.gov.uk</p>	

Has this project, policy or proposal had an EIA carried out on it previously? If yes, please state date of original and append to this document for information.
There are legacy EIA's undertaken in September 2016 for some elements of the programme which have been reviewed and are wrapped up into this overarching assessment.
Version number and date of update
V2 17 th August 2017

SECTION 1: Initial screening: Do you must complete an Equality Impact Assessment (EIA)?

Not all proposals will require an EIA, this initial screening will help you decide if your project or policy requires a full EIA by looking at the potential impact on any equality groups.

1.1	What are you analysing?				
	The above noted programme				
1.2	Does the project, policy or proposal have the potential to <u>disproportionately</u> impact on any of the following groups? If so, is the impact positive or negative?				
		None	Positive	Negative	Not sure
	Disabled people		x		
	Ethnic groups		x		
	Men or women (include impacts due to pregnancy/ maternity)		x		
	People or particular sexual orientation/s		x		
	People who are proposing to undergo, are undergoing, or have undergone a process or part of a process of gender reassignment		x		
	People on low incomes		x		
	People in particular age groups		x		
	Groups with particular faiths and beliefs		x		
	Are there any other groups that you think may be affected negatively or positively by this project, policy or proposal?		x		

If the answer is “negative” or “unclear” consider doing a full EIA

1.3	What do you think that the overall NEGATIVE impact on groups and communities will be?	None / Minimal	Significant
		x	<input type="checkbox"/>
<p><u>None or minimal impact would be where there is no negative impact identified, or where there will be no change to the services for any groups.</u> Wherever a negative impact has been identified you should consider undertaking a full EIA by completing the rest of the form.</p>			

1.4	Using the screening and information in questions 1.2 and 1.3, should a full assessment be carried out on the project, policy or proposal?
	<p>No <input checked="" type="checkbox"/></p> <p>The position will be reviewed for key milestones where appropriate as set out in the action plan.</p>
1.5	How have you come to this decision?
	<ul style="list-style-type: none"> • The overarching ambition of the programme is to improve services, choice and outcomes. • Social work and procurement standards provide assurance that diversity and equalities aspects are being proactively managed. • Savings levels are moderate (£8.426m) and counterbalanced by growth plans; further the latter have substantially increased following provision of new monies for 2017-2020 to sustain and support transformation of adult social care services totalling £23.48m

SECTION 2: EQUALITY IMPACT ASSESSMENT

Building an Evidence Base: What do you know?

This section will help you build your evidence base and interpret what the likely impact will be of your service.

Sections 2

2.1	Build up a picture of who uses/will use your service or facility and identify who are likely to be impacted by the proposal	
	<ul style="list-style-type: none"> • <i>If you do not formally collect data about a particular group then use the results of local surveys or consultations, census data, national trends or anecdotal evidence (indicate where this is the case). Please attempt to complete all boxes.</i> 	
	How many people use the service currently? What is this as a % of Westminster's population?	
	Disabled people	
	Particular ethnic groups	
	Men or women (include impacts due to pregnancy/maternity)	

	People of particular sexual orientations	
	People who are proposing to undergo, are undergoing or have undergone a process or part of a process of gender reassignment	
	People on low incomes	
	People in particular age groups	
	Groups with particular faiths and beliefs	
	Any other groups who may be affected by the proposal?	

2.2 Summary (to be completed following analysis of the evidence above)					
		None	Positive	Negative	Not sure
	Does the project, policy or proposal have the potential to have a <u>disproportionate</u> impact on any of the following groups? If so, is the impact positive or negative?				
	Disabled people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Particular ethnic groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Men or women (include impacts due to pregnancy/maternity)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	People of particular sexual orientations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	People who are proposing to undergo, are undergoing or have undergone a process or part of a process of gender reassignment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	People on low incomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	People in particular age groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Groups with particular faiths and beliefs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Are there any other groups that you think this proposal may affect negatively or positively?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SECTION 3: Assessing Impact

In order to be able to identify ways to mitigate any potential impact it is essential that we know what those potential impacts might be.

3.1	Consultation Information	
	<i>This section should record the consultation activity undertaken in relation to this project, policy or proposal</i>	
	<p>i. Who have you consulted with?</p> <p>ii. How did you consult? (<i>inc meeting dates, activity undertaken & groups consulted</i>)</p>	
3.2	What might the potential impact on individuals or groups be?	
	<i>Consider disability, race, gender, sexual orientation, transgender, age, faith or belief and those on low incomes and other excluded individuals or groups</i>	
	Generic impact (across all groups)	
	Men or women (include impacts due to pregnancy/maternity)	
	People of particular sexual orientation	
	People who are proposing to undergo, are undergoing or have undergone a process or part of a process of gender reassignment	
	Disabled people	
	Particular ethnic groups	
	People on low incomes	
	People in particular age groups	
	Groups with particular faiths and beliefs	
	Other excluded individuals and groups	

SECTION 4: Reducing & Mitigating Impact

As a result of what you have learned, what can you do to minimise the impact of the proposed changes on equality groups and other excluded / vulnerable groups, as outlined above?

4.1	Where you have identified an impact, what can be done to reduce or mitigate the impact? <i>(Remember to think about the Council as a whole, another service area may already be providing services which can help to deal with any negative impact).</i>	
	Impact 1: [Dissatisfaction and/or anxiety associated with managing change and transition]	
	Impact 2: [Inequitable approach to making changes were customers refuse/complain/appeal]	
	Impact 3: [Decline in physical and/or mental health following changes due to poor adjustment]	
	Impact 4: [Insert impact here]	
	Impact 5: [Insert impact here]	

4.2	Now that you have considered the potential or actual effect on equality, what action are you taking?	
	No major change (no impacts identified)	<input checked="" type="checkbox"/>
	Adjust the policy	<input type="checkbox"/>
	Continue the policy (impacts identified)	<input type="checkbox"/>
	Stop and remove the policy	<input type="checkbox"/>
4.3	Please document the reasons for your decision	
	Potential for detrimental impacts has been catered for in the policy and approach to implementation.	
4.4	How will the impact of the project, policy or proposal and any changes made to reduce the impact be monitored?	
	Follow up monitoring shortly after changes and annual review process.	
4.5	Conclusion <i>This section should record the overall impact, who will be impacted upon and the steps being taken to reduce/mitigate impact</i>	
	This is 3% of the total service portfolio and as noted the focus is on delivering better outcomes for a little less money. Indepth analysis works has been undertaken which has identified a level of low value services, digital opportunities and duplication in services; this provides assurance about viability of the ambition. The exact details on how savings will be achieved including any services that are to be decommissioned will be set out at the end of October 2017.	

SECTION 5: Next Steps

5.1	Action Plan <i>Complete the action plan if you need to reduce or remove the negative impacts you have identified, take steps to foster good relations or fill data gaps.</i> <i>NB. Add any additional rows, if required.</i>						
	Action Required	Equality Groups Targeted	Intended Outcome	Resources Needed	Name of Lead, Unit & Contact Details	Completion Date (DD/MM/YY)	RAG
	Review EIA at end of October 2017 when detailed for: In house Service Reviews and ADV's Differential Charges Consider equalities impact implications at all key stages of the 4 major service recommissions now underway and in line with the procurement delivery plan	ALL			Martin.calleja@LBHF.gov.uk Jonathan.Lillistone@lbhf.gov.uk	End Nov 17 Ongoing	GREEN

5.2 Risk Table

Ref	Risk	Impact	Actions in place to mitigate the risk	Current risk score	Further actions to be developed
R1.1	[Enter risk here]	[Enter here the likely impact if the risk came to pass]	[Record here any actions already in place to reduce the risk]	[Using the key below, enter the current risk score]	[Enter here any actions that can be developed in future to reduce the risk identified]
	Risks will not be clear until detailed proposals are set out.				



THIS SECTION TO BE COMPLETED BY THE RELEVANT SERVICE MANAGER

Signature:

Full Name: Mike Boyle, Interim Tri-Borough Director of Commissioning

Date of Completion: 17th August 2017

WHAT NEXT?

Please email your completed EIA to the Equalities Lead: equalities@westminster.gov.uk

Title of Proposal

ASC Whole Systems Integration Programme: This is an ongoing programme to bring together back office, social work services and commissioning budgets with health, housing, and other partners. The key elements of this wide ranging programme that have some committed savings associated with them are set out below. The overall aim of the programmes are to deliver a better customer experience, reduce duplication and reduce the need for expensive health and social care services associated with lost opportunities for improving or maintaining health. The programme is managed within the boroughs continuing Health and Well Being Strategy and Better Care Fund Programme and wider Sustainability and Delivery Plan. All this work is very much focused on identifying and addressing inequalities in health and wellbeing.

- | | |
|------|---|
| 3.18 | <p>Joint commissioning with health to deliver shared demand and costs management. This proposal supports the continued development of demand and shared costs management with health through the evolution of joint commissioning plans in key service areas. Delivery of these plans will be a further step toward a fully integrated health and social care system underpinned by an accountable care partnership. Shared priorities include reducing acute care and managing discharge pressures, mental health recovery and the timeliness of continuing health care assessments.</p> |
| 3.22 | <p>Joint Commissioning Plan, capitated budgets & accountable care partnerships: Care systems across the country are moving to accountable care models which prioritise investment in the prevention of ill health. The approach we are taking is one where we will continue to evolve towards integration over time, rather than going for a big bang approach. It is therefore important to see the other key ASC savings proposal around shared costs management (3.18) as a building block to the successful delivery of this whole systems project.</p> <p>Detailed plans for delivery of Savings from 3.18 and 3.22 have yet to be finalised; they will be set out in the next 2017-2019 BCF Programme that is to be finalised in October 2017. At this stage the emphasis will be on; increased health funding and/or opportunities for reducing costs associated with duplication in health and social care service systems and failure demand.</p> |
| 3.31 | <p>Realising the full efficiency benefits of integrated LD & MH services; this is a small scale saving to be achieved through a reduction of (up to 3) posts through the further integration of service practice and systems. Workforce management changes will be subject to required standards and statutory duties and do not present any further EIA considerations beyond this.</p> |
| 3.32 | <p>Integrated back office functions with PH & Health: the original ambition of this proposal has not been matched by the readiness of health partners to integrate key services including commissioning, programme and workforce management by 2018/19. Year 1 savings will be delivered by eliminating vacant points and consolidating services across adults, children's, public health, and corporate functions through the trexit process. This work will not be finalised until the end of September as such it is not possible to gauge EIA implications at this stage.</p> |
| 3.37 | <p>Increase in iBCF Grant. This is the increase over and above the 2017/18 allocation of the improved Better Care Fund (iBCF) grant which is to be used on a ring-fenced basis to meet adult social care needs and support the integration work between the NHS and Social Care Services. Detailed plans for the use of this funding, which is focused on sustaining social care services and further system integration are being worked up with a view to finalisation of the BCF October 2017.</p> |

v.	Full Name: Dylan Champion
vi.	Position: Interim Bi-Borough Head of Health Partnerships
vii.	Department: ASC
viii.	Contact Details: dylan.champion@wcc.gov.uk
Has this project, policy or proposal had an EIA carried out on it previously? If yes, please state date of original and append to this document for information.	
No	
Version number and date of update	
V1 17 th August 2017	

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	Ethnic groups		x		
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	People or particular sexual orientation/s		x		
	People who are proposing to undergo, are undergoing, or have undergone a process or part of a process of gender reassignment		x		
	People on low incomes		x		
	People in particular age groups		x		
	Groups with particular faiths and beliefs		x		
	Are there any other groups that you think may be affected negatively or positively by this project, policy or proposal?		x		

If the answer is “negative” or “unclear” consider doing a full EIA

1.3	What do you think that the overall NEGATIVE impact on groups and communities will be?	None / Minimal	Significant
		x	<input type="checkbox"/>
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1.4	Using the screening and information in questions 1.2 and 1.3, should a full assessment be carried out on the project, policy or proposal?
	<p>No <input checked="" type="checkbox"/></p> <p>The position will be reviewed for key milestones where appropriate as set out in the action plan.</p>
1.5	How have you come to this decision?
	<ul style="list-style-type: none"> • The overarching ambition of the programme is to improve services, choice and outcomes. • Social work and procurement standards provide assurance that diversity and equalities aspects are being proactively managed. • Savings levels are moderate (£1.94m over the two years 2017 – 2020) and counterbalanced by growth plans; further the latter have substantially increased following provision of new monies for 2017-2020 to sustain and support transformation of adult social care services totalling £23.48m

SECTION 2: EQUALITY IMPACT ASSESSMENT

Building an Evidence Base: What do you know?

This section will help you build your evidence base and interpret what the likely impact will be of your service.

Sections 2

2.1	Build up a picture of who uses/will use your service or facility and identify who are likely to be impacted by the proposal	
	<ul style="list-style-type: none"> • <i>If you do not formally collect data about a particular group then use the results of local surveys or consultations, census data, national trends or anecdotal evidence (indicate where this is the case). Please attempt to complete all boxes.</i> 	
	How many people use the service currently? What is this as a % of Westminster's population?	
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	People of particular sexual orientations	
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	People on low incomes	
	People in particular age groups	
	Groups with particular faiths and beliefs	
	Any other groups who may be affected by the proposal?	

2.2 Summary (to be completed following analysis of the evidence above)					
		None	Positive	Negative	Not sure
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	People of particular sexual orientations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	People who are proposing to undergo, are undergoing or have undergone a process or part of a process of gender reassignment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	People on low incomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	People in particular age groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Groups with particular faiths and beliefs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Are there any other groups that you think this proposal may affect negatively or positively?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SECTION 3: Assessing Impact

In order to be able to identify ways to mitigate any potential impact it is essential that we know what those potential impacts might be.

3.1	Consultation Information	
	<i>This section should record the consultation activity undertaken in relation to this project, policy or proposal</i>	
	<p>iii. Who have you consulted with?</p> <p>iv. How did you consult? (<i>inc meeting dates, activity undertaken & groups consulted</i>)</p>	
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SECTION 4: Reducing & Mitigating Impact

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4.1 Where you have identified an impact, what can be done to reduce or mitigate the impact? <i>(Remember to think about the Council as a whole, another service area may already be providing services which can help to deal with any negative impact).</i>	
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Impact 2: [Inequitable approach to making changes were customers refuse/complain/appeal]	
Impact 3: [Decline in physical and/or mental health following changes due to poor adjustment]	
Impact 4: [Insert impact here]	
Impact 5: [Insert impact here]	

4.2 Now that you have considered the potential or actual effect on equality, what action are you taking?	
No major change (no impacts identified)	<input checked="" type="checkbox"/>
Adjust the policy	<input type="checkbox"/>
Continue the policy (impacts identified)	<input type="checkbox"/>
Stop and remove the policy	<input type="checkbox"/>

4.3 Please document the reasons for your decision

Potential for detrimental impacts has been catered for in the policy and approach to implementation.

4.4 How will the impact of the project, policy or proposal and any changes made to reduce the impact be monitored?

Follow up monitoring shortly after changes and annual review process.

4.5 Conclusion *This section should record the overall impact, who will be impacted upon and the steps being taken to reduce/mitigate impact*

This is 3% of the total service portfolio and as noted the focus is on delivering better outcomes for a little less money. In depth analysis works has been undertaken which has identified a level of low value services, digital opportunities and duplication in services; this provides assurance about viability of the ambition. The exact details on how savings will be achieved including any services that are to be decommissioned will be set out at the end of October 2017.

SECTION 5: Next Steps

5.1	Action Plan <i>Complete the action plan if you need to reduce or remove the negative impacts you have identified, take steps to foster good relations or fill data gaps.</i> <i>NB. Add any additional rows, if required.</i>						
	Action Required	Equality Groups Targeted	Intended Outcome	Resources Needed	Name of Lead, Unit & Contact Details	Completion Date (DD/MM/YY)	RAG
	Review EIA at end of October 2017 when the BCF Programme and complete detail on proposals is finalised.	ALL			dylan.champion@LBHF.gov.ui	End Nov 17	GREEN

5.2 Risk Table

Ref	Risk	Impact	Actions in place to mitigate the risk	Current risk score	Further actions to be developed
R1.1	[Enter risk here]	[Enter here the likely impact if the risk came to pass]	[Record here any actions already in place to reduce the risk]	[Using the key below, enter the current risk score]	[Enter here any actions that can be developed in future to reduce the risk identified]
	Risks will not be clear until detailed proposals are set out.				



THIS SECTION TO BE COMPLETED BY THE RELEVANT SERVICE MANAGER

Signature:

Full Name: Dylan Champion

Date of Completion: 17th August 2017

WHAT NEXT?

Please email your completed EIA to the Equalities Lead: equalities@westminster.gov.uk

Title of Proposal	
ASC Front Door and Demand Management Programme which incorporates the following proposals;	
3.25	Integrated front door with Health & digital by default
3.26	Asset Based Commissioning of prevention services
ix.	Full Name:
x.	Position: Tri-Borough Deputy Executive Director & Director of Finance and Resources
xi.	Department: ASC
xii.	Contact Details: rachel.wigley@lbhf.gov.uk
Has this project, policy or proposal had an EIA carried out on it previously? If yes, please state date of original and append to this document for information.	
No	
Version number and date of update	
V2 17 th August 2017	

SECTION 1: Initial screening: Do you must complete an Equality Impact Assessment (EIA)?

Not all proposals will require an EIA, this initial screening will help you decide if your project or policy requires a full EIA by looking at the potential impact on any equality groups.

1.1	What are you analysing?				
	ASC's Front Door and Demand Management programme was established in July 2016 to Join up and digitalise services and integrate commissioning budgets for front door and prevention services. It has a remit to deliver more for less. The combined front door and digital service portfolio, including funding contributions from Housing, Health, Public Health, and CCG is over £7.9m. Savings of £230k have been committed which will be delivered through a combination of digital development, re-commissioning and contract management.				
1.2	Does the project, policy or proposal have the potential to <u>disproportionately</u> impact on any of the following groups? If so, is the impact positive or negative?				
		None	Positive	Negative	Not sure
	Disabled people	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Particular ethnic groups	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Men or women (include impacts due to pregnancy/ maternity)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	People or particular sexual orientation/s	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	People who are proposing to undergo, are undergoing, or have undergone a process or	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	part of a process of gender reassignment				
	People on low incomes	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	People in particular age groups	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Groups with particular faiths and beliefs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Are there any other groups that you think may be affected negatively or positively by this project, policy or proposal?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
			<input type="checkbox"/>	<input type="checkbox"/>	

If the answer is “negative” or “unclear” consider doing a full EIA

1.3	What do you think that the overall NEGATIVE impact on groups and communities will be?	None / Minimal	Significant
		x	<input type="checkbox"/>
<p><u>None or minimal impact would be where there is no negative impact identified, or where there will be no change to the services for any groups.</u> Wherever a negative impact has been identified you should consider undertaking a full EIA by completing the rest of the form.</p>			

1.4	Using the screening and information in questions 1.2 and 1.3, should a full assessment be carried out on the project, policy or proposal?
	No <input checked="" type="checkbox"/> is to be de-comissioned of downsized. of downsized. of downsized. of downsized.
1.5	How have you come to this decision?

SECTION 2: EQUALITY IMPACT ASSESSMENT

Building an Evidence Base: What do you know?

This section will help you build your evidence base and interpret what the likely impact will be of your service.

Sections 2

2.1	Build up a picture of who uses/will use your service or facility and identify who are likely to be impacted by the proposal	
	<ul style="list-style-type: none"> If you do not formally collect data about a particular group then use the results of local surveys or consultations, census data, national trends or anecdotal evidence (indicate where this is the case). Please attempt to complete all boxes. 	
	How many people use the service currently? What is this as a % of Westminster's population?	
	Disabled people	
	Particular ethnic groups	
	Men or women (include impacts due to pregnancy/maternity)	
	People of particular sexual orientations	
	People who are proposing to undergo, are undergoing or have undergone a process or part of a process of gender reassignment	
	People on low incomes	
	People in particular age groups	
	Groups with particular faiths and beliefs	
	Any other groups who may be affected by the proposal?	

2.2	Summary (to be completed following analysis of the evidence above)			
	None	Positive	Negative	Not sure
Does the project, policy or proposal have the potential to have a <u>disproportionate</u> impact on any of the following groups? If so, is the impact positive or negative?				
Disabled people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Particular ethnic groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Men or women (include impacts due to pregnancy/maternity)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People of particular sexual orientations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

People who are proposing to undergo, are undergoing or have undergone a process or part of a process of gender reassignment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People on low incomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People in particular age groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Groups with particular faiths and beliefs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are there any other groups that you think this proposal may affect negatively or positively?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	

SECTION 3: Assessing Impact

In order to be able to identify ways to mitigate any potential impact it is essential that we know what those potential impacts might be.

3.1	Consultation Information <i>This section should record the consultation activity undertaken in relation to this project, policy or proposal</i>
	<p>v. Who have you consulted with?</p> <p>vi. How did you consult? (<i>inc meeting dates, activity undertaken & groups consulted</i>)</p>
3.2	What might the potential impact on individuals or groups be? <i>Consider disability, race, gender, sexual orientation, transgender, age, faith or belief and those on low incomes and other excluded individuals or groups</i>
	Generic impact (across all groups)
	Men or women (include impacts due to pregnancy/maternity)
	People of particular sexual orientation
	People who are proposing to undergo, are undergoing or have undergone a process or part of a process of gender reassignment
	Disabled people
	Particular ethnic groups
	People on low incomes
	People in particular age groups
	Groups with particular faiths and beliefs
	Other excluded individuals and groups

SECTION 4: Reducing & Mitigating Impact

As a result of what you have learned, what can you do to minimise the impact of the proposed changes on equality groups and other excluded / vulnerable groups, as outlined above?

4.1 Where you have identified an impact, what can be done to reduce or mitigate the impact? (Remember to think about the Council as a whole, another service area may already be providing services which can help to deal with any negative impact).	
Impact 1: [Dissatisfaction and/or anxiety associated with managing change and transition]	
Impact 2: [Inequitable approach to making changes were customers refuse/complain/appeal]	
Impact 3: [Decline in physical and/or mental health following changes due to poor adjustment]	
Impact 4: [Insert impact here]	
Impact 5: [Insert impact here]	

4.2 Now that you have considered the potential or actual effect on equality, what action are you taking?	
No major change (no impacts identified)	<input checked="" type="checkbox"/>
Adjust the policy	<input type="checkbox"/>
Continue the policy (impacts identified)	<input type="checkbox"/>
Stop and remove the policy	<input type="checkbox"/>
4.3 Please document the reasons for your decision	
Potential for detrimental impacts has been catered for in the policy and approach to implementation.	
4.4 How will the impact of the project, policy or proposal and any changes made to reduce the impact be monitored?	
Follow up monitoring shortly after changes and annual review process.	
4.5 Conclusion	
<i>This section should record the overall impact, who will be impacted upon and the steps being taken to reduce/mitigate impact</i>	
This is 3% of the total service portfolio and as noted the focus is on delivering better outcomes for a little less money. Indepth analysis works has been undertaken which has identified a level of low value services, digital opportunities and duplication in services; this provides assurance about viability of the ambition. The exact details on how savings will be achieved including any services that are to be decommissioned will be set out at the end of October 2017.	

SECTION 5: Next Steps

5.1	Action Plan <i>Complete the action plan if you need to reduce or remove the negative impacts you have identified, take steps to foster good relations or fill data gaps.</i> <i>NB. Add any additional rows, if required.</i>						
	Action Required	Equality Groups Targeted	Intended Outcome	Resources Needed	Name of Lead, Unit & Contact Details	Completion Date (DD/MM/YY)	RAG
	Review EIA at end of October 2017 when detailed proposals for change are advised by commissioning.	ALL			Steven.Falvey@lbhf.gov.uk	End Nov 17	GREEN

5.2 Risk Table

Ref	Risk	Impact	Actions in place to mitigate the risk	Current risk score	Further actions to be developed
R1.1	[Enter risk here]	[Enter here the likely impact if the risk came to pass]	[Record here any actions already in place to reduce the risk]	[Using the key below, enter the current risk score]	[Enter here any actions that can be developed in future to reduce the risk identified]
	Risks will not be clear until detailed proposals are set out.				



THIS SECTION TO BE COMPLETED BY THE RELEVANT SERVICE MANAGER

Signature:

Full Name: Sue Redmond, Interim **Tri-Borough Executive Director**

Date of Completion: 17th August 2017

WHAT NEXT?

Please email your completed EIA to the Equalities Lead: equalities@westminster.gov.uk

Title of Proposal
3.35 ASC Levy – Continuation for Charging ASC Council Tax Precept
Adult Social Care Westminster Savings Proposals; Line by line review of all supplies and services (LD) – ref 3.15
<p>xiii. Full Name: Rachel Wigley</p> <p>xiv. Position: Tri-Borough Deputy Executive Director & Director of Finance and Resources</p> <p>xv. Department: ASC</p> <p>xvi. Contact Details: rachel.wigley@lbhf.gov.uk</p>
Has this project, policy or proposal had an EIA carried out on it previously? If yes, please state date of original and append to this document for information.
Yes - 29 th September 2016
Version number and date of update
V2 17 th August 2017

SECTION 1: Initial screening: Do you need to complete an Equality Impact Assessment (EIA)?

Not all proposals will require an EIA, this initial screening will help you decide if your project or policy requires a full EIA by looking at the potential impact on any equality groups.

1.1	What are you analysing?				
	<p>Continued discretionary charging for council tax charge 'the adult social care precept' from 2017/18 which is to be used on a ringfenced basis to support delivery of adult social care services. The Secretary of State for Communities and Local Government made an offer to adult social care authorities. The offer is the option of an adult social care authority being able to charge a "precept" of up to 2% on its council tax for the financial year beginning in 2016 without holding a referendum, to assist the authority in meeting expenditure on adult social care. Subject to the annual approval of the House of Commons, the Secretary of State intends to offer the option of charging the "precept" in relation to each financial year up to and including the financial year 2019-20. WCC has chosen to apply the precept from 2017/18.</p> <p>The precept charges are so marginal to the full Council Tax Bills EIA consideration should be wrapped up within the wider management of affordability, recovery and access to information for Council Tax Charges.</p>				
1.2	Does the project, policy or proposal have the potential to <u>disproportionately</u> impact on any of the following groups? If so, is the impact positive or negative?				
		None	Positive	Negative	Not sure
	Disabled people	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Particular ethnic groups	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Men or women (include impacts due to pregnancy/ maternity)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	People or particular sexual orientation/s	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	People who are proposing to undergo, are undergoing or have undergone a process or part of a process of gender reassignment	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	People on low incomes	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	People in particular age groups	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Groups with particular faiths and beliefs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Are there any other groups that you think may be affected negatively or positively by this project, policy or proposal?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

If the answer is “negative” or “unclear” consider doing a full EIA

1.3	What do you think that the overall NEGATIVE impact on groups and communities will be?	None / Minimal	Significant
		x	<input type="checkbox"/>
		<p><u>None or minimal impact would be where there is no negative impact identified, or where there will be no change to the services for any groups. Wherever a negative impact has been identified you should consider undertaking a full EIA by completing the rest of the form.</u></p>	

1.4	Using the screening and information in questions 1.2 and 1.3, should a full assessment be carried out on the project, policy or proposal?
	No <input checked="" type="checkbox"/>
1.5	How have you come to this decision?
	The additional charge has been introduced equitably to all Council Tax payers and within the wider existing system for charging based on income and ability to pay. Further the charge is limited to 2% of Council Tax charges.

SECTION 2: EQUALITY IMPACT ASSESSMENT

Building an Evidence Base: What do you know?

This section will help you build your evidence base and interpret what the likely impact will be of your service.

Sections 2

2.1	Build up a picture of who uses/will use your service or facility and identify who are likely to be impacted by the proposal	
	<ul style="list-style-type: none"> If you do not formally collect data about a particular group then use the results of local surveys or consultations, census data, national trends or anecdotal evidence (indicate where this is the case). Please attempt to complete all boxes. 	
	How many people use the service currently? What is this as a % of Westminster's population?	
	Disabled people	
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	Men or women (include impacts due to pregnancy/maternity)	
	People of particular sexual orientations	
	People who are proposing to undergo, are undergoing or have undergone a process or part of a process of gender reassignment	
	People on low incomes	
	People in particular age groups	
	Groups with particular faiths and beliefs	
	Any other groups who may be affected by the proposal?	

2.2	Summary (to be completed following analysis of the evidence above)				
	Does the project, policy or proposal have the potential to have a <u>disproportionate</u> impact on any of the following groups? If so, is the impact positive or negative?	None	Positive	Negative	Not sure
	Disabled people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Particular ethnic groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Men or women (include impacts due to pregnancy/maternity)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

People of particular sexual orientations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People who are proposing to undergo, are undergoing or have undergone a process or part of a process of gender reassignment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People on low incomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People in particular age groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Groups with particular faiths and beliefs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are there any other groups that you think this proposal may affect negatively or positively?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SECTION 3: Assessing Impact

In order to be able to identify ways to mitigate any potential impact it is essential that we know what those potential impacts might be.

3.1	Consultation Information <i>This section should record the consultation activity undertaken in relation to this project, policy or proposal</i>
	<p>vii. Who have you consulted with?</p> <p>viii. How did you consult? (<i>inc meeting dates, activity undertaken & groups consulted</i>)</p>
3.2	What might the potential impact on individuals or groups be? <i>Consider disability, race, gender, sexual orientation, transgender, age, faith or belief and those on low incomes and other excluded individuals or groups</i>
	Generic impact (across all groups)
	Men or women (include impacts due to pregnancy/maternity)
	People of particular sexual orientation
	People who are proposing to undergo, are undergoing or have undergone a process or part of a process of gender reassignment
	Disabled people
	Particular ethnic groups
	People on low incomes
	People in particular age groups

	Groups with particular faiths and beliefs	
	Other excluded individuals and groups	

SECTION 4: Reducing & Mitigating Impact

As a result of what you have learned, what can you do to minimise the impact of the proposed changes on equality groups and other excluded / vulnerable groups, as outlined above?

4.1	Where you have identified an impact, what can be done to reduce or mitigate the impact? <i>(Remember to think about the Council as a whole, another service area may already be providing services which can help to deal with any negative impact).</i>	
	Impact 1: [Dissatisfaction and/or anxiety associated with managing change and transition]	
	Impact 2: [Inequitable approach to making changes were customers refuse/complain/appeal]	
	Impact 3: [Decline in physical and/or mental health following changes due to poor adjustment]	
	Impact 4: [Insert impact here]	
	Impact 5: [Insert impact here]	

4.2	Now that you have considered the potential or actual effect on equality, what action are you taking?	
	No major change (no impacts identified)	<input checked="" type="checkbox"/>
	Adjust the policy	<input type="checkbox"/>
	Continue the policy (impacts identified)	<input type="checkbox"/>
	Stop and remove the policy	<input type="checkbox"/>

4.3	Please document the reasons for your decision	
	Potential for detrimental impacts has been catered for in the policy and approach to implementation.	

4.4	How will the impact of the project, policy or proposal and any changes made to reduce the impact be monitored?	
	Follow up monitoring shortly after changes and annual review process.	

4.5	Conclusion <i>This section should record the overall impact, who will be impacted upon and the steps being taken to reduce/mitigate impact</i>	
	The precept charges are so marginal to the full Council Tax Bills EIA consideration should be wrapped up within the wider management of affordability, recovery and access to information for Council Tax Charges.	

SECTION 5: Next Steps

5.1	Action Plan <i>Complete the action plan if you need to reduce or remove the negative impacts you have identified, take steps to foster good relations or fill data gaps.</i> <i>NB. Add any additional rows, if required.</i>						
	Action Required	Equality Groups Targeted	Intended Outcome	Resources Needed	Name of Lead, Unit & Contact Details	Completion Date (DD/MM/YY)	RAG

5.2 Risk Table

Ref	Risk	Impact	Actions in place to mitigate the risk	Current risk score	Further actions to be developed
R1.1	[Enter risk here]	[Enter here the likely impact if the risk came to pass]	[Record here any actions already in place to reduce the risk]	[Using the key below, enter the current risk score]	[Enter here any actions that can be developed in future to reduce the risk identified]



THIS SECTION TO BE COMPLETED BY THE RELEVANT SERVICE MANAGER

Signature:

Full Name: Rachel Wigley, **Tri-Borough Deputy Executive Director & Director of Finance and Resources**

Date of Completion: 18th August 2017

WHAT NEXT?

Please email your completed EIA to the Equalities Lead: equalities@westminster.gov.uk

Title																																							
3.38 Public Health Contract Savings																																							
What are you analysing?																																							
<ul style="list-style-type: none"> • What is the purpose of the policy/project/activity/strategy? • In what context will it operate? • Who is it intended to benefit? • What results are intended? • Why is it needed? 																																							
<p>The commissioning budget for Public Health in 2018/19 shows a reduction in cost, which was factored in at the procurement stage and reflects our need for suppliers to continually seek efficiencies without affecting the service to residents.</p> <p>The savings between 17/18 and 18/19 are part of the long-term financial management of Public Health and will ensure that the service continues to deliver excellent services whilst addressing the environment of reducing income.</p> <p>The savings arise from previously agreed payment and performance standards which request an annual saving attributable to efficiencies. In addition, large contracts commenced in Sexual Health in 2017/18, so any set-up costs will be discontinued into 2018/19 and so realising a saving.</p> <p>A table of the areas in which savings have been gained is as follows:</p>																																							
<table border="1"> <thead> <tr> <th>Commissioned Services</th> <th>2017/18 Budget £m</th> <th>Contract / Grant Savings £m</th> <th>2018/19 Budget £m</th> </tr> </thead> <tbody> <tr> <td>Substance Misuse</td> <td>7.532</td> <td>(1.880)</td> <td>5.653</td> </tr> <tr> <td>Sexual Health</td> <td>6.966</td> <td>(0.981)</td> <td>5.986</td> </tr> <tr> <td>Behaviour Change</td> <td>2.699</td> <td>(0.651)</td> <td>2.048</td> </tr> <tr> <td>Family and Children</td> <td>8.569</td> <td>(1.930)</td> <td>6.640</td> </tr> <tr> <td>Intelligence and Social Determinants</td> <td>0.102</td> <td>(0.052)</td> <td>0.050</td> </tr> <tr> <td>Directorate Managed Contracts</td> <td>25.870</td> <td>(5.493)</td> <td>20.377</td> </tr> <tr> <td>Public Health Investment Fund</td> <td>9.041</td> <td>0.009</td> <td>9.050</td> </tr> <tr> <td>Total Commissioned Budgets</td> <td>34.910</td> <td>(5.484)</td> <td>29.426</td> </tr> </tbody> </table>				Commissioned Services	2017/18 Budget £m	Contract / Grant Savings £m	2018/19 Budget £m	Substance Misuse	7.532	(1.880)	5.653	Sexual Health	6.966	(0.981)	5.986	Behaviour Change	2.699	(0.651)	2.048	Family and Children	8.569	(1.930)	6.640	Intelligence and Social Determinants	0.102	(0.052)	0.050	Directorate Managed Contracts	25.870	(5.493)	20.377	Public Health Investment Fund	9.041	0.009	9.050	Total Commissioned Budgets	34.910	(5.484)	29.426
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Details of the lead person completing the screening/EIA																																							
<p>(i) Full Name: John Forde (ii) Position: Deputy Director of Public Health (iii) Unit: Public Health (iii) Contact Details: jforde@westminster.gov.uk</p>																																							
Date sent to Equalities@westminster.gov.uk																																							
10 th October 2017																																							
Version number and date of update																																							
<p><i>You will need to update your EIA as you move through the decision-making process. Record the version number here and the date you updated the EIA. Keep all versions so you have evidence that you have considered equality throughout the process.</i></p>																																							

SECTION 1: Initial screening: Do you need to complete an Equality Impact Assessment (EIA)?

Not all proposals will require an EIA, this initial screening will help you decide if your project or policy requires a full EIA by looking at the potential impact on any equality groups.

1.1 Does the project, policy or proposal have the potential to disproportionately impact on any of the following groups? If so, is the impact positive or negative?				
	None	Positive	Negative	Not sure
Disabled people	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Particular ethnic groups	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Men or women (include impacts due to pregnancy/ maternity)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People or particular sexual orientation/s	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People who are proposing to undergo, are undergoing or have undergone a process or part of a process of gender reassignment	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People on low incomes	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People in particular age groups	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Groups with particular faiths and beliefs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are there any other groups that you think may be affected negatively or positively by this project, policy or proposal?		<input type="checkbox"/>	<input type="checkbox"/>	
If the answer is “negative” or “unclear” consider doing a full EIA				
1.2 What do you think that the overall NEGATIVE impact on groups and communities will be?				
None/ Minimal		Significant		
<input checked="" type="checkbox"/>		<input type="checkbox"/>		
None or minimal impact would be where there is no negative impact identified, or where there will be no change to the services for any groups.		Significant impact would be where there is an impact is identified that has substantial impact on any groups.		
If the answer is “significant” consider doing a full EIA				

1.3	Using the screening information in questions 1.1 and 1.2, should a full EIA be carried out on the project, policy or proposal
	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
1.4	How have you come to this decision?
	There are no negative or unclear equalities implications arising from the savings.

EQUALITY IMPACT ASSESSMENT

SECTION 2: BUILDING AN EVIDENCE BASE

2.1	Build up a picture of who uses/will use your service or facility and identify who are likely to be impacted by the proposal <ul style="list-style-type: none"> • <i>If you do not formally collect data about a particular group then use the results of local surveys or consultations, census data, national trends or anecdotal evidence (indicate where this is the case). Please attempt to complete all boxes.</i> • <i>A baseline of data is available here</i> 	
	How many people use the service currently? What is this as a % of Westminster’s population?	
	Age	
	Disability	
	Gender	
	Race	
	Religion or belief	
	Sexual orientation	

2.2	Are there any equality groups that are overrepresented in the monitoring information relative to their size of the population? <i>If so, this could indicate that the proposal may have a disproportionate impact on this group even if it is a universal service. Information about Westminster's population is on the Equalities page on the WIRE.</i>
	<i>If yes, provide details.</i>
2.3	Are there any equality groups that are underrepresented in the monitoring information relative to their size of the population? <i>If so, this could indicate that the service may not be accessible to all groups or there may be some form of direct or indirect discrimination occurring.</i>
	<i>If yes, provide details.</i>

SECTION 3: ASSESSING THE IMPACT

In order to be able to identify ways to mitigate any potential impact it is essential that we know what those potential impacts might be.

3.1	<p>Consultation Information <i>This section should record the consultation activity undertaken in relation to this project, policy or proposal</i></p>
	<p><i>It is helpful to identify whether you have conducted any consultations for your proposal, in some cases a statutory consultation is required. If your proposal has not required a consultation, please highlight this here. Consultations will help you identify what the potential impact of your proposal might be.</i></p>
3.2	<p>What might the potential impact on individuals or groups be? <i>Consider disability, race, gender, sexual orientation, transgender, age, faith or belief and those on low incomes and other excluded individuals or groups</i></p>
	<p><i>Using the evidence gathered in section 2 and any consultation activity highlighted in 3.1; explain what the potential impact of your proposal might be on the groups you have identified. You may wish to further supplement the evidence you have gathered in order to properly consider the impact. Please state when no impact has been identified.</i></p>

SECTION 4: REDUCING & MITIGATING IMPACT

As a result of what you have learned, what can you do to minimise the impact of the proposed changes on equality groups and other excluded / vulnerable groups, as outlined above?

4.1	Where you have identified an impact, what can be done to reduce or mitigate the impact? (Remember to think about the Council as a whole, another service area may already be providing services which can help to deal with any negative impact).																	
	<p>Consider what actions can be put in place to remove or reduce your identified impact(s). Record all potential actions to show you have considered all options. Please note if no mitigating actions have been identified.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #F4C49E;"> <th style="width: 45%; padding: 5px;">Column A – Issues or barriers, things to take into account</th> <th style="width: 55%; padding: 5px;">Column B – what changes can be made to remove or reduce barriers or negative impacts (Remember to think about the Council as a whole, another service area may already be providing services which can help to deal with any negative impact).</th> </tr> </thead> <tbody> <tr><td style="height: 30px;"></td><td></td></tr> <tr><td style="height: 30px;"></td><td></td></tr> <tr><td style="height: 30px;"></td><td></td></tr> <tr><td style="height: 30px;"></td><td></td></tr> <tr><td style="height: 30px;"></td><td></td></tr> <tr><td style="height: 30px;"></td><td></td></tr> <tr> <td style="padding: 5px;"><i>Enter additional rows if require</i></td> <td></td> </tr> </tbody> </table>		Column A – Issues or barriers, things to take into account	Column B – what changes can be made to remove or reduce barriers or negative impacts (Remember to think about the Council as a whole, another service area may already be providing services which can help to deal with any negative impact).													<i>Enter additional rows if require</i>	
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4.3	Please document the reasons for your decision

SECTION 5: ACTION PLAN

This section is for actions related any of the 9 protected characteristic: Age, Disability, Gender, Gender reassignment; Pregnancy & maternity, Race, Sexual Orientation or Religion/Belief

<p>5.1</p> <p>Complete the action plan if you need to reduce or remove the negative impacts you have identified, take steps to foster good relations or fill data gaps.</p> <p><i>Please include the action required by your team/unit, groups affected, the intended outcome of your action, resources needed, a lead person responsible for undertaking the action (inc. their department and contact details), the completion date for the action, and the relevant RAG rating: R(ed) – action not initiated, A(mber) – action initiated and in progress, G(reen) – action complete.</i></p> <p>NB. Add any additional rows, if required.</p>								
	Action Required	Equality Groups Targeted	Intended outcome	Resources Needed	Name of Lead, Unit & Contact Details	Completion Date (DD/MM/YY)	RAG	
	<i>Enter additional rows if required</i>							

THIS SECTION TO BE COMPLETED BY THE RELEVANT SERVICE MANAGER

SIGNATURE:

FULL NAME:

UNIT:

EMAIL & TELEPHONE EXT:

DATE (DD/MM/YYYY):

WHAT NEXT?

It is the responsibility of the service to complete an EIA to the required standard and the quality and completeness of EIAs will be monitored by EMT.

All EIAs for proposed changes to levels of service arising from budget proposals must be completed by **2 September 2016**.

All completed EIAs should be sent to: Equalities@westminster.gov.uk

Title

8.1A Specialist Intervention - Perfect Pathways

What are you analysing?

- What is the purpose of the policy/project/activity/strategy?
- In what context will it operate?
- Who is it intended to benefit?
- What results are intended?
- Why is it needed?

In 2017 Children's Commissioning launched The Perfect Pathways project, a system wide review of services for children with SEND which would take a completely new look at the way in which Westminster City Council provided targeted support for children with special educational needs and disabilities from the age of 0-25, specifically focussing on:

- Short Breaks for Children with Disabilities
- SEN Outreach
- Early Years provision
- Information, advice, and consultation

The overarching aim of the project has been to develop an improved system for providing targeted support for Children with Special Educational Needs and Disabilities in Westminster. We want efficient and effective services which provide the best value and experience for children and families.

Following a successful bid based on our desire to provide this improved targeted support for Children with Special Educational Needs and Disabilities, the project has benefited from the 'Design in the Public Sector' programme, which is delivered by the Design Council. The Design in the Public Sector programme brings together officers involved in the design and delivery of public services to learn and apply strategic design approaches to their challenges to deliver impact and improvement for their communities. The focus of the programme is to enable local authorities to work with communities to develop radically different solutions to challenges, so they can continue to provide excellent services that are both efficient and effective.

Factors driving the project have included:

- The needs of the population are changing – for example an increase in young people with Autistic Spectrum Disorder (ASD).
- Legislative requirements to make the offer more personalised and enable more parental control over how money is spent. Parents and professionals tell us that the offer can feel fragmented and navigating between services can be complex.
- We are not maximising the use and value of our physical estate
- There is a saving Medium Term savings target against the commissioned budget in 2018/19 of £0.205m, following a saving of £0.16m in 2017/18
- An improvement in relationships between stakeholders across the system is needed to establish a more joined up system better able to meet the needs of children and families
- Inconsistent advice and support is increasing pressure on specialist services, contrary to the strategic commitment to enabling children to benefit from inclusive mainstream settings wherever possible.

Our challenge is therefore to fundamentally rethink our current model to address these challenges. Since April 2017 the focus of the work delivered has been the application of design methodology to better identify the problems the program is seeking to address. Research has been delivered as a joint effort between The Parent Participation Group, The Design Council, current providers in the system and the Core Project Group.

The research methodology has identified common themes RE problems in the system, summarised below:

- The Local Offer can feel fragmented and navigating between services can be complex.
- Inconsistent advice and support is increasing pressure on specialist services, contrary to the strategic commitment to enabling children to benefit from inclusive mainstream settings wherever possible.
- Parents articulated the value of services that provide information on wider social sector provision.
- Responses from parents frequently focused on the impact services have on them, rather than their children, and how they wanted services that supported their ability to manage the lives of their whole family.
- Enthusiasm for key working.
- Services to be designed around the parent's challenges.
- The need for family services and or environments that parents and their families could mix in, feeling accepted and comfortable.
- Improvements in both access to and the inclusivity of existing community resources.
- The desire for access to some services without the need for social worker assessment.

Through the research undertaken **several possible solutions** to the issues faced in the system have been identified. *These include:*

- *Effective front door for health notifications and other referrals, which improves the process for identification and tracking of children with emerging SEND needs*
- *Triage process with clear guidance that enables a multi-disciplinary team to recommend the next steps for the child and the family regarding their support from the local offer*
- *Family Key Working model, which appropriate children and families can be referred to for personalised support, helping them to navigate the SEND support system, access the local offer and be empowered to manage their lives more effectively*
- *Short breaks core offer, which will enable children who are eligible for a short break but do not need SW intervention to do so without extensive assessment*
- *Drop-in family hub facility/ facilities, which provides space(s) for families to receive information advice and guidance and access inclusive activities on an ad-hoc basis*
- *Closer working relationship and collaboration between WCC parents and the LA to widen parent influence*
- *Behaviour support offer for 0-18 age group.*
- A HUB could act as a spring board to the broader local offer, hosting a key working service that can help parents navigate the local offer so their child can access the right support, at the right time, with the right professionals.
- The new model, services and processes should enable parents to be supported through a more coherent set of pathways.

- The local offer itself could offer greater differentiation or graduation with the introduction of the core offer. This could enable each parent to receive an offer that's better tailored to their child's need.
- Where possible, parents could also access an offer that meets their child's needs without social work assessment.

These solutions will be taken forward through several work streams. Perfect Pathways will conclude with the following outputs:

- Clarity on the challenges facing the system
- An improvement in relationships across the system, particularly with parents
- Increased confidence in local authority commissioning and transformation processes
- A delivery of the £365k savings target set against the Specialist Commissioning Intervention budget
- A series of recommendations for future services and a model to take forward.

Future work streams will include a focus on Early Intervention to achieve outcomes for children at an earlier stage and which will manage demand in a more sustainable way.

Details of the lead person completing the screening/EIA

(i) Full Name: Annabel Saunders

(ii) Position: Director of Commissioning – Children's Services

(iii) Unit: Children's Services

(iv) Contact Details: Annabel.Saunders@rbkc.gov.uk

Date sent to Equalities@westminster.gov.uk

16 August 2017, updated 02/10/2017

Version number and date of update

V2.0 slight

SECTION 1: Initial screening: Do you need to complete an Equality Impact Assessment (EIA)?

Not all proposals will require an EIA, this initial screening will help you decide if your project or policy requires a full EIA by looking at the potential impact on any equality groups.

1.1	Does the project, policy or proposal have the potential to disproportionately impact on any of the following groups? If so, is the impact positive or negative?				
		None	Positive	Negative	Not sure
	Disabled people	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Particular ethnic groups	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Men or women (include impacts due to pregnancy/ maternity)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	People or particular sexual orientation/s	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	People who are proposing to undergo, are undergoing or have undergone a process or part of a process of gender reassignment	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	People on low incomes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	People in particular age groups	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Groups with particular faiths and beliefs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Are there any other groups that you think may be affected negatively or positively by this project, policy or proposal?		<input type="checkbox"/>	No <input checked="" type="checkbox"/>	
If the answer is “negative” or “unclear” consider doing a full EIA					
1.2	What do you think that the overall NEGATIVE impact on groups and communities will be?				
	None/ Minimal		Significant		
	<input checked="" type="checkbox"/>		<input type="checkbox"/>		
	None or minimal impact would be where there is no negative impact identified, or where there will be no change to the services for any groups.		Significant impact would be where there is an impact is identified that has substantial impact on any groups.		
If the answer is “significant” consider doing a full EIA					

1.3	Using the screening information in questions 1.1 and 1.2, should a full EIA be carried out on the project, policy or proposal
	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
1.4	How have you come to this decision?
	The revised model of support based on increased personalisation and increased access into universal settings will have positive impacts on disabled children and their families. There is a risk that the reduction in overall funding will have an impact on the ability of the services in scope to adapt to accommodate increasing demand into the future. It will be important to mitigate this risk by considering how the transition to the new model can be resourced to ensure a model is in place that can meet increasing demand into the future.

EQUALITY IMPACT ASSESSMENT

SECTION 2: BUILDING AN EVIDENCE BASE

2.1	Build up a picture of who uses/will use your service or facility and identify who are likely to be impacted by the proposal	
	<ul style="list-style-type: none"> • <i>If you do not formally collect data about a particular group then use the results of local surveys or consultations, census data, national trends or anecdotal evidence (indicate where this is the case). Please attempt to complete all boxes.</i> • <i>A baseline of data is available here</i> 	
	How many people use the service currently? What is this as a % of Westminster's population?	Approximately 450 children and their families will be impacted by the changes to Short Breaks. This is approximately 0.2% of the overall population or 1% of the under 19 population.
	Age	This project covers SEND children and young people aged 0-18 but also their parents/ carers/ family members.
	Disability	To be eligible for a short break, a child would have a disability.
	Gender	The DCT's cohort of children with SEND is majority male (67% male, 33% female) which is representative of children with SEND more broadly.
	Race	The Disabled Children Teams cohort is very diverse which is broadly representative of the population served. In majority order the cohort's ethnicity is: Other Ethnic Groups (28%) Black/ African/ Caribbean/ Black British (23%), White (18%), Asian/Asian British/ Chinese (12%) and Mixed/ Multiple Ethnic Groups (7%) There is a significant segment of the cohort for whom ethnicity is not recorded (12%).

	Religion or belief	In majority order the cohort has the following religious representation: Muslim (43%), Christian (27%) Catholic (6%), No Religion (5%) Not stated (5%), Jewish (1%). The remaining % are either not recored or are statistically insignifciant (e.g. Hindu - 1 child).
	Sexual orientation	Data on sexual orientation is currently not available but it is unlikely that this proposal will impact either positively or negatively on this protected characteristic.
2.2	Are there any equality groups that are overrepresented in the monitoring information relative to their size of the population? <i>If so, this could indicate that the proposal may have a disproportionate impact on this group even if it is a universal service. Information about Westminster's population is on the Equalities page on the WIRE.</i>	
	By the nature of the service young people with disabilities are overrepresented relative to the size of the population.	
2.3	Are there any equality groups that are underrepresented in the monitoring information relative to their size of the population? <i>If so, this could indicate that the service may not be accessible to all groups or there may be some form of direct or indirect discrimination occurring.</i>	
	As above, the service is specifically targeted at children with disabilities and therefore these are the only groups represented.	

SECTION 3: ASSESSING THE IMPACT

In order to be able to identify ways to mitigate any potential impact it is essential that we know what those potential impacts might be.

3.1	<p>Consultation Information <i>This section should record the consultation activity undertaken in relation to this project, policy or proposal</i></p>
	<p>In the early stages of the review of services for children with SEND through 2016 consultation activity was completed with Parent Forum leads, parent/carers and stakeholders. This included group discussions, 1:1, facilitated conversation and questionnaires. Feedback received from other boroughs and schools were tested out to see if the themes were consistent.</p> <p>In addition, since April 2017, the focus of the work delivered has been the application of design methodology to better identify the problems the program is seeking to address. Research has been delivered as a joint effort between The Parent Participation Group, The Design Council, current providers in the system and the Core Project Group.</p> <p>This Discovery Work has involved Photo Journals, Journey Mapping, Parent Interviews, Observations in Settings and a range of workshop activities completed with parents. A member of the core team has also met with the Westminster Special Schools Head regarding SEN Outreach.</p> <p>Collectively the research and consultation work completed has provided a view of parent and families wishes. We hope the emphasis the project has had on understanding parent's views has been an encouragement to the parents' groups.</p> <p>Currently broader engagement is underway with professionals across Health, Education, and Social Care to triangulate findings established to date.</p> <p>The projects next steps have been identified as:</p> <ul style="list-style-type: none"> • Further exploratory visits are being held across Early Years Settings • Multiagency Working groups are being established to take forward emerging recommendations • Proposed solutions emerging from professional input will be further developed through coproduction workshops • The necessary savings will be achieved for April 2018.
3.2	<p>What might the potential impact on individuals or groups be? <i>Consider disability, race, gender, sexual orientation, transgender, age, faith or belief and those on low incomes and other excluded individuals or groups</i></p>
	<p>The change in funding means that all funds in the system must be focused towards children with SEND to ensure compliance with statutory legislation and, most importantly, to deliver the necessary support to meet the needs of children and families affected by complex needs.</p>

	<p>This may mean the decommissioning of budgets paying for services which are not currently meeting the needs of the budget's target population.</p> <p>The objective of the review is to better meet the needs of disabled children and families. It is believed that an improved model for children with SEND can be achieved despite the increased financial constraints.</p> <p>There could be transitional issues with the move to a new model. This move will require careful management to ensure that parents and young people are adequately supported.</p>
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SECTION 4: REDUCING & MITIGATING IMPACT

As a result of what you have learned, what can you do to minimise the impact of the proposed changes on equality groups and other excluded / vulnerable groups, as outlined above?

4.1	Where you have identified an impact, what can be done to reduce or mitigate the impact? (Remember to think about the Council as a whole, another service area may already be providing services which can help to deal with any negative impact).													
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4.2	Now that you have considered the potential or actual effect on equality, what action are you taking?													
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<input type="checkbox"/>	4. Stop and remove the policy	There are adverse effects that are not justified and cannot be mitigated. The policy is unlawfully discriminating.												
4.3	Please document the reasons for your decision													
	<p>Whilst there are risks from the reduction in spend on short break services, there are opportunities through a redesign of services to ensure that, in future, funding is used in a smarter way which is more closely based around parental preference and personalisation.</p> <p>It will be critical to ensure that parents and young people are involved throughout this process.</p> <p>Additionally, we will need to build in a robust mobilisation plan which will ensure that there is sufficient time for children's needs to be carefully considered and planned for as the new model is developed.</p>													

SECTION 5: ACTION PLAN

This section is for actions related any of the 9 protected characteristic: Age, Disability, Gender, Gender reassignment; Pregnancy & maternity, Race, Sexual Orientation, or Religion/Belief

<p>5.1</p>	<p>Complete the action plan if you need to reduce or remove the negative impacts you have identified, take steps to foster good relations or fill data gaps.</p> <p><i>Please include the action required by your team/unit, groups affected, the intended outcome of your action, resources needed, a lead person responsible for undertaking the action (Inc. their department and contact details), the completion date for the action, and the relevant RAG rating: R(ed) – action not initiated, A(mber) – action initiated and in progress, G(reen) – action complete.</i></p> <p>NB. Add any additional rows, if required.</p>
<p>N/A</p>	

THIS SECTION TO BE COMPLETED BY THE RELEVANT SERVICE MANAGER**SIGNATURE:****FULL NAME:** Annabel Saunders**UNIT:** Children's Commissioning**EMAIL & TELEPHONE EXT:** Annabel.Saunders@rbkc.gov.uk**DATE (DD/MM/YYYY):** 02/10/2017**WHAT NEXT?**

It is the responsibility of the service to complete an EIA to the required standard and the quality and completeness of EIAs will be monitored by EMT.

All EIAs for proposed changes to levels of service arising from budget proposals must be completed by 2 September 2016.

All completed EIAs should be sent to: Equalities@westminster.gov.uk

Title
8.1B Children’s Commissioning Directorate Restructure
<p>What are you analysing?</p> <ul style="list-style-type: none"> • What is the purpose of the policy/project/activity/strategy? • In what context will it operate? • Who is it intended to benefit? • What results are intended? • Why is it needed?
<p>The Tri-borough Children’s Commissioning Directorate is responsible for approximately £80m of external spend on more than 1000 contracts including home to school transport and schools meals, looked after children placements and packages of support for disabled children, children’s centres and youth services, amongst others. The role of the service is to ensure that decisions on spend are made on the basis of robust evidence of need, to source cost effective quality provision which drives innovation, to manage and develop markets and oversee and challenge provider performance.</p> <p>The Tri-borough Commissioning team review and restructure in 2016 has resulted in a net reduction of 25 Tri – Borough Full Time Equivalent (FTE’s) from 109 to 84. This is the combined movement of :</p> <ol style="list-style-type: none"> a. Reduction of 37 FTE’s b. Addition of 12 FTE new service roles into Commissioning. <p>A second restructure is planned to review the Joint Commissioning Team (a jointly funded service with the Clinical Commissioning Group). It is expected to be fully implemented by March 2018.</p>
Details of the lead person completing the screening/EIA
<p>(i) Full Name: Rachael Wright-Turner</p> <p>(ii) Position: Triborough Director for Children's Commissioning</p> <p>(iii) Unit: Children’s Services</p> <p>(iv) Contact Details: Rachael.Wright-Turner@rbkc.gov.uk</p>
Date sent to Equalities@westminster.gov.uk
22 nd August 2017
Version number and date of update
V2.0 (update 22 nd August 2017)

SECTION 1: Initial screening: Do you need to complete an Equality Impact Assessment (EIA)?

Not all proposals will require an EIA, this initial screening will help you decide if your project or policy requires a full EIA by looking at the potential impact on any equality groups.

1.1 Does the project, policy or proposal have the potential to disproportionately impact on any of the following groups? If so, is the impact positive or negative?				
	None	Positive	Negative	Not sure
Disabled people	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Particular ethnic groups	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Men or women (include impacts due to pregnancy/ maternity)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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People who are proposing to undergo, are undergoing or have undergone a process or part of a process of gender reassignment	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Groups with particular faiths and beliefs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are there any other groups that you think may be affected negatively or positively by this project, policy or proposal?	No	<input type="checkbox"/>	<input type="checkbox"/>	
If the answer is “negative” or “unclear” consider doing a full EIA				
1.2 What do you think that the overall NEGATIVE impact on groups and communities will be?				
None/ Minimal <input checked="" type="checkbox"/>		Significant <input type="checkbox"/>		
None or minimal impact would be where there is no negative impact identified, or where there will be no change to the services for any groups.		Significant impact would be where there is an impact is identified that has substantial impact on any groups.		
If the answer is “significant” consider doing a full EIA				

1.3	Using the screening information in questions 1.1 and 1.2, should a full EIA be carried out on the project, policy or proposal
	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
1.4	How have you come to this decision?
	<p>The Commissioning reorganisation has delivered the saving following the staff consultation process which took place in November 2015.</p> <p>The saving associated with this activity has been delivered. There were 5 Westminster City Council Staff that requested voluntary redundancy as part of the process. There are no negative implications for the workforce and no reduction in service as a result of this restructure.</p>

EQUALITY IMPACT ASSESSMENT

SECTION 2: BUILDING AN EVIDENCE BASE

3.1	Build up a picture of who uses/will use your service or facility and identify who are likely to be impacted by the proposal	
	<ul style="list-style-type: none"> • <i>If you do not formally collect data about a particular group then use the results of local surveys or consultations, census data, national trends or anecdotal evidence (indicate where this is the case). Please attempt to complete all boxes.</i> • <i>A baseline of data is available here</i> 	
	How many people use the service currently? What is this as a % of Westminster's population?	
	Age	
	Disability	
	Gender	
	Race	
	Religion or belief	
	Sexual orientation	

2.2	Are there any equality groups that are overrepresented in the monitoring information relative to their size of the population? <i>If so, this could indicate that the proposal may have a disproportionate impact on this group even if it is a universal service. Information about Westminster's population is on the Equalities page on the WIRE.</i>
	N/A
2.3	Are there any equality groups that are underrepresented in the monitoring information relative to their size of the population? <i>If so, this could indicate that the service may not be accessible to all groups or there may be some form of direct or indirect discrimination occurring.</i>
	N/A

SECTION 3: ASSESSING THE IMPACT

In order to be able to identify ways to mitigate any potential impact it is essential that we know what those potential impacts might be.

3.1	<p>Consultation Information <i>This section should record the consultation activity undertaken in relation to this project, policy or proposal</i></p>
	<p>A staff consultation process took place in November 2015. A second staff consultation in relation to the Joint Commissioning Team is expected in autumn 2017.</p>
3.2	<p>What might the potential impact on individuals or groups be? <i>Consider disability, race, gender, sexual orientation, transgender, age, faith or belief and those on low incomes and other excluded individuals or groups</i></p>
	<p>N/A</p>

SECTION 4: REDUCING & MITIGATING IMPACT

As a result of what you have learned, what can you do to minimise the impact of the proposed changes on equality groups and other excluded / vulnerable groups, as outlined above?

4.1	Where you have identified an impact, what can be done to reduce or mitigate the impact? (Remember to think about the Council as a whole, another service area may already be providing services which can help to deal with any negative impact).	
	<p>Consider what actions can be put in place to remove or reduce your identified impact(s). Record all potential actions to show you have considered all options. Please note if no mitigating actions have been identified.</p>	
	<p>Column A – Issues or barriers, things to take into account</p>	<p>Column B – what changes can be made to remove or reduce barriers or negative impacts (Remember to think about the Council as a whole, another service area may already be providing services which can help to deal with any negative impact).</p>
	<p><i>Enter additional rows if require</i></p>	
4.2	Now that you have considered the potential or actual effect on equality, what action are you taking?	
	<input type="checkbox"/>	<p>1. No major change (no impacts identified) Your analysis demonstrates that the policy is robust and the evidence shows no potential for discrimination and you have taken all appropriate steps to advance equality & foster good relations between groups.</p>
	<input type="checkbox"/>	<p>2. Adjust the policy You will take steps to remove barriers or to better advance equality.</p>
	<input type="checkbox"/>	<p>3. Continue the policy (impacts identified) You will adopt your proposal, despite any adverse effect provided you are satisfied that it does not unlawfully discriminate and it is justified.</p>
	<input type="checkbox"/>	<p>4. Stop and remove the policy There are adverse effects that are not justified and cannot be mitigated. The policy is unlawfully discriminating.</p>

4.3	Please document the reasons for your decision

SECTION 5: ACTION PLAN

This section is for actions related any of the 9 protected characteristic: Age, Disability, Gender, Gender reassignment; Pregnancy & maternity, Race, Sexual Orientation or Religion/Belief

<p>5.1</p> <p>Complete the action plan if you need to reduce or remove the negative impacts you have identified, take steps to foster good relations or fill data gaps.</p> <p><i>Please include the action required by your team/unit, groups affected, the intended outcome of your action, resources needed, a lead person responsible for undertaking the action (inc. their department and contact details), the completion date for the action, and the relevant RAG rating: R(ed) – action not initiated, A(mber) – action initiated and in progress, G(reen) – action complete.</i></p> <p>NB. Add any additional rows, if required.</p>								
	Action Required	Equality Groups Targeted	Intended outcome	Resources Needed	Name of Lead, Unit & Contact Details	Completion Date (DD/MM/YY)	RAG	
	<i>Enter additional rows if required</i>							

THIS SECTION TO BE COMPLETED BY THE RELEVANT SERVICE MANAGER

SIGNATURE:

FULL NAME:

UNIT:

EMAIL & TELEPHONE EXT:

DATE (DD/MM/YYYY):

WHAT NEXT?

It is the responsibility of the service to complete an EIA to the required standard and the quality and completeness of EIAs will be monitored by EMT.

All EIAs for proposed changes to levels of service arising from budget proposals must be completed by 2 September 2016.

All completed EIAs should be sent to: Equalities@westminster.gov.uk

Title
8.1C Tracking and Survey Re-commissioning
<p>What are you analysing?</p> <ul style="list-style-type: none"> • What is the purpose of the policy/project/activity/strategy? • In what context will it operate? • Who is it intended to benefit? • What results are intended? • Why is it needed?
<p>To identify savings from the delivery of the Tracking and Survey function of young people to understand learning and employment destinations, and ensure the delivery of careers information advice and guidance to young people with a disability and/or learning difficulties.</p> <p>The current contract with the incumbent Tracking and Survey provider is approaching the end of its term. Casework and specialist advice is already provided by the SEN service, and the contract specification for Tracking and Surveys will be reviewed and re-commissioned to identify and release efficiencies and savings. Services will continue to meet statutory requirements, and appropriate support to young people and education providers will continue.</p>
Details of the lead person completing the screening/EIA
<p>(i) Full Name: Rupa Parmar</p> <p>(ii) Position: Consultant - Programme Lead, Commissioning & Transition</p> <p>(iii) Unit: Children's Services – Commissioning Directorate</p> <p>(iv) Contact Details: Rupa.Parmar@rbkc.gov.uk</p>
Date sent to Equalities@westminster.gov.uk
15 th August 2017
Version number and date of update
V3 – 15th August 2017

SECTION 1: Initial screening: Do you need to complete an Equality Impact Assessment (EIA)?

Not all proposals will require an EIA, this initial screening will help you decide if your project or policy requires a full EIA by looking at the potential impact on any equality groups.

1.1	Does the project, policy or proposal have the potential to disproportionately impact on any of the following groups? If so, is the impact positive or negative?				
		None	Positive	Negative	Not sure
	Disabled people	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Particular ethnic groups	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Men or women (include impacts due to pregnancy/ maternity)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	People or particular sexual orientation/s	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	People who are proposing to undergo, are undergoing or have undergone a process or part of a process of gender reassignment	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	People on low incomes	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	People in particular age groups	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Groups with particular faiths and beliefs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Are there any other groups that you think may be affected negatively or positively by this project, policy or proposal?	No	<input type="checkbox"/>	<input type="checkbox"/>	
If the answer is “negative” or “unclear” consider doing a full EIA					
1.2	What do you think that the overall NEGATIVE impact on groups and communities will be?				
	None/ Minimal		Significant		
	<input checked="" type="checkbox"/>		<input type="checkbox"/>		
	None or minimal impact would be where there is no negative impact identified, or where there will be no change to the services for any groups.		Significant impact would be where there is an impact is identified that has substantial impact on any groups.		
If the answer is “significant” consider doing a full EIA					

1.3	Using the screening information in questions 1.1 and 1.2, should a full EIA be carried out on the project, policy or proposal
	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
1.4	How have you come to this decision?
	<p>A review of service arrangements has identified that there are more efficient ways to deliver services, which will not negatively impact on service provision. Both Tracking and Survey functions, coupled with the requirement to undertake Education, Health and Care Plans for Children with Special Educational Needs remain statutory functions of the Local Authority. Whilst service reviews have identified more efficient ways to deliver the Tracking and Survey function through a competitive procurement exercise, both this and the Education, Health and Care Plans will continue to be provided.</p> <p>Both the Tracking and Survey function for all young people aged 16 to 17, and the requirement to undertake EHC plans, (of which there are 334 plans in schools across Westminster), for children with Special Educational Needs from age 0 through to 25 are statutory services available to the whole cohorts of young people within these age groups, (year 11, 1591, year 12, 1472 & year 13, 1181). Re-commissioning the Tracking & Survey function will not result in reduced provision of the service. Discussions have been held with the incumbent provider of the Tracking and Survey service across Westminster to advise on our proposed approach to re-tender this service as a Tracking and Survey contract only. Following the procurement process arrangements will be made with the successful service provider for the continuation of service delivery. Discussions are on-going over the staffing and resource requirements for staff working on this contract undertaking EHC plans, however, service delivery from the SEN team will continue.</p> <p>As there are no proposed changes to the requirement to undertake the Tracking and Survey function it is not anticipated there will be an impact on individuals or groups. Young people in academic years 11, 12 and 13 will continue to be reported to the Department for Education and where participation is unknown, their activity will be tracked. As the same number of key worker posts will continue in the Special Educational Needs department it is not anticipated that there will be an impact on young people with Special Educational Needs or Disabilities that are undergoing an assessment for, or have an on-going EHC plan. The 334 plans in place for young people in schools across Westminster will continue to have an allocated keyworker from the SEN department.</p>

EQUALITY IMPACT ASSESSMENT

SECTION 2: BUILDING AN EVIDENCE BASE

2.1	<p>Build up a picture of who uses/will use your service or facility and identify who are likely to be impacted by the proposal</p> <ul style="list-style-type: none"> <i>If you do not formally collect data about a particular group then use the results of local surveys or consultations, census data, national trends or anecdotal evidence (indicate where this is the case). Please attempt to complete all boxes.</i> <i>A baseline of data is available here</i> 	
	<p>How many people use the service currently? What is this as a % of Westminster's population?</p>	<p>The statutory requirement is to track, record and report on the participation activity for all young people resident within Westminster aged 16 and 17, and up to 25 for those with Special Educational Needs.</p>
	Age	n/a
	Disability	n/a
	Gender	n/a
	Race	n/a
	Religion or belief	n/a
	Sexual orientation	n/a
2.2	<p>Are there any equality groups that are overrepresented in the monitoring information relative to their size of the population? <i>If so, this could indicate that the proposal may have a disproportionate impact on this group even if it is a universal service. Information about Westminster's population is on the Equalities page on the WIRE.</i></p>	

2.3	Are there any equality groups that are underrepresented in the monitoring information relative to their size of the population? <i>If so, this could indicate that the service may not be accessible to all groups or there may be some form of direct or indirect discrimination occurring.</i>

SECTION 3: ASSESSING THE IMPACT

In order to be able to identify ways to mitigate any potential impact it is essential that we know what those potential impacts might be.

3.1	Consultation Information <i>This section should record the consultation activity undertaken in relation to this project, policy or proposal</i>
3.2	What might the potential impact on individuals or groups be? <i>Consider disability, race, gender, sexual orientation, transgender, age, faith or belief and those on low incomes and other excluded individuals or groups</i>

SECTION 4: REDUCING & MITIGATING IMPACT

As a result of what you have learned, what can you do to minimise the impact of the proposed changes on equality groups and other excluded / vulnerable groups, as outlined above?

4.1	Where you have identified an impact, what can be done to reduce or mitigate the impact? (Remember to think about the Council as a whole, another service area may already be providing services which can help to deal with any negative impact).																	
	<p>Consider what actions can be put in place to remove or reduce your identified impact(s). Record all potential actions to show you have considered all options. Please note if no mitigating actions have been identified.</p> <table border="1" data-bbox="264 730 1538 1451"> <thead> <tr> <th data-bbox="264 730 748 875">Column A – Issues or barriers, things to take into account</th> <th data-bbox="748 730 1538 875">Column B – what changes can be made to remove or reduce barriers or negative impacts (Remember to think about the Council as a whole, another service area may already be providing services which can help to deal with any negative impact).</th> </tr> </thead> <tbody> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr> <td data-bbox="264 1361 748 1451"><i>Enter additional rows if require</i></td> <td data-bbox="748 1361 1538 1451"> </td> </tr> </tbody> </table>		Column A – Issues or barriers, things to take into account	Column B – what changes can be made to remove or reduce barriers or negative impacts (Remember to think about the Council as a whole, another service area may already be providing services which can help to deal with any negative impact).													<i>Enter additional rows if require</i>	
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4.3	Please document the reasons for your decision

SECTION 5: ACTION PLAN

This section is for actions related any of the 9 protected characteristic: Age, Disability, Gender, Gender reassignment; Pregnancy & maternity, Race, Sexual Orientation or Religion/Belief

5.1 Complete the action plan if you need to reduce or remove the negative impacts you have identified, take steps to foster good relations or fill data gaps. <i>Please include the action required by your team/unit, groups affected, the intended outcome of your action, resources needed, a lead person responsible for undertaking the action (inc. their department and contact details), the completion date for the action, and the relevant RAG rating: R(ed) – action not initiated, A(mber) – action initiated and in progress, G(reen) – action complete.</i> NB. Add any additional rows, if required.						
Action Required	Equality Groups Targeted	Intended outcome	Resources Needed	Name of Lead, Unit & Contact Details	Completion Date (DD/MM/YY)	RAG
<i>Enter additional rows if required</i>						

THIS SECTION TO BE COMPLETED BY THE RELEVANT SERVICE MANAGER**SIGNATURE:****FULL NAME:** Rupa Parmar**UNIT:** Commissioning Directorate**EMAIL & TELEPHONE EXT:** Rupa.Parmar@rbkc.gov.uk**DATE (DD/MM/YYYY):****WHAT NEXT?**

It is the responsibility of the service to complete an EIA to the required standard and the quality and completeness of EIAs will be monitored by EMT.

All EIAs for proposed changes to levels of service arising from budget proposals must be completed by 2 September 2016.

All completed EIAs should be sent to: Equalities@westminster.gov.uk

Title
8.5A Review of Dedicated Schools Grant
<p>What are you analysing?</p> <ul style="list-style-type: none"> • What is the purpose of the policy/project/activity/strategy? • In what context will it operate? • Who is it intended to benefit? • What results are intended? • Why is it needed?
<p>The project focuses on the new arrangements for the administration of both the High Needs Block and Early Years Block of the Dedicated Schools Grant.</p> <p>The High Needs element relates to the costs of administration children resident in from other boroughs attending special schools with the borough. The new arrangements allow for an administrative charge to be applied.</p> <p>The development of local offer has seen more pupils placed locally and reduced the spend in the independent sector. An element of the savings from independent sector spend are transferred to reduce spend on Home to School transport.</p> <p>The Early year's element relates to the increased allocation for the administration costs of payments to all providers delivering the new 30 hour's childcare offer.</p> <p>A service review has enabled these additional responsibilities and activities to be delivered within existing resources.</p>
<p>(ii) Full Name: Andrew Tagg</p> <p>(ii) Position: Head of Resources</p> <p>(iii) Unit: Children's Finance</p> <p>(iv) Contact Details: Email: andrew.tagg@rbkc.gov.uk ; Mobile: 07739313407</p>
Date sent to Equalities@westminster.gov.uk
18 th September 2017
Version number and date of update
V1.0 – 18th September 2017

SECTION 1: Initial screening: Do you need to complete an Equality Impact Assessment (EIA)?

Not all proposals will require an EIA, this initial screening will help you decide if your project or policy requires a full EIA by looking at the potential impact on any equality groups.

1.1	Does the project, policy or proposal have the potential to disproportionately impact on any of the following groups? If so, is the impact positive or negative?				
		None	Positive	Negative	Not sure
	Disabled people	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Particular ethnic groups	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Men or women (include impacts due to pregnancy/ maternity)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	People or particular sexual orientation/s	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	People who are proposing to undergo, are undergoing or have undergone a process or part of a process of gender reassignment	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	People on low incomes	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	People in particular age groups	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Groups with particular faiths and beliefs	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Are there any other groups that you think may be affected negatively or positively by this project, policy or proposal?	x	<input type="checkbox"/>	<input type="checkbox"/>	
If the answer is “negative” or “unclear” consider doing a full EIA					
1.2	What do you think that the overall NEGATIVE impact on groups and communities will be?				
	None/ Minimal	Significant			
	x	<input type="checkbox"/>			
	None or minimal impact would be where there is no negative impact identified, or where there will be no change to the services for any groups.	Significant impact would be where there is an impact is identified that has substantial impact on any groups.			
If the answer is “significant” consider doing a full EIA					

1.3	Using the screening information in questions 1.1 and 1.2, should a full EIA be carried out on the project, policy or proposal
	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
1.4	How have you come to this decision?
	Having reviewed impact, the actions taken in this project will not disproportionately impact on particular groups.

EQUALITY IMPACT ASSESSMENT

SECTION 2: BUILDING AN EVIDENCE BASE

2.1	Build up a picture of who uses/will use your service or facility and identify who are likely to be impacted by the proposal	
	<ul style="list-style-type: none"> • <i>If you do not formally collect data about a particular group then use the results of local surveys or consultations, census data, national trends or anecdotal evidence (indicate where this is the case). Please attempt to complete all boxes.</i> • <i>A baseline of data is available here</i> 	
	How many people use the service currently? What is this as a % of Westminster's population?	
	Age	
	Disability	
	Gender	
	Race	
	Religion or belief	
	Sexual orientation	

2.2	Are there any equality groups that are overrepresented in the monitoring information relative to their size of the population? <i>If so, this could indicate that the proposal may have a disproportionate impact on this group even if it is a universal service. Information about Westminster's population is on the Equalities page on the WIRE.</i>
	<i>If yes, provide details.</i>
2.3	Are there any equality groups that are underrepresented in the monitoring information relative to their size of the population? <i>If so, this could indicate that the service may not be accessible to all groups or there may be some form of direct or indirect discrimination occurring.</i>
	<i>If yes, provide details.</i>

SECTION 3: ASSESSING THE IMPACT

In order to be able to identify ways to mitigate any potential impact it is essential that we know what those potential impacts might be.

3.1	<p>Consultation Information <i>This section should record the consultation activity undertaken in relation to this project, policy or proposal</i></p>
	<p><i>It is helpful to identify whether you have conducted any consultations for your proposal, in some cases a statutory consultation is required. If your proposal has not required a consultation, please highlight this here. Consultations will help you identify what the potential impact of your proposal might be.</i></p>
3.2	<p>What might the potential impact on individuals or groups be? <i>Consider disability, race, gender, sexual orientation, transgender, age, faith or belief and those on low incomes and other excluded individuals or groups</i></p>
	<p><i>Using the evidence gathered in section 2 and any consultation activity highlighted in 3.1; explain what the potential impact of your proposal might be on the groups you have identified. You may wish to further supplement the evidence you have gathered in order to properly consider the impact. Please state when no impact has been identified.</i></p>

SECTION 4: REDUCING & MITIGATING IMPACT

As a result of what you have learned, what can you do to minimise the impact of the proposed changes on equality groups and other excluded / vulnerable groups, as outlined above?

4.1	Where you have identified an impact, what can be done to reduce or mitigate the impact? (Remember to think about the Council as a whole, another service area may already be providing services which can help to deal with any negative impact).																	
	<p>Consider what actions can be put in place to remove or reduce your identified impact(s). Record all potential actions to show you have considered all options. Please note if no mitigating actions have been identified.</p> <table border="1" data-bbox="264 689 1538 1384"> <thead> <tr> <th data-bbox="264 689 746 831"> Column A – Issues or barriers, things to take into account </th> <th data-bbox="751 689 1538 831"> Column B – what changes can be made to remove or reduce barriers or negative impacts (Remember to think about the Council as a whole, another service area may already be providing services which can help to deal with any negative impact). </th> </tr> </thead> <tbody> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr> <td data-bbox="264 1294 746 1384"><i>Enter additional rows if require</i></td> <td data-bbox="751 1294 1538 1384"> </td> </tr> </tbody> </table>		Column A – Issues or barriers, things to take into account	Column B – what changes can be made to remove or reduce barriers or negative impacts (Remember to think about the Council as a whole, another service area may already be providing services which can help to deal with any negative impact).													<i>Enter additional rows if require</i>	
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4.3	Please document the reasons for your decision

SECTION 5: ACTION PLAN

This section is for actions related any of the 9 protected characteristic: Age, Disability, Gender, Gender reassignment; Pregnancy & maternity, Race, Sexual Orientation or Religion/Belief

<p>5.1</p> <p>Complete the action plan if you need to reduce or remove the negative impacts you have identified, take steps to foster good relations or fill data gaps.</p> <p><i>Please include the action required by your team/unit, groups affected, the intended outcome of your action, resources needed, a lead person responsible for undertaking the action (inc. their department and contact details), the completion date for the action, and the relevant RAG rating: R(ed) – action not initiated, A(mber) – action initiated and in progress, G(reen) – action complete.</i></p> <p>NB. Add any additional rows, if required.</p>								
	Action Required	Equality Groups Targeted	Intended outcome	Resources Needed	Name of Lead, Unit & Contact Details	Completion Date (DD/MM/YY)	RAG	
	<i>Enter additional rows if required</i>							

THIS SECTION TO BE COMPLETED BY THE RELEVANT SERVICE MANAGER

SIGNATURE:

FULL NAME:

UNIT:

EMAIL & TELEPHONE EXT:

DATE (DD/MM/YYYY):

WHAT NEXT?

It is the responsibility of the service to complete an EIA to the required standard and the quality and completeness of EIAs will be monitored by EMT.

All EIAs for proposed changes to levels of service arising from budget proposals must be completed by **2 September 2016**.

All completed EIAs should be sent to: Equalities@westminster.gov.uk

Title
8.5B Development of Traded Offer
<p>What are you analysing?</p> <ul style="list-style-type: none"> • What is the purpose of the policy/project/activity/strategy? • In what context will it operate? • Who is it intended to benefit? • What results are intended? • Why is it needed?
<p>The service is currently reviewing the full traded service level agreement offer to schools and external organisations in light to the changes in funding for Local Authorities through the reduction in Education Services Grant.</p> <p>The review will look for efficiencies in the delivery of services and additionally focus future service delivery on the provision of high quality services. The new traded services will be developed in partnership with schools to develop and improve the service offer. This will include the decommissioning of services that are not delivering value for money.</p> <p>The aim is to produce a high quality service offer which delivers value for money, added value and is flexible to changing statutory requirements.</p>
<p>(iii) Full Name: Andrew Tagg</p> <p>(ii) Position: Head of Resources</p> <p>(iii) Unit: Children’s Finance</p> <p>(iv) Contact Details: Email: andrew.tagg@rbkc.gov.uk ; Mobile: 07739313407</p>
Date sent to Equalities@westminster.gov.uk
18 th September 2017
Version number and date of update
V1.0 – 18 th September 2017

SECTION 1: Initial screening: Do you need to complete an Equality Impact Assessment (EIA)?

Not all proposals will require an EIA, this initial screening will help you decide if your project or policy requires a full EIA by looking at the potential impact on any equality groups.

1.1	Does the project, policy or proposal have the potential to disproportionately impact on any of the following groups? If so, is the impact positive or negative?				
		None	Positive	Negative	Not sure
	Disabled people	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Particular ethnic groups	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Men or women (include impacts due to pregnancy/ maternity)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	People or particular sexual orientation/s	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	People who are proposing to undergo, are undergoing or have undergone a process or part of a process of gender reassignment	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	People on low incomes	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	People in particular age groups	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Groups with particular faiths and beliefs	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Are there any other groups that you think may be affected negatively or positively by this project, policy or proposal?	x	<input type="checkbox"/>	<input type="checkbox"/>	
If the answer is “negative” or “unclear” consider doing a full EIA					
1.2	What do you think that the overall NEGATIVE impact on groups and communities will be?				
	None/ Minimal	Significant			
	x	<input type="checkbox"/>			
	None or minimal impact would be where there is no negative impact identified, or where there will be no change to the services for any groups.	Significant impact would be where there is an impact is identified that has substantial impact on any groups.			
If the answer is “significant” consider doing a full EIA					

1.3	Using the screening information in questions 1.1 and 1.2, should a full EIA be carried out on the project, policy or proposal
	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
1.4	How have you come to this decision?
	Having reviewed impact, the actions taken in this project will not disproportionately impact on particular groups.

EQUALITY IMPACT ASSESSMENT

SECTION 2: BUILDING AN EVIDENCE BASE

2.1	Build up a picture of who uses/will use your service or facility and identify who are likely to be impacted by the proposal	
	<ul style="list-style-type: none"> • <i>If you do not formally collect data about a particular group then use the results of local surveys or consultations, census data, national trends or anecdotal evidence (indicate where this is the case). Please attempt to complete all boxes.</i> • <i>A baseline of data is available here</i> 	
	How many people use the service currently? What is this as a % of Westminster's population?	
	Age	
	Disability	
	Gender	
	Race	
	Religion or belief	
	Sexual orientation	

2.2	Are there any equality groups that are overrepresented in the monitoring information relative to their size of the population? <i>If so, this could indicate that the proposal may have a disproportionate impact on this group even if it is a universal service. Information about Westminster's population is on the Equalities page on the WIRE.</i>
	<i>If yes, provide details.</i>
2.3	Are there any equality groups that are underrepresented in the monitoring information relative to their size of the population? <i>If so, this could indicate that the service may not be accessible to all groups or there may be some form of direct or indirect discrimination occurring.</i>
	<i>If yes, provide details.</i>

SECTION 3: ASSESSING THE IMPACT

In order to be able to identify ways to mitigate any potential impact it is essential that we know what those potential impacts might be.

3.1	<p>Consultation Information <i>This section should record the consultation activity undertaken in relation to this project, policy or proposal</i></p>
	<p><i>It is helpful to identify whether you have conducted any consultations for your proposal, in some cases a statutory consultation is required. If your proposal has not required a consultation, please highlight this here. Consultations will help you identify what the potential impact of your proposal might be.</i></p>
3.2	<p>What might the potential impact on individuals or groups be? <i>Consider disability, race, gender, sexual orientation, transgender, age, faith or belief and those on low incomes and other excluded individuals or groups</i></p>
	<p><i>Using the evidence gathered in section 2 and any consultation activity highlighted in 3.1; explain what the potential impact of your proposal might be on the groups you have identified. You may wish to further supplement the evidence you have gathered in order to properly consider the impact. Please state when no impact has been identified.</i></p>

SECTION 4: REDUCING & MITIGATING IMPACT

As a result of what you have learned, what can you do to minimise the impact of the proposed changes on equality groups and other excluded / vulnerable groups, as outlined above?

4.1	Where you have identified an impact, what can be done to reduce or mitigate the impact? (Remember to think about the Council as a whole, another service area may already be providing services which can help to deal with any negative impact).																	
	<p>Consider what actions can be put in place to remove or reduce your identified impact(s). Record all potential actions to show you have considered all options. Please note if no mitigating actions have been identified.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #D9EAD3;"> <th style="width: 45%; padding: 5px;">Column A – Issues or barriers, things to take into account</th> <th style="width: 55%; padding: 5px;">Column B – what changes can be made to remove or reduce barriers or negative impacts (Remember to think about the Council as a whole, another service area may already be providing services which can help to deal with any negative impact).</th> </tr> </thead> <tbody> <tr><td style="height: 30px;"></td><td></td></tr> <tr><td style="height: 30px;"></td><td></td></tr> <tr><td style="height: 30px;"></td><td></td></tr> <tr><td style="height: 30px;"></td><td></td></tr> <tr><td style="height: 30px;"></td><td></td></tr> <tr><td style="height: 30px;"></td><td></td></tr> <tr> <td style="padding: 5px;"><i>Enter additional rows if require</i></td> <td></td> </tr> </tbody> </table>		Column A – Issues or barriers, things to take into account	Column B – what changes can be made to remove or reduce barriers or negative impacts (Remember to think about the Council as a whole, another service area may already be providing services which can help to deal with any negative impact).													<i>Enter additional rows if require</i>	
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4.2	Now that you have considered the potential or actual effect on equality, what action are you taking?																	
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4.3	Please document the reasons for your decision

SECTION 5: ACTION PLAN

This section is for actions related any of the 9 protected characteristic: Age, Disability, Gender, Gender reassignment; Pregnancy & maternity, Race, Sexual Orientation or Religion/Belief

<p>5.1</p> <p>Complete the action plan if you need to reduce or remove the negative impacts you have identified, take steps to foster good relations or fill data gaps.</p> <p><i>Please include the action required by your team/unit, groups affected, the intended outcome of your action, resources needed, a lead person responsible for undertaking the action (inc. their department and contact details), the completion date for the action, and the relevant RAG rating: R(ed) – action not initiated, A(mber) – action initiated and in progress, G(reen) – action complete.</i></p> <p>NB. Add any additional rows, if required.</p>								
	Action Required	Equality Groups Targeted	Intended outcome	Resources Needed	Name of Lead, Unit & Contact Details	Completion Date (DD/MM/YY)	RAG	
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THIS SECTION TO BE COMPLETED BY THE RELEVANT SERVICE MANAGER

SIGNATURE:

FULL NAME:

UNIT:

EMAIL & TELEPHONE EXT:

DATE (DD/MM/YYYY):

WHAT NEXT?

It is the responsibility of the service to complete an EIA to the required standard and the quality and completeness of EIAs will be monitored by EMT.

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All completed EIAs should be sent to: Equalities@westminster.gov.uk

Title	
8.5C Asset Strategy – Feasibility Budget	
What are you analysing?	
<ul style="list-style-type: none"> • What is the purpose of the policy/project/activity/strategy? • In what context will it operate? • Who is it intended to benefit? • What results are intended? • Why is it needed? 	
<p>Feasibility studies are undertaken to assess whether building works or alterations would help deliver the education priorities more effectively.</p> <p>The works following such feasibility studies in the primary sector to date, have mainly been capitalised (ie. the spend is shown over a number of years, rather than being shown all in one year), hence generating the savings against the 17/18 and 18/19 budget.</p>	
Details of the lead person completing the screening/EIA	
(i) Full Name:	Alan Wharton
(ii) Position:	Tri-Borough Head Asset Strategy
(iii) Unit:	Children’s Services
(iv) Contact Details:	awharton@westminster.gov.uk
Date sent to Equalities@westminster.gov.uk	
18/08/17	
Version number and date of update	
V1.0 18/08/17	

SECTION 1: Initial screening: Do you need to complete an Equality Impact Assessment (EIA)?

Not all proposals will require an EIA, this initial screening will help you decide if your project or policy requires a full EIA by looking at the potential impact on any equality groups.

1.1	Does the project, policy or proposal have the potential to disproportionately impact on any of the following groups? If so, is the impact positive or negative?				
		None	Positive	Negative	Not sure
	Disabled people	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Particular ethnic groups	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Men or women (include impacts due to pregnancy/ maternity)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	People or particular sexual orientation/s	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	People who are proposing to undergo, are undergoing or have undergone a process or part of a process of gender reassignment	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	People on low incomes	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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	Are there any other groups that you think may be affected negatively or positively by this project, policy or proposal?	No	<input type="checkbox"/>	<input type="checkbox"/>	
If the answer is “negative” or “unclear” consider doing a full EIA					
1.2	What do you think that the overall NEGATIVE impact on groups and communities will be?				
	None/ Minimal		Significant		
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If the answer is “significant” consider doing a full EIA					

1.3	Using the screening information in questions 1.1 and 1.2, should a full EIA be carried out on the project, policy or proposal
	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
1.4	How have you come to this decision?
	The works that has been done to date, have mainly been capitalised (ie. the spend is shown over a number of years, rather than being shown all in one year), hence generating the savings against the 17/18 budget. There will be no impact on staff or service users.

EQUALITY IMPACT ASSESSMENT

SECTION 2: BUILDING AN EVIDENCE BASE

3.1	Build up a picture of who uses/will use your service or facility and identify who are likely to be impacted by the proposal	
	<ul style="list-style-type: none"> • <i>If you do not formally collect data about a particular group then use the results of local surveys or consultations, census data, national trends or anecdotal evidence (indicate where this is the case). Please attempt to complete all boxes.</i> • <i>A baseline of data is available here</i> 	
	How many people use the service currently? What is this as a % of Westminster's population?	
	Age	
	Disability	
	Gender	
	Race	
	Religion or belief	
	Sexual orientation	

2.2	Are there any equality groups that are overrepresented in the monitoring information relative to their size of the population? <i>If so, this could indicate that the proposal may have a disproportionate impact on this group even if it is a universal service. Information about Westminster's population is on the Equalities page on the WIRE.</i>
2.3	Are there any equality groups that are underrepresented in the monitoring information relative to their size of the population? <i>If so, this could indicate that the service may not be accessible to all groups or there may be some form of direct or indirect discrimination occurring.</i>

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4.3	Please document the reasons for your decision

SECTION 5: ACTION PLAN

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<p>5.1</p> <p>Complete the action plan if you need to reduce or remove the negative impacts you have identified, take steps to foster good relations or fill data gaps.</p> <p><i>Please include the action required by your team/unit, groups affected, the intended outcome of your action, resources needed, a lead person responsible for undertaking the action (inc. their department and contact details), the completion date for the action, and the relevant RAG rating: R(ed) – action not initiated, A(mber) – action initiated and in progress, G(reen) – action complete.</i></p> <p>NB. Add any additional rows, if required.</p>								
	Action Required	Equality Groups Targeted	Intended outcome	Resources Needed	Name of Lead, Unit & Contact Details	Completion Date (DD/MM/YY)	RAG	
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THIS SECTION TO BE COMPLETED BY THE RELEVANT SERVICE MANAGER

SIGNATURE:

FULL NAME: Alan Wharton.....

UNIT: Children’s Services Education.....

EMAIL & TELEPHONE EXT: **awharton@westminster.gov.uk**

DATE (DD/MM/YYYY): 18/08/18.....

WHAT NEXT?

It is the responsibility of the service to complete an EIA to the required standard and the quality and completeness of EIAs will be monitored by EMT.

All EIAs for proposed changes to levels of service arising from budget proposals must be completed by **2 September 2016**.

All completed EIAs should be sent to: Equalities@westminster.gov.uk

Title
8.5D School Standards Service Staffing Efficiencies
What are you analysing?
<ul style="list-style-type: none"> • What is the purpose of the policy/project/activity/strategy? • In what context will it operate? • Who is it intended to benefit? • What results are intended? • Why is it needed?
<p>The project brings about further efficiencies in the delivery of central school standards services. The project makes sure that the responsibilities of the business support officers reporting to the business service manager are in line with the duties that are now required and reduces the central number of advisers in line with the changes to the duties of the school improvement service. Savings will be realised across 2017/18 and 2018/19 <i>following a post deletion in 2016/17.</i></p>
Details of the lead person completing the screening/EIA
<p>(i) Full Name: Richard Stanley</p> <p>(ii) Position: Assistant Director</p> <p>(iii) Unit: School Standards, Education</p> <p>(iv) Contact Details: Richard.stanley@rbkc.gov.uk</p>
Date sent to Equalities@westminster.gov.uk
18/08/17
Version number and date of update
V1.0 – 18/08/17

SECTION 1: Initial screening: Do you need to complete an Equality Impact Assessment (EIA)?

Not all proposals will require an EIA, this initial screening will help you decide if your project or policy requires a full EIA by looking at the potential impact on any equality groups.

1.1	Does the project, policy or proposal have the potential to disproportionately impact on any of the following groups? If so, is the impact positive or negative?				
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	Particular ethnic groups	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Men or women (include impacts due to pregnancy/ maternity)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	People or particular sexual orientation/s	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	People who are proposing to undergo, are undergoing or have undergone a process or part of a process of gender reassignment	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	People on low incomes	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	People in particular age groups	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Groups with particular faiths and beliefs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Are there any other groups that you think may be affected negatively or positively by this project, policy or proposal?	None	<input type="checkbox"/>	<input type="checkbox"/>	
If the answer is “negative” or “unclear” consider doing a full EIA					
1.2	What do you think that the overall NEGATIVE impact on groups and communities will be?				
	None/ Minimal	Significant			
	<input checked="" type="checkbox"/>	<input type="checkbox"/>			
	None or minimal impact would be where there is no negative impact identified, or where there will be no change to the services for any groups.	Significant impact would be where there is an impact is identified that has substantial impact on any groups.			
If the answer is “significant” consider doing a full EIA					

1.3	Using the screening information in questions 1.1 and 1.2, should a full EIA be carried out on the project, policy or proposal
	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
1.4	How have you come to this decision?
	Having reviewed impact, the actions taken in this project will not disproportionately impact on particular groups.

EQUALITY IMPACT ASSESSMENT

SECTION 2: BUILDING AN EVIDENCE BASE

3.1	Build up a picture of who uses/will use your service or facility and identify who are likely to be impacted by the proposal	
	<ul style="list-style-type: none"> • <i>If you do not formally collect data about a particular group then use the results of local surveys or consultations, census data, national trends or anecdotal evidence (indicate where this is the case). Please attempt to complete all boxes.</i> • <i>A baseline of data is available here</i> 	
	How many people use the service currently? What is this as a % of Westminster's population?	
	Age	
	Disability	
	Gender	
	Race	
	Religion or belief	
	Sexual orientation	

<p>2.2</p>	<p>Are there any equality groups that are overrepresented in the monitoring information relative to their size of the population? <i>If so, this could indicate that the proposal may have a disproportionate impact on this group even if it is a universal service. Information about Westminster’s population is on the Equalities page on the WIRE.</i></p>
<p>2.3</p>	<p>Are there any equality groups that are underrepresented in the monitoring information relative to their size of the population? <i>If so, this could indicate that the service may not be accessible to all groups or there may be some form of direct or indirect discrimination occurring.</i></p>

SECTION 3: ASSESSING THE IMPACT

In order to be able to identify ways to mitigate any potential impact it is essential that we know what those potential impacts might be.

3.1	Consultation Information <i>This section should record the consultation activity undertaken in relation to this project, policy or proposal</i>
3.2	What might the potential impact on individuals or groups be? <i>Consider disability, race, gender, sexual orientation, transgender, age, faith or belief and those on low incomes and other excluded individuals or groups</i>

SECTION 4: REDUCING & MITIGATING IMPACT

As a result of what you have learned, what can you do to minimise the impact of the proposed changes on equality groups and other excluded / vulnerable groups, as outlined above?

4.1	Where you have identified an impact, what can be done to reduce or mitigate the impact? (Remember to think about the Council as a whole, another service area may already be providing services which can help to deal with any negative impact).	
	Consider what actions can be put in place to remove or reduce your identified impact(s). Record all potential actions to show you have considered all options. Please note if no mitigating actions have been identified.	
	Column A – Issues or barriers, things to take into account	Column B – what changes can be made to remove or reduce barriers or negative impacts (Remember to think about the Council as a whole, another service area may already be providing services which can help to deal with any negative impact).
	<i>Enter additional rows if require</i>	
4.2	Now that you have considered the potential or actual effect on equality, what action are you taking?	
	<input type="checkbox"/>	1. No major change (no impacts identified) Your analysis demonstrates that the policy is robust and the evidence shows no potential for discrimination and you have taken all appropriate steps to advance equality & foster good relations between groups.
	<input type="checkbox"/>	2. Adjust the policy You will take steps to remove barriers or to better advance equality.
	<input type="checkbox"/>	3. Continue the policy (impacts identified) You will adopt your proposal, despite any adverse effect provided you are satisfied that it does not unlawfully discriminate and it is justified.
	<input type="checkbox"/>	4. Stop and remove the policy There are adverse effects that are not justified and cannot be mitigated. The policy is unlawfully discriminating.

4.3	Please document the reasons for your decision

SECTION 5: ACTION PLAN

This section is for actions related any of the 9 protected characteristic: Age, Disability, Gender, Gender reassignment; Pregnancy & maternity, Race, Sexual Orientation or Religion/Belief

<p>5.1</p> <p>Complete the action plan if you need to reduce or remove the negative impacts you have identified, take steps to foster good relations or fill data gaps.</p> <p><i>Please include the action required by your team/unit, groups affected, the intended outcome of your action, resources needed, a lead person responsible for undertaking the action (inc. their department and contact details), the completion date for the action, and the relevant RAG rating: R(ed) – action not initiated, A(mber) – action initiated and in progress, G(reen) – action complete.</i></p> <p>NB. Add any additional rows, if required.</p>								
	Action Required	Equality Groups Targeted	Intended outcome	Resources Needed	Name of Lead, Unit & Contact Details	Completion Date (DD/MM/YY)	RAG	
	<i>Enter additional rows if required</i>							

THIS SECTION TO BE COMPLETED BY THE RELEVANT SERVICE MANAGER	
SIGNATURE:	.....
FULL NAME:	.....
UNIT:	.....
EMAIL & TELEPHONE EXT:	.....
DATE (DD/MM/YYYY):	.....

WHAT NEXT?

It is the responsibility of the service to complete an EIA to the required standard and the quality and completeness of EIAs will be monitored by EMT.

All EIAs for proposed changes to levels of service arising from budget proposals must be completed by 2 September 2016.

All completed EIAs should be sent to: Equalities@westminster.gov.uk

Title
8.5E Impact of proposed reduction in staffing budget of Westminster Disabled Children Team 2018-19
<p>What are you analysing?</p> <ul style="list-style-type: none"> • What is the purpose of the policy/project/activity/strategy? • In what context will it operate? • Who is it intended to benefit? • What results are intended? • Why is it needed?
<p>The Disabled Children Team provides a range of statutory services to children with disabilities and their families 0-18. Most families are supported with a short break through an assessment of need and this forms part of their care plan either as a CIN [Child in Need] or LAC [Looked after Child]</p> <p>This is part of a three-year programme of efficiencies agreed in 2015. Over 2016-17 and 2017-18 efficiencies have been found through contract negotiation and changes in facility management. Whilst significant financial reductions were made no reduction in staffing or short breaks was needed.</p> <p>The final £50,000 was originally badged against staffing. In light of the spend and budget it is now identified that the efficiency can be found against team overhead costs including stationary and travel. As such there will be no requirement to consider reduction in staffing posts.</p>
Details of the lead person completing the screening/EIA
<p>(iv) Full Name: Zoe Richards</p> <p>(ii) Position: Head of Short Breaks and Resources [Transformation]</p> <p>(iii) Unit: Education Service: DCT</p> <p>(iv) Contact Details: zoe.richards@rbkc.gov.uk</p>
Date sent to Equalities@westminster.gov.uk
18.08.17
Version number and date of update
V1.3 12 September 2017

SECTION 1: Initial screening: Do you need to complete an Equality Impact Assessment (EIA)?

Not all proposals will require an EIA, this initial screening will help you decide if your project or policy requires a full EIA by looking at the potential impact on any equality groups.

1.1	Does the project, policy or proposal have the potential to disproportionately impact on any of the following groups? If so, is the impact positive or negative?				
		None	Positive	Negative	Not sure
	Disabled people	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Particular ethnic groups	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Men or women (include impacts due to pregnancy/ maternity)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	People or particular sexual orientation/s	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	People who are proposing to undergo, are undergoing or have undergone a process or part of a process of gender reassignment	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	People on low incomes	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	People in particular age groups	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Groups with particular faiths and beliefs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Are there any other groups that you think may be affected negatively or positively by this project, policy or proposal?	NO	<input type="checkbox"/>	<input type="checkbox"/>	
If the answer is “negative” or “unclear” consider doing a full EIA					
1.2	What do you think that the overall NEGATIVE impact on groups and communities will be?				
	Minimal?		Significant		
	<input checked="" type="checkbox"/>		<input type="checkbox"/>		
	None or minimal impact would be where there is no negative impact identified, or where there will be no change to the services for any groups.		Significant impact would be where there is an impact is identified that has substantial impact on any groups.		
If the answer is “significant” consider doing a full EIA					

1.3	Using the screening information in questions 1.1 and 1.2, should a full EIA be carried out on the project, policy or proposal
	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
1.4	How have you come to this decision?
	This is part of the development of a disability early help approach that has been designed alongside and in partnership with parent, carers and stakeholders. The efficiencies will be found through smarter use of overhead budget.

EQUALITY IMPACT ASSESSMENT

SECTION 2: BUILDING AN EVIDENCE BASE

2.1	Build up a picture of who uses/will use your service or facility and identify who are likely to be impacted by the proposal	
	<ul style="list-style-type: none"> • <i>If you do not formally collect data about a particular group then use the results of local surveys or consultations, census data, national trends or anecdotal evidence (indicate where this is the case). Please attempt to complete all boxes.</i> • <i>A baseline of data is available here</i> 	
	How many people use the service currently? What is this as a % of Westminster's population?	Currently 200 children receive support from the DCT and with the development of key working/core offer this would raise to approximately 450 children and their families. This is approximately 0.2% of the overall population or 1% of the under 19 population.
	Age	0-18
	Disability	Yes
	Gender	ALL
	Race	All
	Religion or belief	All
	Sexual orientation	All

2.2	<p>Are there any equality groups that are overrepresented in the monitoring information relative to their size of the population? <i>If so, this could indicate that the proposal may have a disproportionate impact on this group even if it is a universal service. Information about Westminster's population is on the Equalities page on the WIRE.</i></p>
	<p><i>It is anticipated that approximately 5% of the population has a level of disability however most will not require support from statutory services. It is for this reason that a core offer and `light touch` family support approach is being developed.</i></p> <p><i>There are approximately 100 families at any one time that require SW intervention and have either a LAC/CIN plan in place. This requires approximately 6 SW plus management.</i></p>
2.3	<p>Are there any equality groups that are underrepresented in the monitoring information relative to their size of the population? <i>If so, this could indicate that the service may not be accessible to all groups or there may be some form of direct or indirect discrimination occurring.</i></p>
	<p><i>There are currently approximately 150 families requiring a family support approach and is it projected that another 100 will require one off support to access short breaks. This will require a minimum of 4 keyworkers</i></p> <p><i>There are opportunities to develop capacity through service redesign however this is potentially impacted by the return of statutory work to Family Services</i></p>

SECTION 3: ASSESSING THE IMPACT

In order to be able to identify ways to mitigate any potential impact it is essential that we know what those potential impacts might be.

3.1	<p>Consultation Information <i>This section should record the consultation activity undertaken in relation to this project, policy or proposal</i></p>
	<p><i>Over a period of 18m parent carers and stakeholders have been consulted as to the development of a `light touch` approach and the development of a core offer to better achieve a differentiated short break offer and improve access.</i></p> <p><i>Staff within DCT have been part of work to identify split between statutory and non-statutory work.</i></p>
3.2	<p>What might the potential impact on individuals or groups be? <i>Consider disability, race, gender, sexual orientation, transgender, age, faith or belief and those on low incomes and other excluded individuals or groups</i></p>
	<p>Families will continue to be supported through development of a light touch approach and/or commissioned support.</p>

SECTION 4: REDUCING & MITIGATING IMPACT

As a result of what you have learned, what can you do to minimise the impact of the proposed changes on equality groups and other excluded / vulnerable groups, as outlined above?

4.1	Where you have identified an impact, what can be done to reduce or mitigate the impact? (Remember to think about the Council as a whole, another service area may already be providing services which can help to deal with any negative impact).																	
	<p>Consider what actions can be put in place to remove or reduce your identified impact(s). Record all potential actions to show you have considered all options. Please note if no mitigating actions have been identified.</p> <table border="1" data-bbox="264 689 1538 1384"> <thead> <tr> <th data-bbox="264 689 746 831"> Column A – Issues or barriers, things to take into account </th> <th data-bbox="751 689 1538 831"> Column B – what changes can be made to remove or reduce barriers or negative impacts (Remember to think about the Council as a whole, another service area may already be providing services which can help to deal with any negative impact). </th> </tr> </thead> <tbody> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr> <td data-bbox="264 1294 746 1384"><i>Enter additional rows if require</i></td> <td data-bbox="751 1294 1538 1384"> </td> </tr> </tbody> </table>		Column A – Issues or barriers, things to take into account	Column B – what changes can be made to remove or reduce barriers or negative impacts (Remember to think about the Council as a whole, another service area may already be providing services which can help to deal with any negative impact).													<i>Enter additional rows if require</i>	
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<i>Enter additional rows if require</i>																		
4.2	Now that you have considered the potential or actual effect on equality, what action are you taking?																	
	<table border="1" data-bbox="264 1592 1538 2029"> <tbody> <tr> <td data-bbox="264 1592 368 1749"> <input type="checkbox"/> </td> <td data-bbox="373 1592 715 1749"> 1. No major change (no impacts identified) </td> <td data-bbox="719 1592 1538 1749"> Your analysis demonstrates that the policy is robust and the evidence shows no potential for discrimination and you have taken all appropriate steps to advance equality & foster good relations between groups. </td> </tr> <tr> <td data-bbox="264 1756 368 1827"> <input type="checkbox"/> </td> <td data-bbox="373 1756 715 1827"> 2. Adjust the policy </td> <td data-bbox="719 1756 1538 1827"> You will take steps to remove barriers or to better advance equality. </td> </tr> <tr> <td data-bbox="264 1834 368 1951"> <input checked="" type="checkbox"/> </td> <td data-bbox="373 1834 715 1951"> 3. Continue the policy (impacts identified) </td> <td data-bbox="719 1834 1538 1951"> You will adopt your proposal, despite any adverse effect provided you are satisfied that it does not unlawfully discriminate and it is justified. </td> </tr> <tr> <td data-bbox="264 1957 368 2029"> <input type="checkbox"/> </td> <td data-bbox="373 1957 715 2029"> 4. Stop and remove the policy </td> <td data-bbox="719 1957 1538 2029"> There are adverse effects that are not justified and cannot be mitigated. The policy is unlawfully discriminating. </td> </tr> </tbody> </table>		<input type="checkbox"/>	1. No major change (no impacts identified)	Your analysis demonstrates that the policy is robust and the evidence shows no potential for discrimination and you have taken all appropriate steps to advance equality & foster good relations between groups.	<input type="checkbox"/>	2. Adjust the policy	You will take steps to remove barriers or to better advance equality.	<input checked="" type="checkbox"/>	3. Continue the policy (impacts identified)	You will adopt your proposal, despite any adverse effect provided you are satisfied that it does not unlawfully discriminate and it is justified.	<input type="checkbox"/>	4. Stop and remove the policy	There are adverse effects that are not justified and cannot be mitigated. The policy is unlawfully discriminating.				
<input type="checkbox"/>	1. No major change (no impacts identified)	Your analysis demonstrates that the policy is robust and the evidence shows no potential for discrimination and you have taken all appropriate steps to advance equality & foster good relations between groups.																
<input type="checkbox"/>	2. Adjust the policy	You will take steps to remove barriers or to better advance equality.																
<input checked="" type="checkbox"/>	3. Continue the policy (impacts identified)	You will adopt your proposal, despite any adverse effect provided you are satisfied that it does not unlawfully discriminate and it is justified.																
<input type="checkbox"/>	4. Stop and remove the policy	There are adverse effects that are not justified and cannot be mitigated. The policy is unlawfully discriminating.																

4.3	Please document the reasons for your decision

SECTION 5: ACTION PLAN

This section is for actions related any of the 9 protected characteristic: Age, Disability, Gender, Gender reassignment; Pregnancy & maternity, Race, Sexual Orientation or Religion/Belief

<p>5.1</p> <p>Complete the action plan if you need to reduce or remove the negative impacts you have identified, take steps to foster good relations or fill data gaps.</p> <p><i>Please include the action required by your team/unit, groups affected, the intended outcome of your action, resources needed, a lead person responsible for undertaking the action (inc. their department and contact details), the completion date for the action, and the relevant RAG rating: R(ed) – action not initiated, A(mber) – action initiated and in progress, G(reen) – action complete.</i></p> <p>NB. Add any additional rows, if required.</p>								
	Action Required	Equality Groups Targeted	Intended outcome	Resources Needed	Name of Lead, Unit & Contact Details	Completion Date (DD/MM/YY)	RAG	
	<i>Enter additional rows if required</i>							

THIS SECTION TO BE COMPLETED BY THE RELEVANT SERVICE MANAGER	
SIGNATURE:	.....Zoe Richards.....
FULL NAME:	.....Zoe Richards.....
UNIT:	.....
EMAIL & TELEPHONE EXT:	.....zoe.richards@rbkc.gov.uk 07808879024.....
DATE (DD/MM/YYYY):	.....12.09.17.....

WHAT NEXT?

It is the responsibility of the service to complete an EIA to the required standard and the quality and completeness of EIAs will be monitored by EMT.

All EIAs for proposed changes to levels of service arising from budget proposals must be completed by 2 September 2016.

All completed EIAs should be sent to: Equalities@westminster.gov.uk

Title

8.5F An improved offer of independent travel training

What are you analysing?

- What is the purpose of the policy/project/activity/strategy?
- In what context will it operate?
- Who is it intended to benefit?
- What results are intended?
- Why is it needed?

What is the project, policy or proposal?

- To implement an Improved offer of Independent Travel Training as part of the development of an “Alternative Travel” Strategy
- A separate EQIA on the Passenger Transport Mitigations was produced and provided to the Strategy Unit on 6th October 2016 in relation to the Cabinet Member Report for Passenger Transport re-procurement agreed by the Cabinet Member for Children and Young People on 16th November 2016. This EQIA set out the phases of consultation in relation to the re-procurement due to go out to tender in December 2017.

What is the purpose of the policy/project/activity/strategy?

A key objective of social care and educational provision for vulnerable adults and children/young people with special educational needs that require a statement of Special Educational Needs or an Education, Health and Care Plan, and/or disabilities, is the promotion of independence and the development of independent living skills. The appropriate use of Alternative Travel solutions and particularly Independent Travel Training supports this objective. Moreover, the earlier a service user is able to make successful use of these alternatives the greater the benefits to the individual, and to the Councils, in terms of reduced 'lifetime' transport costs.

In what context will it operate?

It is important to understand from the outset that this project, and the Alternative Travel Strategy, does not seek to update or replace the Children’s Service Travel Assistance Policy (updated 2016) which has up-to-date and legally scrutinised content agreed by Cabinet members; or any “Local Offer” policy or published transport policy statement to support young people aged 16-19 and learners with learning difficulties and / or disabilities (LDD) aged up to 25, to access further education. Rather, the Alternative Travel Strategy is designed to be a complementary document which “sits beneath” these Policy documents.

What results are intended?

- A co-ordinated approach to the provision of alternative travel options including independent travel training across Adult Social Care and Children’s Services to provide consistency and enable savings to be achieved.
- As the Children’s Services’ Policy for Travel Assistance states, it is recognised that alternative travel solutions (including independent travel training) will not be appropriate for all service users, nevertheless, the promotion of alternative travel solutions, particularly through well-delivered and supportive travel training, can offer significant benefits for some service users in terms of improving confidence and developing much broader independent living skills and preparation for adulthood.

Why is it needed?

As previously stated, a key objective of social care and educational provision for vulnerable adults and children/young people with special educational needs that require a statement of Special Educational Needs or an Education, Health and Care Plan, and/or disabilities, is the promotion of independence and the development of independent living skills. The appropriate use of Alternative Travel solutions and particularly Travel Training supports this objective. Moreover, the earlier a service user is able to make successful use of these alternatives the greater the benefits to the individual, and to the Council, in terms of reduced 'lifetime' transport costs.

The Council has adopted a number of widely used Alternative Travel solutions with some success. However, their application is “patchy” and inconsistent within and across CHS and ASC, and it has not always been clear that the approaches used will provide a net benefit to the Council or that they are the most cost-effective ways of achieving the desired outcomes for the Council.

There are three Council employees across the 3 Boroughs who are “travel trainers”, plus one within Wood Lane school paid for by the Council from the SEN budget. However, their qualifications are unclear and there is a lack of clarity in terms of their contracts, working hours and salaries. There is no Management Information in terms of their performance, throughput, service standards/criteria for successful training or the levels of success.

We understand there is some travel training activity within a number of the Colleges, including City of Westminster and Westminster Kingsway. However, once again there is no management information available in terms of activity or “success” levels.

In addition, there are a few independently managed schemes, such as the Westminster Society, www.wspld.org.uk who from April 2016 to March 2017 have, using WCC funding, “remodelled” a pilot sample of short break services with the aim of supporting parents to become more resilient in their own capacity and resources and enabling, where appropriate, children and young people to learn positive travel skills to aid their future independence; such as walking to and from a venue or being able to use public transport. A report was produced in January 2017 which highlighted significant success, in particular in relation to the introduction of a Walking Pick Up (WPU) service using the support of walking escorts to those assessed as being able to travel on foot or by public transport. Commissioners involved in this report felt that this represented a “significant reduction (in) previous spend”, with the reduction estimated to be in the region of over £100k (exact costs and therefore savings have not been released due to the current ongoing tender process). The report also highlighted some of the issues encountered and the solutions utilised, in particular about supporting parents to understand the long term benefits for the child, the importance of building a relationship with the child and an effective risk assessment process.

Financial analysis noted an average annual cost of transport provision of some £7,560 for children in WCC. This sum is per service user per year based on the average cost of all transport users, as opposed to eligible Service Users or children overall. Of course, the actual costs for an individual service user may be significantly more or less than these averages but nevertheless, these figures show that there is generally considerable scope to fund alternative solutions at significantly less cost particularly where the full saving in the cost of transport provision by the Council can be realised.

There is a firm understanding of what Alternative Travel solutions should be in place, however the current travel training capacity has no governance or Management Information available.

There is no standardised or consistent approach to the assessment of clients for their suitability for travel training or to the delivery of that training.

Currently, once the SEN Administration Team has reviewed the application, the “Yes/No” Panel makes a decision on eligibility and will determine what type of travel assistance should be offered. The current options available are a travel card for the parent/carer where there is “financial hardship” (in line with the Post 16 DfE Statutory Guidance, which sets out that local authorities are expected to target any support on those young people – and their families – who need it most, particularly those with a low income), a mileage allowance, a travel allowance or Council-provided transport.

Structurally or organisationally within the SEN Service, there is also no current capacity, say in the form of a Travel Assistance Co-ordinator or Commissioner, to consider alternative travel options in detail before transport requests, having been agreed by the Panel, are submitted to the Transport Care and Support Team (TCST).

It is also worth noting that work is underway to develop a Resource Allocation System (RAS) for Children’s Services which could have a future role in terms of the provision of alternative transport, particularly in relation to the use of personal budgets for the provision of travel assistance.

Who is it intended to benefit and how?

Children and young people who have special educational needs and disabilities will benefit in the following ways:

- a) Those with the requisite skills will have access to a more robust offer of support to help them gain independent travel skills, which will enhance their transition to adulthood.
- b) Those young people with the most need will continue to have access to a transport to and from school.

As previously stated it is recognised that alternative travel solutions (including independent travel training) will not be appropriate for all service users, nevertheless, the promotion of alternative travel solutions, particularly through well-delivered and supportive travel training, can offer significant benefits for some service users in terms of improving confidence and developing much broader independent living skills and preparation for adulthood.

Details of the lead person completing the screening/EIA

(i) Full Names	Etiene Steyn
(ii) Position:	Strategic Commissioner
(iii) Unit:	Children’s Services
(iv) Contact Details:	Etiene.Steyn@rbkc.gov.uk

Date sent to Equalities@westminster.gov.uk

18/08/17

Version number and date of update

V1.0 18-08-18

SECTION 1: Initial screening: Do you need to complete an Equality Impact Assessment (EIA)?

Not all proposals will require an EIA, this initial screening will help you decide if your project or policy requires a full EIA by looking at the potential impact on any equality groups.

1.1 Does the project, policy or proposal have the potential to disproportionately impact on any of the following groups? If so, is the impact positive or negative?				
	None	Positive	Negative	Not sure
Disabled people	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Particular ethnic groups	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Men or women (include impacts due to pregnancy/ maternity)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People or particular sexual orientation/s	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People who are proposing to undergo, are undergoing or have undergone a process or part of a process of gender reassignment	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People on low incomes	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People in particular age groups	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Groups with particular faiths and beliefs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are there any other groups that you think may be affected negatively or positively by this project, policy or proposal?	NO	<input type="checkbox"/>	<input type="checkbox"/>	
If the answer is “negative” or “unclear” consider doing a full EIA				
1.2 What do you think that the overall NEGATIVE impact on groups and communities will be?				
None/ Minimal		Significant		
<input checked="" type="checkbox"/>		<input type="checkbox"/>		
None or minimal impact would be where there is no negative impact identified, or where there will be no change to the services for any groups.		Significant impact would be where there is an impact is identified that has substantial impact on any groups.		
If the answer is “significant” consider doing a full EIA				

1.3	Using the screening information in questions 1.1 and 1.2, should a full EIA be carried out on the project, policy or proposal
	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
1.4	How have you come to this decision?
	<p>The proposals only affect the ‘age’ and ‘disabilities’ areas, as they focus specifically on children and young people with special educational needs and disabilities.</p> <p>The plans are being implemented in such a way as to confer a positive, rather than negative impact on these groups, summarised as a stronger programme of support to enable more young people to take steps towards independence, better preparing them for their transition to adulthood.</p>

EQUALITY IMPACT ASSESSMENT
SECTION 2: BUILDING AN EVIDENCE BASE

2.1	Build up a picture of who uses/will use your service or facility and identify who are likely to be impacted by the proposal	
	<ul style="list-style-type: none"> <i>If you do not formally collect data about a particular group then use the results of local surveys or consultations, census data, national trends or anecdotal evidence (indicate where this is the case). Please attempt to complete all boxes.</i> <i>A baseline of data is available here</i> 	
	How many people use the service currently? What is this as a % of Westminster’s population?	
	Age	
	Disability	
	Gender	
	Race	
	Religion or belief	
	Sexual orientation	

2.2	<p>Are there any equality groups that are overrepresented in the monitoring information relative to their size of the population? <i>If so, this could indicate that the proposal may have a disproportionate impact on this group even if it is a universal service. Information about Westminster's population is on the Equalities page on the WIRE.</i></p>
2.3	<p>Are there any equality groups that are underrepresented in the monitoring information relative to their size of the population? <i>If so, this could indicate that the service may not be accessible to all groups or there may be some form of direct or indirect discrimination occurring.</i></p>

SECTION 3: ASSESSING THE IMPACT

In order to be able to identify ways to mitigate any potential impact it is essential that we know what those potential impacts might be.

<p>3.1</p>	<p>Consultation Information <i>This section should record the consultation activity undertaken in relation to this project, policy or proposal</i></p>
<p>3.2</p>	<p>What might the potential impact on individuals or groups be? <i>Consider disability, race, gender, sexual orientation, transgender, age, faith or belief and those on low incomes and other excluded individuals or groups</i></p>

4.3	Please document the reasons for your decision

SECTION 5: ACTION PLAN

This section is for actions related any of the 9 protected characteristic: Age, Disability, Gender, Gender reassignment; Pregnancy & maternity, Race, Sexual Orientation or Religion/Belief

<p>5.1</p> <p>Complete the action plan if you need to reduce or remove the negative impacts you have identified, take steps to foster good relations or fill data gaps.</p> <p><i>Please include the action required by your team/unit, groups affected, the intended outcome of your action, resources needed, a lead person responsible for undertaking the action (inc. their department and contact details), the completion date for the action, and the relevant RAG rating: R(ed) – action not initiated, A(mber) – action initiated and in progress, G(reen) – action complete.</i></p> <p>NB. Add any additional rows, if required.</p>								
	Action Required	Equality Groups Targeted	Intended outcome	Resources Needed	Name of Lead, Unit & Contact Details	Completion Date (DD/MM/YY)	RAG	
	<i>Enter additional rows if required</i>							

THIS SECTION TO BE COMPLETED BY THE RELEVANT SERVICE MANAGER

SIGNATURE:

FULL NAME:

UNIT:

EMAIL & TELEPHONE EXT:

DATE (DD/MM/YYYY):

WHAT NEXT?

It is the responsibility of the service to complete an EIA to the required standard and the quality and completeness of EIAs will be monitored by EMT.

All EIAs for proposed changes to levels of service arising from budget proposals must be completed by 2 September 2017.

All completed EIAs should be sent to: Equalities@westminster.gov.uk

Title
8.6A Release Uncommitted Finance & Resources Budget
<p>What are you analysing?</p> <ul style="list-style-type: none"> • What is the purpose of the policy/project/activity/strategy? • In what context will it operate? • Who is it intended to benefit? • What results are intended? • Why is it needed?
<p>Following a review of current budgets against historic spend levels the following savings have been identified:</p> <ul style="list-style-type: none"> • £142k for third party expenditure in the Finance and Resources Directorate, where an historic underspend and ongoing forecast underspend versus budget has been identified. • A further £233k budget has been identified to be released following review as part of the Medium Term Financial planning. <p>Both savings involve retracting budgets where there have been historic underspends, and there are no service level or staffing implications associated with any of the savings.</p>
Details of the lead person completing the screening/EIA
<p>(v) Full Name: Tony Burton</p> <p>(ii) Position: Head of Children’s Finance</p> <p>(iii) Unit: Children’s Services</p> <p>(iv) Contact Details: tburton@westminster.gov.uk 0207 641 2462</p>
Date sent to Equalities@westminster.gov.uk
21/08/17
Version number and date of update
V1.0

SECTION 1: Initial screening: Do you need to complete an Equality Impact Assessment (EIA)?

Not all proposals will require an EIA, this initial screening will help you decide if your project or policy requires a full EIA by looking at the potential impact on any equality groups.

1.1	Does the project, policy or proposal have the potential to disproportionately impact on any of the following groups? If so, is the impact positive or negative?				
		None	Positive	Negative	Not sure
	Disabled people	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Particular ethnic groups	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Men or women (include impacts due to pregnancy/ maternity)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	People or particular sexual orientation/s	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	People who are proposing to undergo, are undergoing or have undergone a process or part of a process of gender reassignment	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	People on low incomes	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	People in particular age groups	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Groups with particular faiths and beliefs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Are there any other groups that you think may be affected negatively or positively by this project, policy or proposal?	NO	<input type="checkbox"/>	<input type="checkbox"/>	
	If the answer is “negative” or “unclear” consider doing a full EIA				
1.2	What do you think that the overall NEGATIVE impact on groups and communities will be?				
	None/ Minimal		Significant		
	<input checked="" type="checkbox"/>		<input type="checkbox"/>		
	None or minimal impact would be where there is no negative impact identified, or where there will be no change to the services for any groups.		Significant impact would be where there is an impact is identified that has substantial impact on any groups.		
	If the answer is “significant” consider doing a full EIA				

1.3	Using the screening information in questions 1.1 and 1.2, should a full EIA be carried out on the project, policy or proposal
	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
1.4	How have you come to this decision?
	Proposal involves the deletion of historic budget underspends and does not have any impact on staff groups, service users, the public or service delivery in Children's Services.

EQUALITY IMPACT ASSESSMENT

SECTION 2: BUILDING AN EVIDENCE BASE

2.1	Build up a picture of who uses/will use your service or facility and identify who are likely to be impacted by the proposal	
	<ul style="list-style-type: none"> • <i>If you do not formally collect data about a particular group then use the results of local surveys or consultations, census data, national trends or anecdotal evidence (indicate where this is the case). Please attempt to complete all boxes.</i> • <i>A baseline of data is available here</i> 	
	How many people use the service currently? What is this as a % of Westminster's population?	
	Age	
	Disability	
	Gender	
	Race	
	Religion or belief	
	Sexual orientation	

2.2	Are there any equality groups that are overrepresented in the monitoring information relative to their size of the population? <i>If so, this could indicate that the proposal may have a disproportionate impact on this group even if it is a universal service. Information about Westminster's population is on the Equalities page on the WIRE.</i>
	<i>If yes, provide details.</i>
2.3	Are there any equality groups that are underrepresented in the monitoring information relative to their size of the population? <i>If so, this could indicate that the service may not be accessible to all groups or there may be some form of direct or indirect discrimination occurring.</i>
	<i>If yes, provide details.</i>

SECTION 3: ASSESSING THE IMPACT

In order to be able to identify ways to mitigate any potential impact it is essential that we know what those potential impacts might be.

3.1	<p>Consultation Information <i>This section should record the consultation activity undertaken in relation to this project, policy or proposal</i></p>
	<p><i>It is helpful to identify whether you have conducted any consultations for your proposal, in some cases a statutory consultation is required. If your proposal has not required a consultation, please highlight this here. Consultations will help you identify what the potential impact of your proposal might be.</i></p>
3.2	<p>What might the potential impact on individuals or groups be? <i>Consider disability, race, gender, sexual orientation, transgender, age, faith or belief and those on low incomes and other excluded individuals or groups</i></p>
	<p><i>Using the evidence gathered in section 2 and any consultation activity highlighted in 3.1; explain what the potential impact of your proposal might be on the groups you have identified. You may wish to further supplement the evidence you have gathered in order to properly consider the impact. Please state when no impact has been identified.</i></p>

SECTION 4: REDUCING & MITIGATING IMPACT

As a result of what you have learned, what can you do to minimise the impact of the proposed changes on equality groups and other excluded / vulnerable groups, as outlined above?

4.1	Where you have identified an impact, what can be done to reduce or mitigate the impact? (Remember to think about the Council as a whole, another service area may already be providing services which can help to deal with any negative impact).																	
	<p>Consider what actions can be put in place to remove or reduce your identified impact(s). Record all potential actions to show you have considered all options. Please note if no mitigating actions have been identified.</p> <table border="1" data-bbox="264 689 1538 1384"> <thead> <tr> <th data-bbox="264 689 746 831"> Column A – Issues or barriers, things to take into account </th> <th data-bbox="751 689 1538 831"> Column B – what changes can be made to remove or reduce barriers or negative impacts (Remember to think about the Council as a whole, another service area may already be providing services which can help to deal with any negative impact). </th> </tr> </thead> <tbody> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr> <td data-bbox="264 1294 746 1384"><i>Enter additional rows if require</i></td> <td data-bbox="751 1294 1538 1384"> </td> </tr> </tbody> </table>		Column A – Issues or barriers, things to take into account	Column B – what changes can be made to remove or reduce barriers or negative impacts (Remember to think about the Council as a whole, another service area may already be providing services which can help to deal with any negative impact).													<i>Enter additional rows if require</i>	
Column A – Issues or barriers, things to take into account	Column B – what changes can be made to remove or reduce barriers or negative impacts (Remember to think about the Council as a whole, another service area may already be providing services which can help to deal with any negative impact).																	
<i>Enter additional rows if require</i>																		
4.2	Now that you have considered the potential or actual effect on equality, what action are you taking?																	
	<table border="1" data-bbox="264 1592 1538 2029"> <tbody> <tr> <td data-bbox="264 1592 371 1749"> <input type="checkbox"/> </td> <td data-bbox="376 1592 715 1749"> 1. No major change (no impacts identified) </td> <td data-bbox="719 1592 1538 1749"> Your analysis demonstrates that the policy is robust and the evidence shows no potential for discrimination and you have taken all appropriate steps to advance equality & foster good relations between groups. </td> </tr> <tr> <td data-bbox="264 1756 371 1827"> <input type="checkbox"/> </td> <td data-bbox="376 1756 715 1827"> 2. Adjust the policy </td> <td data-bbox="719 1756 1538 1827"> You will take steps to remove barriers or to better advance equality. </td> </tr> <tr> <td data-bbox="264 1834 371 1951"> <input type="checkbox"/> </td> <td data-bbox="376 1834 715 1951"> 3. Continue the policy (impacts identified) </td> <td data-bbox="719 1834 1538 1951"> You will adopt your proposal, despite any adverse effect provided you are satisfied that it does not unlawfully discriminate and it is justified. </td> </tr> <tr> <td data-bbox="264 1957 371 2029"> <input type="checkbox"/> </td> <td data-bbox="376 1957 715 2029"> 4. Stop and remove the policy </td> <td data-bbox="719 1957 1538 2029"> There are adverse effects that are not justified and cannot be mitigated. The policy is unlawfully discriminating. </td> </tr> </tbody> </table>		<input type="checkbox"/>	1. No major change (no impacts identified)	Your analysis demonstrates that the policy is robust and the evidence shows no potential for discrimination and you have taken all appropriate steps to advance equality & foster good relations between groups.	<input type="checkbox"/>	2. Adjust the policy	You will take steps to remove barriers or to better advance equality.	<input type="checkbox"/>	3. Continue the policy (impacts identified)	You will adopt your proposal, despite any adverse effect provided you are satisfied that it does not unlawfully discriminate and it is justified.	<input type="checkbox"/>	4. Stop and remove the policy	There are adverse effects that are not justified and cannot be mitigated. The policy is unlawfully discriminating.				
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<input type="checkbox"/>	4. Stop and remove the policy	There are adverse effects that are not justified and cannot be mitigated. The policy is unlawfully discriminating.																

4.3	Please document the reasons for your decision

SECTION 5: ACTION PLAN

This section is for actions related any of the 9 protected characteristic: Age, Disability, Gender, Gender reassignment; Pregnancy & maternity, Race, Sexual Orientation or Religion/Belief

<p>5.1</p> <p>Complete the action plan if you need to reduce or remove the negative impacts you have identified, take steps to foster good relations or fill data gaps.</p> <p><i>Please include the action required by your team/unit, groups affected, the intended outcome of your action, resources needed, a lead person responsible for undertaking the action (inc. their department and contact details), the completion date for the action, and the relevant RAG rating: R(ed) – action not initiated, A(mber) – action initiated and in progress, G(reen) – action complete.</i></p> <p>NB. Add any additional rows, if required.</p>								
	Action Required	Equality Groups Targeted	Intended outcome	Resources Needed	Name of Lead, Unit & Contact Details	Completion Date (DD/MM/YY)	RAG	
	<i>Enter additional rows if required</i>							

THIS SECTION TO BE COMPLETED BY THE RELEVANT SERVICE MANAGER

SIGNATURE:

FULL NAME:

UNIT:

EMAIL & TELEPHONE EXT:

DATE (DD/MM/YYYY):

WHAT NEXT?

It is the responsibility of the service to complete an EIA to the required standard and the quality and completeness of EIAs will be monitored by EMT.

All EIAs for proposed changes to levels of service arising from budget proposals must be completed by **2 September 2016**.

All completed EIAs should be sent to: Equalities@westminster.gov.uk

Title
8.6B Post Tri-borough to Bi-Borough Staffing Reviews – Management Savings
<p>What are you analysing?</p> <ul style="list-style-type: none"> • What is the purpose of the policy/project/activity/strategy? • In what context will it operate? • Who is it intended to benefit? • What results are intended? • Why is it needed?
<p>Children’s Services will review Management arrangements in Bi-borough and Sovereign Services in 2018/19 once these structures have become operational as part of ongoing service efficiency reviews.</p> <p>Whilst the precise detail as to how this saving will be delivered is not known at this time, Children’s Services management believe £175k saving is achievable in the context of the wider CHS staffing establishment and budget. Options to deliver this saving will need to be modelled at an appropriate time on the future and equality impact assessments undertaken in each case.</p> <p>Any saving would have a part year effect in 2018/19 financial year but any shortfall against target is expected to be managed by vacancies held in the period following the move from Tri-borough to Bi-borough service models.</p>
Details of the lead person completing the screening/EIA
<p>(vi) Full Name: Tony Burton</p> <p>(ii) Position: Head of Children’s Finance</p> <p>(iii) Unit: Children’s Services</p> <p>(iv) Contact Details: tburton@westminster.gov.uk 0207 641 2462</p>
Date sent to Equalities@westminster.gov.uk
21/08/17
Version number and date of update
V1.0

SECTION 1: Initial screening: Do you need to complete an Equality Impact Assessment (EIA)?

Not all proposals will require an EIA, this initial screening will help you decide if your project or policy requires a full EIA by looking at the potential impact on any equality groups.

1.1	Does the project, policy or proposal have the potential to disproportionately impact on any of the following groups? If so, is the impact positive or negative?				
		None	Positive	Negative	Not sure
	Disabled people	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Particular ethnic groups	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Men or women (include impacts due to pregnancy/ maternity)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	People or particular sexual orientation/s	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	People who are proposing to undergo, are undergoing or have undergone a process or part of a process of gender reassignment	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	People on low incomes	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	People in particular age groups	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Groups with particular faiths and beliefs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Are there any other groups that you think may be affected negatively or positively by this project, policy or proposal?	NO	<input type="checkbox"/>	<input type="checkbox"/>	
If the answer is “negative” or “unclear” consider doing a full EIA					
1.2	What do you think that the overall NEGATIVE impact on groups and communities will be?				
	None/ Minimal		Significant		
	<input checked="" type="checkbox"/>		<input type="checkbox"/>		
	None or minimal impact would be where there is no negative impact identified, or where there will be no change to the services for any groups.		Significant impact would be where there is an impact is identified that has substantial impact on any groups.		
If the answer is “significant” consider doing a full EIA					

1.3	Using the screening information in questions 1.1 and 1.2, should a full EIA be carried out on the project, policy or proposal
	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
1.4	How have you come to this decision?
	Options to deliver this saving will need to be modelled at an appropriate time in the future and equality impact assessments reviewed in each case.

EQUALITY IMPACT ASSESSMENT

SECTION 2: BUILDING AN EVIDENCE BASE

2.1	Build up a picture of who uses/will use your service or facility and identify who are likely to be impacted by the proposal	
	<ul style="list-style-type: none"> • <i>If you do not formally collect data about a particular group then use the results of local surveys or consultations, census data, national trends or anecdotal evidence (indicate where this is the case). Please attempt to complete all boxes.</i> • <i>A baseline of data is available here</i> 	
	How many people use the service currently? What is this as a % of Westminster's population?	
	Age	
	Disability	
	Gender	
	Race	
	Religion or belief	
	Sexual orientation	

2.2	<p>Are there any equality groups that are overrepresented in the monitoring information relative to their size of the population? <i>If so, this could indicate that the proposal may have a disproportionate impact on this group even if it is a universal service. Information about Westminster's population is on the Equalities page on the WIRE.</i></p>
	<p><i>If yes, provide details.</i></p>
2.3	<p>Are there any equality groups that are underrepresented in the monitoring information relative to their size of the population? <i>If so, this could indicate that the service may not be accessible to all groups or there may be some form of direct or indirect discrimination occurring.</i></p>
	<p><i>If yes, provide details.</i></p>

SECTION 3: ASSESSING THE IMPACT

In order to be able to identify ways to mitigate any potential impact it is essential that we know what those potential impacts might be.

3.1	<p>Consultation Information <i>This section should record the consultation activity undertaken in relation to this project, policy or proposal</i></p>
	<p><i>It is helpful to identify whether you have conducted any consultations for your proposal, in some cases a statutory consultation is required. If your proposal has not required a consultation, please highlight this here. Consultations will help you identify what the potential impact of your proposal might be.</i></p>
3.2	<p>What might the potential impact on individuals or groups be? <i>Consider disability, race, gender, sexual orientation, transgender, age, faith or belief and those on low incomes and other excluded individuals or groups</i></p>
	<p><i>Using the evidence gathered in section 2 and any consultation activity highlighted in 3.1; explain what the potential impact of your proposal might be on the groups you have identified. You may wish to further supplement the evidence you have gathered in order to properly consider the impact. Please state when no impact has been identified.</i></p>

4.3	Please document the reasons for your decision

SECTION 5: ACTION PLAN

This section is for actions related any of the 9 protected characteristic: Age, Disability, Gender, Gender reassignment; Pregnancy & maternity, Race, Sexual Orientation or Religion/Belief

<p>5.1</p> <p>Complete the action plan if you need to reduce or remove the negative impacts you have identified, take steps to foster good relations or fill data gaps.</p> <p><i>Please include the action required by your team/unit, groups affected, the intended outcome of your action, resources needed, a lead person responsible for undertaking the action (inc. their department and contact details), the completion date for the action, and the relevant RAG rating: R(ed) – action not initiated, A(mber) – action initiated and in progress, G(reen) – action complete.</i></p> <p>NB. Add any additional rows, if required.</p>								
	Action Required	Equality Groups Targeted	Intended outcome	Resources Needed	Name of Lead, Unit & Contact Details	Completion Date (DD/MM/YY)	RAG	
	<i>Enter additional rows if required</i>							

THIS SECTION TO BE COMPLETED BY THE RELEVANT SERVICE MANAGER	
SIGNATURE:	.....
FULL NAME:	.....
UNIT:	.....
EMAIL & TELEPHONE EXT:	.....
DATE (DD/MM/YYYY):	.....

WHAT NEXT?

It is the responsibility of the service to complete an EIA to the required standard and the quality and completeness of EIAs will be monitored by EMT.

All EIAs for proposed changes to levels of service arising from budget proposals must be completed by 2 September 2016.

All completed EIAs should be sent to: Equalities@westminster.gov.uk

Title
8.9A Placement Cost Reduction and Third Party Contributions
<p>What are you analysing?</p> <ul style="list-style-type: none"> • What is the purpose of the policy/project/activity/strategy? • In what context will it operate? • Who is it intended to benefit? • What results are intended? • Why is it needed?
<p>The savings are to be achieved through :</p> <ol style="list-style-type: none"> 1. Reducing demand due to a re-configuration of Early Help services including an Edge of Care Team. 2. Reducing high cost placements through a review of need and better contracting and thereby reducing unit costs. 3. Maximising Health Contributions to Placement Costs 4. With respect to reducing S17 support, implement robust decision making and financial control and monitoring processes together with liaison with Housing services with respect to less costly accommodation options. 'NRPF Connect' – explore opportunities for this scheme where the Home Office may fast-track decision on No Recourse to Public Funds cases.
Details of the lead person completing the screening/EIA
<p>(i) Full Name: Melissa Caslake</p> <p>(ii) Position: Executive Director of Children's Services</p> <p>(iii) Unit: Children's Services</p> <p>(iv) Contact Details: mcaslake@westminster.gov.uk</p>
Date sent to Equalities@westminster.gov.uk
18-08-18
Version number and date of update
V1.0 – 18 th August 2018

SECTION 1: Initial screening: Do you need to complete an Equality Impact Assessment (EIA)?

Not all proposals will require an EIA, this initial screening will help you decide if your project or policy requires a full EIA by looking at the potential impact on any equality groups.

1.1	Does the project, policy or proposal have the potential to disproportionately impact on any of the following groups? If so, is the impact positive or negative?				
		None	Positive	Negative	Not sure
	Disabled people	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Particular ethnic groups	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Men or women (include impacts due to pregnancy/ maternity)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	People or particular sexual orientation/s	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	People who are proposing to undergo, are undergoing or have undergone a process or part of a process of gender reassignment	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	People on low incomes	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	People in particular age groups	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Groups with particular faiths and beliefs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Are there any other groups that you think may be affected negatively or positively by this project, policy or proposal?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
If the answer is “negative” or “unclear” consider doing a full EIA					
1.2	What do you think that the overall NEGATIVE impact on groups and communities will be?				
	None/ Minimal		Significant		
	<input checked="" type="checkbox"/>		<input type="checkbox"/>		
	None or minimal impact would be where there is no negative impact identified, or where there will be no change to the services for any groups.		Significant impact would be where there is an impact is identified that has substantial impact on any groups.		
If the answer is “significant” consider doing a full EIA					

1.3	Using the screening information in questions 1.1 and 1.2, should a full EIA be carried out on the project, policy or proposal
	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
1.4	How have you come to this decision?
	<p>The impact of reducing placement demand will keep more children out of care or place them with a permanent family and represents a positive outcome. Therefore there are no negative impacts from this activity on people with protected characteristics.</p> <p>More cost effective placements will result in reductions in unit cost. However this will not affect the service offer, and therefore no one is disadvantaged by the proposals.</p>

EQUALITY IMPACT ASSESSMENT
SECTION 2: BUILDING AN EVIDENCE BASE

2.1	Build up a picture of who uses/will use your service or facility and identify who are likely to be impacted by the proposal	
	<ul style="list-style-type: none"> • <i>If you do not formally collect data about a particular group then use the results of local surveys or consultations, census data, national trends or anecdotal evidence (indicate where this is the case). Please attempt to complete all boxes.</i> • <i>A baseline of data is available here</i> 	
	How many people use the service currently? What is this as a % of Westminster’s population?	
	Age	
	Disability	
	Gender	
	Race	
	Religion or belief	
	Sexual orientation	

<p>2.2</p>	<p>Are there any equality groups that are overrepresented in the monitoring information relative to their size of the population? <i>If so, this could indicate that the proposal may have a disproportionate impact on this group even if it is a universal service. Information about Westminster’s population is on the Equalities page on the WIRE.</i></p>
<p>2.3</p>	<p>Are there any equality groups that are underrepresented in the monitoring information relative to their size of the population? <i>If so, this could indicate that the service may not be accessible to all groups or there may be some form of direct or indirect discrimination occurring.</i></p>

SECTION 3: ASSESSING THE IMPACT

In order to be able to identify ways to mitigate any potential impact it is essential that we know what those potential impacts might be.

<p>3.1</p>	<p>Consultation Information <i>This section should record the consultation activity undertaken in relation to this project, policy or proposal</i></p>
<p>3.2</p>	<p>What might the potential impact on individuals or groups be? <i>Consider disability, race, gender, sexual orientation, transgender, age, faith or belief and those on low incomes and other excluded individuals or groups</i></p>

SECTION 4: REDUCING & MITIGATING IMPACT

As a result of what you have learned, what can you do to minimise the impact of the proposed changes on equality groups and other excluded / vulnerable groups, as outlined above?

4.1	Where you have identified an impact, what can be done to reduce or mitigate the impact? (Remember to think about the Council as a whole, another service area may already be providing services which can help to deal with any negative impact).																	
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4.3	Please document the reasons for your decision

SECTION 5: ACTION PLAN

This section is for actions related any of the 9 protected characteristic: Age, Disability, Gender, Gender reassignment; Pregnancy & maternity, Race, Sexual Orientation or Religion/Belief

<p>5.1</p> <p>Complete the action plan if you need to reduce or remove the negative impacts you have identified, take steps to foster good relations or fill data gaps.</p> <p><i>Please include the action required by your team/unit, groups affected, the intended outcome of your action, resources needed, a lead person responsible for undertaking the action (inc. their department and contact details), the completion date for the action, and the relevant RAG rating: R(ed) – action not initiated, A(mber) – action initiated and in progress, G(reen) – action complete.</i></p> <p>NB. Add any additional rows, if required.</p>								
	Action Required	Equality Groups Targeted	Intended outcome	Resources Needed	Name of Lead, Unit & Contact Details	Completion Date (DD/MM/YY)	RAG	
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THIS SECTION TO BE COMPLETED BY THE RELEVANT SERVICE MANAGER

SIGNATURE:

FULL NAME:

UNIT:

EMAIL & TELEPHONE EXT:

DATE (DD/MM/YYYY):

WHAT NEXT?

It is the responsibility of the service to complete an EIA to the required standard and the quality and completeness of EIAs will be monitored by EMT.

All EIAs for proposed changes to levels of service arising from budget proposals must be completed by 2 September 2016.

All completed EIAs should be sent to: Equalities@westminster.gov.uk

Title
8.9B Service Reviews – Restructures
<p>What are you analysing?</p> <ul style="list-style-type: none"> • What is the purpose of the policy/project/activity/strategy? • In what context will it operate? • Who is it intended to benefit? • What results are intended? • Why is it needed?
<p>The proposals involve staffing efficiencies through service reviews but focused on the deletion of vacant post in Tri-b MASH - Multi Agency Safeguarding Hub Shared Service (post 1/3 funded by WCC) and a further post reduction achievable without a service impact due to better collaboration and working with other services.</p>
Details of the lead person completing the screening/EIA
<p>(vii) Full Name: Miranda Gittos</p> <p>(ii) Position: Interim Director of Family Services</p> <p>(iii) Unit: Children’s Services</p> <p>(iv) Contact Details:</p>
Date sent to Equalities@westminster.gov.uk
05/09/17
Version number and date of update
V0.3 updated 02/10/17

SECTION 1: Initial screening: Do you need to complete an Equality Impact Assessment (EIA)?

Not all proposals will require an EIA, this initial screening will help you decide if your project or policy requires a full EIA by looking at the potential impact on any equality groups.

1.1	Does the project, policy or proposal have the potential to disproportionately impact on any of the following groups? If so, is the impact positive or negative?				
		None	Positive	Negative	Not sure
	Disabled people	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Particular ethnic groups	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Men or women (include impacts due to pregnancy/ maternity)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	People or particular sexual orientation/s	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	People who are proposing to undergo, are undergoing or have undergone a process or part of a process of gender reassignment	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	People on low incomes	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	People in particular age groups	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Groups with particular faiths and beliefs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Are there any other groups that you think may be affected negatively or positively by this project, policy or proposal?	NO	<input type="checkbox"/>	<input type="checkbox"/>	
	If the answer is “negative” or “unclear” consider doing a full EIA				
1.2	What do you think that the overall NEGATIVE impact on groups and communities will be?				
	None/ Minimal		Significant		
	<input checked="" type="checkbox"/>		<input type="checkbox"/>		
	None or minimal impact would be where there is no negative impact identified, or where there will be no change to the services for any groups.		Significant impact would be where there is an impact is identified that has substantial impact on any groups.		
	If the answer is “significant” consider doing a full EIA				

1.3	Using the screening information in questions 1.1 and 1.2, should a full EIA be carried out on the project, policy or proposal
	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
1.4	How have you come to this decision?
	Savings are from a current vacant post and a fixed term contract so no implications on the service are foreseen.

EQUALITY IMPACT ASSESSMENT

SECTION 2: BUILDING AN EVIDENCE BASE

2.1	Build up a picture of who uses/will use your service or facility and identify who are likely to be impacted by the proposal	
	<ul style="list-style-type: none"> • <i>If you do not formally collect data about a particular group then use the results of local surveys or consultations, census data, national trends or anecdotal evidence (indicate where this is the case). Please attempt to complete all boxes.</i> • <i>A baseline of data is available here</i> 	
	How many people use the service currently? What is this as a % of Westminster's population?	
	Age	
	Disability	
	Gender	
	Race	
	Religion or belief	
	Sexual orientation	

2.2	Are there any equality groups that are overrepresented in the monitoring information relative to their size of the population? <i>If so, this could indicate that the proposal may have a disproportionate impact on this group even if it is a universal service. Information about Westminster's population is on the Equalities page on the WIRE.</i>
	<i>If yes, provide details.</i>
2.3	Are there any equality groups that are underrepresented in the monitoring information relative to their size of the population? <i>If so, this could indicate that the service may not be accessible to all groups or there may be some form of direct or indirect discrimination occurring.</i>
	<i>If yes, provide details.</i>

SECTION 3: ASSESSING THE IMPACT

In order to be able to identify ways to mitigate any potential impact it is essential that we know what those potential impacts might be.

3.1	<p>Consultation Information <i>This section should record the consultation activity undertaken in relation to this project, policy or proposal</i></p>
	<p><i>It is helpful to identify whether you have conducted any consultations for your proposal, in some cases a statutory consultation is required. If your proposal has not required a consultation, please highlight this here. Consultations will help you identify what the potential impact of your proposal might be.</i></p>
3.2	<p>What might the potential impact on individuals or groups be? <i>Consider disability, race, gender, sexual orientation, transgender, age, faith or belief and those on low incomes and other excluded individuals or groups</i></p>
	<p><i>Using the evidence gathered in section 2 and any consultation activity highlighted in 3.1; explain what the potential impact of your proposal might be on the groups you have identified. You may wish to further supplement the evidence you have gathered in order to properly consider the impact. Please state when no impact has been identified.</i></p>

SECTION 4: REDUCING & MITIGATING IMPACT

As a result of what you have learned, what can you do to minimise the impact of the proposed changes on equality groups and other excluded / vulnerable groups, as outlined above?

4.1	Where you have identified an impact, what can be done to reduce or mitigate the impact? (Remember to think about the Council as a whole, another service area may already be providing services which can help to deal with any negative impact).																	
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4.3	Please document the reasons for your decision

SECTION 5: ACTION PLAN

This section is for actions related any of the 9 protected characteristic: Age, Disability, Gender, Gender reassignment; Pregnancy & maternity, Race, Sexual Orientation or Religion/Belief

<p>5.1</p> <p>Complete the action plan if you need to reduce or remove the negative impacts you have identified, take steps to foster good relations or fill data gaps.</p> <p><i>Please include the action required by your team/unit, groups affected, the intended outcome of your action, resources needed, a lead person responsible for undertaking the action (inc. their department and contact details), the completion date for the action, and the relevant RAG rating: R(ed) – action not initiated, A(mber) – action initiated and in progress, G(reen) – action complete.</i></p> <p>NB. Add any additional rows, if required.</p>								
	Action Required	Equality Groups Targeted	Intended outcome	Resources Needed	Name of Lead, Unit & Contact Details	Completion Date (DD/MM/YY)	RAG	
	<i>Enter additional rows if required</i>							

THIS SECTION TO BE COMPLETED BY THE RELEVANT SERVICE MANAGER

SIGNATURE:

FULL NAME:

UNIT:

EMAIL & TELEPHONE EXT:

DATE (DD/MM/YYYY):

WHAT NEXT?

It is the responsibility of the service to complete an EIA to the required standard and the quality and completeness of EIAs will be monitored by EMT.

All EIAs for proposed changes to levels of service arising from budget proposals must be completed by 2 September 2016.

All completed EIAs should be sent to: Equalities@westminster.gov.uk

Title

8.22 Health Visiting Services Contract Savings in Westminster – 0-19 Service Savings

What are you analysing?

- What is the purpose of the policy/project/activity/strategy?
- In what context will it operate?
- Who is it intended to benefit?
- What results are intended?
- Why is it needed?

In the new health visiting contract, effective 1st July 2017, commissioners have negotiated annual savings of £680k (16.5%) from the Westminster health visiting service budget with the incumbent provider, NHS Central London Community Health. The value of the direct award is calculated at £8,629,545 and will be funded through the Public Health Grant.

The purpose of this Equality Impact Assessment is to assess the impact the new contract may have on any group of the service users.

Negotiations with the provider have ensured that the new contract will continue to be targeted to the same population: pregnant women, children aged 0-5 and their families. The health visiting service is a universal health visiting service delivered in line with the national Healthy Child Programme. This aims to promote optimal health and wellbeing of children, families and local communities and reduce health inequalities. Those with additional needs defined as the targeted or vulnerable group are offered additional support proportionate to need.

With the new contract the quality of the service will either continue, in some areas enhanced There will also be an increase in the number offered the service.

The new changes will include:

- 1) A universal health visiting offer to low risk women. Previously this was only targeted at those with increased need.
- 2) Consider additional screening for 2-2.5 year old children identified as requiring further input. This will ensure identification of potential vulnerabilities and subsequent referrals for support.
- 3) Some universal contacts previously undertaken in a home setting will now be undertaken in a clinic or children centre. This will mean an increased commute to access the service and possible transport costs. The need for commute on parents or children with disabilities was considered as part of this Equality Impact Assessment. It is not anticipated that the new changes will disproportionately disadvantage them. As per current practice they will ordinarily be under the health visitor vulnerable list. Under this criteria, the option for a home visit will remain in place. Those on low incomes with financial issues unable to access a service will be assessed on a case by case basis and provision for a home visit considered to ensure that they are not disproportionately disadvantaged.

As part of the health visiting transformation programme for the new contract, officers will work with the provider to ensure that implementation of these proposals are equitable to all service users including those set out in section 1.1.

Details of the lead person completing the screening/EIA	
(i)	Full Name: Maureen Mandirahwe
(ii)	Position: Commissioning and Transformation Lead, Children
(iii)	Unit: Triboroughs, Public Health
(iv)	Contact Details: mmandirahwe@westminster.gov.uk
Date sent to Equalities@westminster.gov.uk	
18/08/2017	
Version number and date of update	
V1.0 17/08/2017	

SECTION 1: Initial screening: Do you need to complete an Equality Impact Assessment (EIA)?

Not all proposals will require an EIA, this initial screening will help you decide if your project or policy requires a full EIA by looking at the potential impact on any equality groups.

1.1	Does the project, policy or proposal have the potential to disproportionately impact on any of the following groups? If so, is the impact positive or negative?				
		None	Positive	Negative	Not sure
	Disabled people	✓ <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Particular ethnic groups	✓ <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Men or women (include impacts due to pregnancy/ maternity)	✓ <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	People or particular sexual orientation/s	✓ <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	People who are proposing to undergo, are undergoing or have undergone a process or part of a process of gender reassignment	✓ <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	People on low incomes	✓ <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	People in particular age groups	✓ <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Groups with particular faiths and beliefs	✓ <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Are there any other groups that you think may be affected negatively or positively by this project, policy or proposal?	-Pregnant women -2-2.5 year old children as aforementioned	✓ <input type="checkbox"/>	<input type="checkbox"/>	
If the answer is “negative” or “unclear” consider doing a full EIA					
1.2	What do you think that the overall NEGATIVE impact on groups and communities will be?				
	None/ Minimal ✓ <input type="checkbox"/>		Significant <input type="checkbox"/>		
	None or minimal impact would be where there is no negative impact identified, or where there will be no change to the services for any groups.		Significant impact would be where there is an impact is identified that has substantial impact on any groups.		
If the answer is “significant” consider doing a full EIA					

1.3	Using the screening information in questions 1.1 and 1.2, should a full EIA be carried out on the project, policy or proposal
	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
1.4	How have you come to this decision?
	No negative impact is anticipated for any group in the new contract as outlined in the first section of this document. Current practice will continue be enhanced and additional users will be offered the health visiting service.

EQUALITY IMPACT ASSESSMENT

SECTION 2: BUILDING AN EVIDENCE BASE

2.1	Build up a picture of who uses/will use your service or facility and identify who are likely to be impacted by the proposal <ul style="list-style-type: none"> • <i>If you do not formally collect data about a particular group then use the results of local surveys or consultations, census data, national trends or anecdotal evidence (indicate where this is the case). Please attempt to complete all boxes.</i> • <i>A baseline of data is available here</i> 															
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<p>2.2</p>	<p>Are there any equality groups that are overrepresented in the monitoring information relative to their size of the population? <i>If so, this could indicate that the proposal may have a disproportionate impact on this group even if it is a universal service. Information about Westminster’s population is on the Equalities page on the WIRE.</i></p>
	<p><i>If yes, provide details.</i></p>
<p>2.3</p>	<p>Are there any equality groups that are underrepresented in the monitoring information relative to their size of the population? <i>If so, this could indicate that the service may not be accessible to all groups or there may be some form of direct or indirect discrimination occurring.</i></p>
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SECTION 3: ASSESSING THE IMPACT

In order to be able to identify ways to mitigate any potential impact it is essential that we know what those potential impacts might be.

3.1	<p>Consultation Information <i>This section should record the consultation activity undertaken in relation to this project, policy or proposal</i></p>
	<p><i>It is helpful to identify whether you have conducted any consultations for your proposal, in some cases a statutory consultation is required. If your proposal has not required a consultation, please highlight this here. Consultations will help you identify what the potential impact of your proposal might be.</i></p>
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4.3	Please document the reasons for your decision

SECTION 5: ACTION PLAN

This section is for actions related any of the 9 protected characteristic: Age, Disability, Gender, Gender reassignment; Pregnancy & maternity, Race, Sexual Orientation or Religion/Belief

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SIGNATURE:

FULL NAME:

UNIT:

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<https://officesharedservice.sharepoint.com/sites/intranet/wcc-comms/Pages/Equality-Impact-Assessments-.aspx>

3.2 Negotiations with the provider have ensured that the quality of the service will continue and, alongside this a revised performance framework will produce more robust data which will assist the development of a new model in the longer term.

deliver both efficiencies and better streamlined services and outcomes for children and young people.

health visitor as the central point of contact leading a team with the relevant mix of skills and experience delivering the service.

3.6 The award of these contracts will also contribute £680,000 per annum to the overall savings in order to meet targets set within the Medium Term Budget Plan.

The transfer of commissioning responsibilities for children's Public Health to local authorities is providing an opportunity to take a fresh look at delivering coherent, effective support for children locally.

This Programme sets out the schedule for the delivery of services during the early years, and includes both universal services and additional interventions for families with more complex needs

- Improve the health and wellbeing of children and reduce inequalities in outcomes as part of an integrated multi-agency approach to supporting and empowering children and families;
- Ensure a strong focus on prevention, health promotion, early identification of needs, early intervention and clear packages of support;
- Ensure delivery of the HCP to all children and families, including fathers, starting in the antenatal period;

These services are funded through the Public Health Grant.

- a. The additional data required as part of the revised KPI framework will contribute to the review of health visiting services and inform the new integrated services model going forward.
- b. Commissioners have negotiated annual savings of £680k or 16.5%. The £680k expenditure saving on the Public Health contract for Health Visiting and Family Nurse Partnership is assumed to release Public Health Grant to fund other expenditure meeting Public Health outcomes, but currently met from the General Fund budget. There is therefore a confirmed procurement saving of £680k which contributes to the £896k Medium Term Financial Plan (MTP) target saving in Westminster subject to agreement from the Cabinet Member for Adult Social Services and Public Health (a revision of the Public Health Financial Plan will be provided in due course).

5.3 Commissioners have negotiated annual savings of £680k or 16.5%. The £680k expenditure saving on the Public Health contract for Health Visiting and Family Nurse Partnership is assumed to release Public Health Grant to fund other expenditure meeting Public Health outcomes, but currently met from the General Fund budget. There is therefore a confirmed procurement saving of £680k which contributes to the £896k Medium Term Financial Plan (MTP) target saving in Westminster subject to agreement from the Cabinet Member for Adult Social Services and Public Health (a revision of the Public Health Financial Plan will be provided in due course).

10.2 The report includes a recommendation to directly award a contract to the incumbent provider. By choosing to directly award a contract without a tender process, the Council is not complying with the competition requirements set out in Chapter 3, Section 7 of the Regulations. Therefore, there may be a risk of challenge and an application for a declaration of ineffectiveness (whereby a contract may be set aside) may be made from an economic operator interested in providing this service.