

Enfield Equality Impact Assessment (EqIA)

Introduction

The purpose of an Equality Impact Assessment (EqIA) is to help Enfield Council make sure it does not discriminate against service users, residents and staff, and that we promote equality where possible. Completing the assessment is a way to make sure everyone involved in a decision or activity thinks carefully about the likely impact of their work and that we take appropriate action in response to this analysis.

The EqIA provides a way to systematically assess and record the likely equality impact of an activity, policy, strategy, budget change or any other decision.

The assessment helps us to focus on the impact on people who share one of the different nine protected characteristics as defined by the Equality Act 2010 as well as on people who are disadvantaged due to socio-economic factors. The assessment involves anticipating the consequences of the activity or decision on different groups of people and making sure that:

- unlawful discrimination is eliminated
- opportunities for advancing equal opportunities are maximised
- opportunities for fostering good relations are maximised.

The EqIA is carried out by completing this form. To complete it you will need to:

- use local or national research which relates to how the activity/ policy/ strategy/ budget change or decision being made may impact on different people in different ways based on their protected characteristic or socio-economic status;
- where possible, analyse any equality data we have on the people in Enfield who will be affected eg equality data on service users and/or equality data on the Enfield population;
- refer to the engagement and/ or consultation you have carried out with stakeholders, including the community and/or voluntary and community sector groups and consider what this engagement showed us about the likely impact of the activity/ policy/ strategy/ budget change or decision on different groups.

The results of the EqIA should be used to inform the proposal/ recommended decision and changes should be made to the proposal/ recommended decision as a result of the assessment where required. Any ongoing/ future mitigating actions required should be set out in the action plan at the end of the assessment.

The completed EqIA should be included as an appendix to relevant EMT/ Delegated Authority/ Cabinet/ Council reports regarding the service activity/ policy/ strategy/ budget change/ decision. Decision-makers should be confident that a robust EqIA has taken place, that any necessary mitigating action has been taken and that there are robust arrangements in place to ensure any necessary ongoing actions are delivered.

Title of service activity / policy/ strategy/ budget change/ decision that you are assessing	Enfield Advisory Service for Autism (EASA)
Lead officer(s) name(s) and contact details	Caroline Fanning caroline.fanning@enfield.gov.uk
Team/ Department	Strategic Commissioning (Children’s Services) People Directorate
Executive Director	Tony Theodoulou
Cabinet Member	Rick Jewell
Date of EqIA completion	15.02.2021

SECTION 2 – Summary of Proposal

Please give a brief summary of the proposed service change / policy/ strategy/ budget change/project plan/ key decision

Please summarise briefly:

What is the proposed decision or change?
 What are the reasons for the decision or change?
 What outcomes are you hoping to achieve from this change?
 Who will be impacted by the project or change - staff, service users, or the wider community?

The Enfield Advisory Service for Autism (EASA) is an essential service for children and young people on the autism pathway. The service offers outreach provision to deliver specialist, comprehensive advice, guidance and training for all people working with or caring for autistic children and young people.

A multi-disciplinary team is currently being developed as part of the service, to ensure provision of an integrated local offer.

This extension in service will have a positive impact on the existing EASA team by enabling them to work in partnership with Social Care and Health in providing an holistic service, benefitting service users by This will improve provision early on in each child/young person’s pathway, enabling identification of needs and appropriate planning, training and provision for children and young people, families and educational settings.

SECTION 3 – Equality Analysis

This section asks you to consider the potential differential impact of the proposed decision or change on different protected characteristics, and what mitigating actions should be taken to avoid or counteract any negative impact.

According to the Equality Act 2010, protected characteristics are aspects of a person's identity that make them who they are. The law defines 9 protected characteristics:

1. Age
2. Disability
3. Gender reassignment.
4. Marriage and civil partnership.
5. Pregnancy and maternity.
6. Race
7. Religion or belief.
8. Sex
9. Sexual orientation.

At Enfield Council, we also consider socio-economic status as an additional characteristic.

“Differential impact” means that people of a particular protected characteristic (eg people of a particular age, people with a disability, people of a particular gender, or people from a particular race and religion) will be significantly more affected by the change than other groups. Please consider both potential positive and negative impacts, and, where possible, provide evidence to explain why this group might be particularly affected. If there is no differential impact for that group, briefly explain why this is not applicable.

Please consider how the proposed change will affect staff, service users or members of the wider community who share one of the following protected characteristics.

<p>Age</p> <p>This can refer to people of a specific age e.g. 18-year olds, or age range e.g. 0-18 year olds.</p>
<p>Will the proposed change to service/policy/budget have a differential impact [positive or negative] on people of a specific age or age group (e.g. older or younger people)?</p> <p>Please provide evidence to explain why this group may be particularly affected.</p>
<p>The service is provided for the benefit of autistic children/young people aged 0-25. There are no further criteria, and no-one from this group would be ineligible to receive a service if they meet these service conditions.</p> <p>The proposed change will have a beneficial impact for autistic children and young people aged 0-25.</p>
<p>Mitigating actions to be taken</p>
<p>None.</p>

<p>Disability</p> <p>A person has a disability if they have a physical or mental impairment which has a substantial and long-term adverse effect on the person’s ability to carry out normal day-day activities.</p> <p>This could include: Physical impairment, hearing impairment, visual impairment, learning difficulties, long-standing illness or health condition, mental illness, substance abuse or other impairments.</p>
<p>Will the proposed change to service/policy/budget have a differential impact [positive or negative] on people with disabilities?</p> <p>Please provide evidence to explain why this group may be particularly affected.</p>
<p>The service promotes equality of opportunity by ensuring that autistic children and young people aged 0-25, their families and educational settings, are provided with the knowledge and support needed to help ensure that they can realise their potential and achieve maximum independence, improving their learning and life outcomes.</p> <p>There will therefore be a positive differential impact.</p>

Mitigating actions to be taken

None.

Gender Reassignment

This refers to people who are proposing to undergo, are undergoing, or have undergone a process (or part of a process) to reassign their sex by changing physiological or other attributes of sex.

Will this change to service/policy/budget have a **differential impact [positive or negative]** on transgender people?

Please provide evidence to explain why this group may be particularly affected.

There will be no differential impact on this group; the service is provided for all Enfield autistic children and young people aged 0-25, their families and educational settings, regardless of other protected characteristics.

Mitigating actions to be taken

None.

Marriage and Civil Partnership

Marriage and civil partnerships are different ways of legally recognising relationships. The formation of a civil partnership must remain secular, where-as a marriage can be conducted through either religious or civil ceremonies. In the U.K both marriages and civil partnerships can be same sex or mixed sex. Civil partners must be treated the same as married couples on a wide range of legal matters.

Will this change to service/policy/budget have a **differential impact [positive or negative]** on people in a marriage or civil partnership?

Please provide evidence to explain why this group may be particularly affected

There will be no differential impact on this group; the service is provided for all Enfield autistic children and young people aged 0-25, their families and educational settings, regardless of other protected characteristics.

Mitigating actions to be taken

None.
<p>Pregnancy and maternity</p> <p>Pregnancy refers to the condition of being pregnant or expecting a baby. Maternity refers to the period after the birth and is linked to maternity leave in the employment context. In the non-work context, protection against maternity discrimination is for 26 weeks after giving birth, and this includes treating a woman unfavourably because she is breastfeeding.</p>
<p>Will this change to service/policy/budget have a differential impact [positive or negative] on pregnancy and maternity?</p> <p>Please provide evidence to explain why this group may be particularly affected</p>
<p>There will be no differential impact on this group; the service is provided for all Enfield autistic children and young people aged 0-25, their families and educational settings, regardless of other protected characteristics.</p>
<p>Mitigating actions to be taken</p>
<p>None.</p>

<p>Race</p> <p>This refers to a group of people defined by their race, colour, and nationality (including citizenship), ethnic or national origins.</p>
<p>Will this change to service/policy/budget have a differential impact [positive or negative] on people of a certain race?</p> <p>Please provide evidence to explain why this group may be particularly affected</p>
<p>There will be no differential impact on this group; the service is provided for all Enfield autistic children and young people aged 0-25, their families and educational settings, regardless of other protected characteristics.</p>
<p>Mitigating actions to be taken</p>
<p>None.</p> <p>Whilst no differential impact is expected, the service will continue to ensure that it reaches all families that require provision. This includes ensuring that information is available in other languages as required, and that the organisation providing the service is able to impact 'hard to reach' communities.</p>

Religion and belief

Religion refers to a person’s faith (e.g. Buddhism, Islam, Christianity, Judaism, Sikhism, Hinduism). Belief includes religious and philosophical beliefs including lack of belief (e.g. Atheism). Generally, a belief should affect your life choices or the way you live.

Will this change to service/policy/budget have a **differential impact [positive or negative]** on people who follow a religion or belief, including lack of belief?

Please provide evidence to explain why this group may be particularly affected.

There will be no differential impact on this group; the service is provided for all Enfield autistic children and young people aged 0-25, their families and educational settings, regardless of other protected characteristics.

Mitigating actions to be taken

None.

Sex

Sex refers to whether you are a man or woman.

Will this change to service/policy/budget have a **differential impact [positive or negative]** on men or women?

Please provide evidence to explain why this group may be particularly affected.

There will be no differential impact on this group; the service is provided for all Enfield autistic children and young people aged 0-25, their families and educational settings, regardless of other protected characteristics.

Mitigating actions to be taken

None.

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Sexual Orientation

This refers to whether a person is sexually attracted to people of the same sex or a different sex to themselves. Please consider the impact on people who identify as heterosexual, bisexual, gay, lesbian, non-binary or asexual.

Will this change to service/policy/budget have a **differential impact [positive or negative]** on people with a particular sexual orientation?

Please provide evidence to explain why this group may be particularly affected.

There will be no differential impact on this group; the service is provided for all Enfield autistic children and young people aged 0-25, their families and educational settings, regardless of other protected characteristics.

Mitigating actions to be taken

None.

Socio-economic deprivation

This refers to people who are disadvantaged due to socio-economic factors e.g. unemployment, low income, low academic qualifications or living in a deprived area, social housing or unstable housing.

Will this change to service/policy/budget have a **differential impact [positive or negative]** on people who are socio-economically disadvantaged?

Please provide evidence to explain why this group may be particularly affected.

There will be no differential impact on this group; the service is provided for all Enfield autistic children and young people aged 0-25, their families and educational settings, regardless of other protected characteristics.

Mitigating actions to be taken.

Appendix 2



None.

SECTION 4 – Monitoring and Review

How do you intend to monitor and review the effects of this proposal?

Who will be responsible for assessing the effects of this proposal?

The provider of this service is obliged to provide monitoring information on a termly and annual basis, from the contract start date.

This information will be assessed by the People’s Directorate Service Development Team. Monitoring will be used to evidence the impact of the service in terms of defined outcomes and performance indicators.

Additionally, EASA reports to the Schools Forum, Russet House School Governors, the Autism Partnership Group and the SEND Partnership Board.

SECTION 5 – Action Plan for Mitigating Actions.

Identified Issue	Action Required	Lead officer	Timescale/By When	Costs	Review Date/Comments
N/A	N/A				