

**Kent County Council  
Equality Analysis/ Impact Assessment (EqIA)**

**Directorate/ Service:** Children, Young People & Education (CYPE) & Strategic Commissioning (ST SC)

**Name of decision, policy, procedure, project or service:** Supporting Parents to Build Resilience and Self-Help Strategies (Neurodevelopmental Pathway).

**Responsible Owner/ Senior Officer:**

Stuart Collins, Director of Integrated Children's Services (Early Help and Preventative Services Lead)

**Version:** 2.0

**Author:** Sue McGibbon, Commissioner, Community Resilience  
- Children and Young People

**Pathway of Equality Analysis:**

The proposed service has been developed through the following channels:

Special Educational Needs Re-Commissioning Overview Board – 29/01/2021  
Integrated Children's Services County Divisional Management Team – 13/04/2021  
Children, Young People and Education Directorate Management Team – 02/06/2021  
Children, Young People and Education Directorate Management Team – 28/07/2021

**Summary and recommendations of equality analysis/impact assessment.**

**Context**

The purpose of this Equality Impact Assessment is to review the potential impact of the proposed implementation of a new dedicated service that offers robust and consistent support to parents/carers who are concerned their child may require some additional support, linked to Autistic Spectrum Condition (ASC).

Currently support and advice for parents/carers who are concerned their child may require additional support is fragmented, inconsistent and can be difficult to find, particularly for those children and young people who are not already in Special Education or currently known to Integrated Children's Services (ICS). Parents/carers tell us they were under the impression they had to wait for a diagnosis before they could access support, often leaving them in limbo and struggling to cope.

A range of evidence-based Programmes (Cygnet, Early Bird, etc.) have traditionally been available across the county, which offer a set of 6 – 8 week sessions that provide parents/carers an opportunity to develop their understanding of ASC and look at practical solutions to support their child. In most cases a diagnosis is required to access these programmes. The organisations currently delivering these programmes are struggling to manage the high number of referrals and as they do not have dedicated staff to deliver the programmes the demands on their capacity often result in the offer not being consistent or sustainable.

This work is taking place, in part, due to the Ofsted and Care Quality Commission (CQC) joint review of Special Educational Needs (SEND) provision for Kent Children and Young people (CYP) and the resulting Written Statement of Action (WSOA) KCC implemented to address the concerns of the review.

The Special Educational Needs (SEND) inspection of 2019 highlighted issues regarding the following:

- The widely held concern of parents that the local area is not able, or in some cases not willing, to meet their children’s need.
- The limited role parents and carers have in reviewing and designing services for children and young people with SEND.

**Aims and Objectives:**

To commission a dedicated service that offers robust and consistent support to parents/carers whose child has either received a diagnosis, awaiting diagnosis, or considering a referral to the Neurodevelopmental (ND) Pathway. The scope of the new service aims to address the issues raised by parents/carers by offering a range of options that can be delivered in addition to services currently on offer across the County.

The key difference between the proposed new service and current provision:

- Dedicated team will be recruited with lived experience at the heart.
- Positive engagement with families early in their journey.
- Maintained support through joint working for as long as needed.
- Emphasis on sustainability.
- Innovative and supportive recruitment pathway (below) in place for parents/carers to gain the confidence and skills to return to the workforce and in turn continue to offer their lived experience, for the benefit of other parents finding themselves in similar situations.



Early Intervention/Pre-diagnosis:

- To deliver a range of self-help parent peer support groups focussing on encouraging Parents to build relationships with other local parents.
- To deliver 1:1 Family Advice sessions and Workshops focussing on issues relating to the child/young person, using a ‘mixed toolbox’ to build family resilience and self-help strategies.
- Signpost to other local multi-agency support, advice, supporting materials such as videos, books, etc.

Post - Diagnosis:

- To deliver evidence-based programmes across the County in addition to those offered by other key organisations. Flexibility to offer virtual sessions, where appropriate.
- Continue to support as above with Parent Support Groups, 1:1 Family Advice Sessions and Workshops using a ‘mixed toolbox’.
- Signpost to other multi-agency support, advice, etc.

This support will be facilitated jointly by parents/carers, utilising lived-experience, building resilience and developing self-help strategies amongst fellow parents. This in turn will reduce the emphasis on waiting for a diagnosis before accessing any support and will have a more powerful positive impact on the diagnosis backlog.

### Summary of equality impact

This Equality Impact Assessment finds that there is a **low** adverse equality impact rating.

The proposed implementation of the new dedicated service aims to support all parents and carers whose child has either received a diagnosis, awaiting diagnosis, or considering a referral to the Neurodevelopmental (ND) Pathway, across Kent. The new proposed service will increase the total Countywide offer to parents/carers by **42%**, with a strong presence in each of the four areas, offering consistency and sustainability of support. This service provision is intended to be in addition to and **NOT** a replacement.

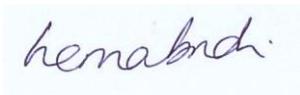
Robust contract management will lead to better outcomes for parents/carers and families. Additionally, formalising the commissioning of these provisions will allow for it to be fairer and more equitable.

### Adverse Equality Impact Rating **Low**

#### Attestation

I have read and paid due regard to the Equality Analysis/Impact Assessment concerning the **proposed new service to support parents to build resilience and self-help strategies**. I agree with risk rating and the actions to mitigate any adverse impact(s) that has /have been identified.

#### Head of Service



**Signed:**

**Name:** Hema Birdi

**Job Title:** Assistant Director,  
Adolescents and Open Access (East)

**Date:** 29<sup>th</sup> July 2021

#### DMT Member



**Signed:**

**Name:** Stuart Collins

**Job Title:** Director, Integrated Children Services  
- North and West (Early Help Lead)

**Date:** 29<sup>th</sup> July 2021

## Part 1 Screening

Could this policy, procedure, project or service, or any proposed changes to it, affect any Protected Group (listed below) less favourably (negatively) than others in Kent?

Could this policy, procedure, project or service promote equal opportunities for this group?

Protected Group	Please provide a <u>brief</u> commentary on your findings. Fuller analysis should be undertaken in Part 2.			
	High negative impact EqIA	Medium negative impact Screen	Low negative impact Evidence	High Positive Impact Evidence
<b>Age</b>	No	No	<p>The proposed new service will increase the offer to parents/carers by 42%.</p> <p>The proposed changes will ensure support is flexible to meet parent/carers needs, whilst being offered consistently Countywide.</p> <p>Additionally, robust contract management will lead to better outcomes for parents/carers and families. Formalising the</p>	This service will support all parents/carers identified, regardless of age.
<b>Disability</b>	No	No		This service will support all parents/carers identified, regardless of disability.
<b>Gender</b>	No	No		This service will support all parents/carers identified, regardless of gender. The Provider will be expected to make considerations and adjustments to ensure support is offered equally to all genders within a family. For example, parents/carers accessing support are predominantly female parent/carers, with courses taking place during the day. Providers will be expected to look at blended models of delivery that can include evening and weekend delivery as well as digital and face to face interventions. With the aim of maximising attendance for all.
<b>Gender identity/ Transgender</b>	No	No		This service will support all parents/carers identified regardless of gender identity.
				This service will support all parents/carers

<b>Race</b>	No	No	<p>commissioning of these provisions will allow for it to be fairer and more equitable.</p> <p>There is no evidence of any negative impacts across the protected characteristics.</p>	<p>identified regardless of race. Providers will be tasked with shaping delivery to meet the individualities of the communities in Kent.</p>
<b>Religion and Belief</b>	No	No		<p>This service will support all parents/carers identified, regardless of religion and belief. The Provider will be expected to make considerations and adjustments based on a parent/carers religion and belief. For example, ensuring support is not offered during prayer times.</p>
<b>Sexual Orientation</b>	No	No		<p>This service will support parents/carers identified, regardless of sexual orientation.</p>
<b>Pregnancy and Maternity</b>	No	No		<p>This service will support all parents/carers identified, regardless of any pregnancies or maternity.</p>
<b>Marriage and Civil Partnerships</b>	No	No		<p>This service will support all parents/carers identified, regardless of marriage or civil partnerships.</p>
<b>Carer's Responsibilities</b>	No	No		<p>This service will support all parents/carers identified with due consideration of their Caring Responsibilities. The Provider will be expected to make considerations and adjustments based on a parents/carer caring responsibilities. For example, ensuring support is offered either face-to-face or virtually at flexible times of day, evenings, and weekends.</p>

## **Part 2 – NOT COMPLETED**

### **Equality Analysis /Impact Assessment**

#### **Protected groups**

(Who will be directly or indirectly negatively affected by the changes?)

#### **Information and Data used to carry out your assessment**

(Please list your data source and if you have it provide a link to source. Please highlight any gaps)

#### **Who have you involved consulted and engaged?**

(Please list stakeholders)

#### **Analysis**

(What have you found out and what does it tell you about the impacted protected groups? What did you stakeholders, including protected groups tell you?)

#### **Adverse Impact,**

(What is the effect on the protected group? Please state mitigation in the action plan)

#### **Positive Impact:**

(Please highlight any positive impacts in relation to protected groups)

### **JUDGEMENT**

Set out below the implications you have found from your assessment for the relevant protected group(s). If any negative impacts can be justified please clearly explain why. Identify the option to address the impact. There are four possible options:

- **No major change** - no potential for discrimination and all opportunities to promote equality have been taken
- **Adjust and continue** - adjust to remove barriers or better promote equality
- **Continue the policy** - despite potential for adverse impact or missed opportunity. Set out the justifications: there is no justification for direct discrimination; and indirect discrimination will need to be justified according to the legal requirements.
- **Stop and remove the policy** – policy shows actual or potential unlawful discrimination it must be stopped and removed or changed

#### **Internal Action Required                      YES/NO**

There is potential for adverse impact on particular groups and we have found scope to improve the proposal...

*(Complete the Action Plan- please include dates for monitoring and review)*

## Equality Impact Analysis/Assessment Action Plan

Protected Characteristic	Issues identified	Action to be taken	Expected outcomes	Owner	Timescale	Cost implications

**Have the actions been included in your business/ service plan? (If no please state how the actions will be monitored)**

Yes/No

### Appendix

Please include relevant data sets

Please forward a final signed electronic copy and Word version to the Equality Team by emailing [diversityinfo@kent.gov.uk](mailto:diversityinfo@kent.gov.uk)

If the activity will be subject to a Cabinet decision, the EqIA must be submitted to committee services along with the relevant Cabinet report. Your EqIA should also be published.

The original signed hard copy and electronic copy should be kept with your team for audit purposes.