

## EQIA Submission Draft Working Template

If required, this template is for use prior to completing your EQIA Submission in the EQIA App.

You can use it to understand what information is needed beforehand to complete an EQIA submission online, and also as a way to collaborate with others who may be involved with the EQIA.

Note: You can upload this into the App when complete if it contains more detailed information than the App asks for and you wish to retain this detail.

### Section A

<b>1. Name of Activity (EQIA Title):</b>	Early Language and Home Learning Environment
<b>2. Directorate</b>	Children, Young People and Education
<b>3. Responsible Service/Division</b>	Integrated Children's Services

### Accountability and Responsibility

<b>4. Officer completing EQIA</b> Note: This should be the name of the officer who will be submitting the EQIA onto the App.	Danielle Day Programme Manager – Family Hub
<b>5. Head of Service</b> Note: This should be the Head of Service who will be approving your submitted EQIA.	Carolann James Director of Operational Integrated Children's Services
<b>6. Director of Service</b> Note: This should be the name of your responsible director.	Carolann James Director of Operational Integrated Children's Services

### The type of Activity you are undertaking

7. What type of activity are you undertaking?	
Tick if Yes	Activity Type
Yes	<b>Service Change</b> – operational changes in the way we deliver the service to people.
Yes	<b>Service Redesign</b> – restructure, new operating model or changes to ways of working
Yes	<b>Project/Programme</b> – includes limited delivery of change activity, including partnership projects, external funding projects and capital projects.
Yes	<b>Commissioning/Procurement</b> – means commissioning activity which requires commercial judgement.
Yes	<b>Strategy /Policy</b> – includes review, refresh or creating a new document
	<b>Other</b> – Please add details of any other activity type here.

**8. Aims and Objectives and Equality Recommendations** – Note: You will be asked to give a brief description of the aims and objectives of your activity in this section of the App, along with the Equality recommendations. You may use this section to also add any context you feel may be required.

Since the inception of Early Help and Preventative Services (EHPS) in 2015, Kent County Council (KCC) has been able to maintain a comprehensive Open Access offer, including both universal and targeted provision, delivered through both KCC staff and settings and commissioned services across the 0-19 years age group

Open Access services work closely with partners including Public Health services such as Health Visiting provisions through co-location. Currently we commission two Children's Centres in Kent (Millmead and Seashells) and 12 district-based youth service contracts.

In his budget announcement in October 2021, the then Chancellor, Rishi Sunak, outlined his plans for the roll out of a national Family Hub programme launching the programme in November 2021. The programme is led by the Department for Education (DfE) in collaboration with the Department of Health and Social Care (DHSC) to ensure there is policy integration at national level to develop an enhanced multiagency partnership. The framework was developed following the Early Years Healthy Development Review published in 2021 (The Best Start for Life, A Vision for the 1001 Critical Days). The in-depth research and engagement was conducted by a review team including parents, carers, sector professionals, volunteers and academics.

KCC is committed to the implementation of Family Hubs in Kent as part of its ambition to deliver the best outcomes for all children, young people, and their families, delivering services identified through the Family Hub guidance.

The DfE launched the national Family Hub Programme Framework in August 2022 alongside an application for 75 Local Authorities to apply for transformation funding to create multiagency community-based provision. Kent was identified as one of the eligible Local Authorities for funding aligned to the Family Hub and Best Start for Life strategy.

The DfE sets out key funded areas as part of the Family Hub model and transformation within the Start for Life offer. This includes Early Language and the Home Learning Environment (HLE).

Early Language and Home Learning Environment, builds on existing services offered through the current system. The new strategy will ensure effective use of funding to target the needs of families with a focus on 3 - 4 year olds, as outlined by the DfE, using evidence based programmes to offer a uniform evidence based approach across the service.

The analysis from the available evidence suggests that the development and implementation of Family Hubs in Kent and the delivery of Early Language and HLE may have impacts for all protected characteristic groups due to the mixed client base:

- Age
- Disability
- Sex
- Race
- Religion and Beliefs
- Pregnancy and Maternity
- Carer Responsibilities

## Section B – Evidence

*Note: For questions 9, 10 & 11 at least one of these must be a 'Yes'. You can continue working on the EQIA in the App, but you will not be able to submit it for approval without this information.*

<p><b>9. Do you have data related to the protected groups of the people impacted by this activity?</b> <i>Answer: Yes/No</i></p>	<p>No</p>
<p><b>10. Is it possible to get the data in a timely and cost effective way?</b> <i>Answer: Yes/No</i></p>	<p>No</p>
<p><b>11. Is there national evidence/data that you can use?</b> <i>Answer: Yes/No</i></p>	<p><a href="https://speechandlanguage.org.uk/training-licensing/programmes-for-nurseries-and-schools/early-talk-boost/">https://speechandlanguage.org.uk/training-licensing/programmes-for-nurseries-and-schools/early-talk-boost/</a></p> <p><a href="https://www.ncb.org.uk/what-we-do/improving-practice/focusing-early-years/early-childhood-unit/our-programmes/making-it">https://www.ncb.org.uk/what-we-do/improving-practice/focusing-early-years/early-childhood-unit/our-programmes/making-it</a></p>
<p><b>12. Have you consulted with Stakeholders?</b> <i>Answer: Yes/No</i>  <i>Stakeholders are those who have a stake or interest in your project which could be residents, service users, staff, members, statutory and other organisations, VCSE partners etc.</i></p>	<p>Yes</p>
<p><b>13. Who have you involved, consulted and engaged with?</b>  <i>Please give details in the box provided. This may be details of those you have already involved, consulted and engaged with or who you intend to do so with in the future. If the answer to question 12 is 'No', please explain why.</i></p>	
<p>Initial informal engagement took place with staff, service users and partners to explore the themes and aims of a Family Hub model in Kent to inform the proposals as the programme began to evolve. Colleagues from across Integrated Children Services have spoken with KCC staff, health visitor and midwifery colleagues and other public health colleagues and commissioners.</p> <p>Staff engagement has included information sessions, with a guest speaker from the Anna Freud Centre, who had been appointed by the DfE to support the implementation of Family Hubs across England. Further area-based engagement sessions have taken place</p>	

with Open Access staff and a Let's Talk Kent platform has been set-up to take feedback directly from Open Access staff.

Further consultation and engagement has taken place and will continue with internal and external stakeholders as well as children and young people and parent /carer representatives throughout the duration of this programme of transformation.

The Family Hub services consultation launched on 19 July 2023 and will run for a period of 8-weeks, closing on 13 September. The consultation aims to gather the views of the community about the proposed changes to Children's Centre services, youth provision, health visiting and community-based midwifery care.

**14. Has there been a previous equality analysis (EQIA) in the last 3 years?** *Answer: Yes/No*

Yes

**15. Do you have evidence/data that can help you understand the potential impact of your activity?** *Answer: Yes/No*

Yes

**Uploading Evidence/Data/related information into the App**  
*Note: At this point, you will be asked to upload the evidence/ data and related information that you feel should sit alongside the EQIA that can help understand the potential impact of your activity. Please ensure that you have this information to upload as the Equality analysis cannot be sent for approval without this.*

The 2021 Census tells us that there are 50,787 children aged 0-2 in Kent. These children could be impacted if vacancies within the service are not backfilled, resulting in a reduction of services to the 0-2 cohort.

### Section C – Impact

**16. Who may be impacted by the activity?** *Select all that apply.*

Service users/clients <i>Answer: Yes/No</i>	Yes	Residents/Communities/Citizens <i>Answer: Yes/No</i>	Yes
Staff/Volunteers <i>Answer: Yes/No</i>	Yes		

**17. Are there any positive impacts for all or** Yes

**any of the protected groups as a result of the activity that you are doing? Answer: Yes/No**

**18. Please give details of Positive Impacts**

The principles and framework for the Family Hub model, as set out by central government, are built based on improving user experience and improving outcomes for children young people and their families by:

1. increasing access to a wider range of services in one place or under one shared umbrella;
2. improving the interface and join-up between services; and
3. having services working within practice that builds on strengths and puts families at the centre of services.

The positive impacts that we anticipate:

**Service Users/Clients**

- Enhanced BookStart offer which is currently delivered in KCC's Children's Centres
- Additional support for those children with additional needs, including those who have not yet received a diagnosis
- Support to better bonding and relationships between parents and their children
- HLE will contribute to parents understanding of their children's development
- Intensive support to the contribution of children's developmental checks and meeting their milestones
- Support for families whose first language is not English by introducing children to resources at the earliest opportunity to support their learning
- HLE will contribute to children's school readiness
- More children with additional needs will be identified and diagnosed at a younger age
- Family Hubs will be accessible for children with additional needs and disabilities
- HLE will give further opportunities for fathers, partners and grandparents to understand how they can support their children's development within the home environment
- Raise the quality of HLE delivery to parents and children which is a key predictor of a baby's and child's early language ability and future success

**Staff and Volunteers**

- HLE will develop the relationships between KCC staff, volunteers, Early Years settings, and Health services
- Improved relationships with Speech and Language services to ensure the quality of the provision and resources which we are providing is of a high standard
- HLE will provide training to practitioners from Open Access and Early years settings to support parents with the HLE, with a priority to those Early year's settings in the most disadvantaged areas, which will support educational recovery and improve school readiness.
- HLE will create further opportunities for volunteers to offer support within groups and access to training

**Residents/Communities/Citizens**

- Further development on our work with KCC Libraries
- HLE will develop relationships further within local communities through their community groups delivering Early Years services such as parent and toddler groups
- HLE will have a digital offer which will be accessible to all

## Negative Impacts and Mitigating Actions

The questions in this section help to think through positive and negative impacts for people affected by your activity. Please use the Evidence you have referred to in Section B and explain the data as part of your answer.

### 19. Negative Impacts and Mitigating actions for Age

<p><b>a) Are there negative impacts for age?</b>  <i>Answer: Yes/No</i>  <i>(If yes, please also complete sections b, c, and d).</i></p>	<p>Yes</p>
<p><b>b) Details of Negative Impacts for Age</b></p>	<p>Existing KCC staff will be seconded into HLE roles which will create vacancies within the service. If these posts are not backfilled in an attempt to save money due to the existing budget pressures, this could lead to a reduction of services for the 0-2 cohort.</p>
<p><b>c) Mitigating Actions for age</b></p>	<p>Whilst we will be unable to backfill all vacant posts as a result of the new HLE model, we can backfill some to mitigate the risk of services reduced.</p>
<p><b>d) Responsible Officer for Mitigating Actions – Age</b></p>	

### 20. Negative Impacts and Mitigating actions for Disability

<p><b>a) Are there negative impacts for Disability?</b>  <i>Answer: Yes/No</i>  <i>(If yes, please also complete sections b, c, and d).</i></p>	<p>No</p>
<p><b>b) Details of Negative Impacts for Disability</b></p>	
<p><b>c) Mitigating Actions for Disability</b></p>	
<p><b>d) Responsible Officer for Mitigating Actions - Disability</b></p>	

**a) Are there negative impacts for Sex?**  
*Answer: Yes/No*  
*(If yes, please also complete sections b,*

No

<i>c, and d).</i>	
<b>b) Details of Negative Impacts for Sex</b>	
<b>c) Mitigating Actions for Sex</b>	
<b>d) Responsible Officer for Mitigating Actions - Sex</b>	
<b>22. Negative Impacts and Mitigating actions for Gender identity/transgender</b>	
<b>a) Are there negative impacts for Gender identity/transgender? Answer: Yes/No (If yes, please also complete sections b, c, and d).</b>	No
<b>b) Details of Negative Impacts for Gender identity/transgender</b>	
<b>c) Mitigating actions for Gender identity/transgender</b>	
<b>d) Responsible Officer for Mitigating Actions - Gender identity/transgender</b>	
<b>23. Negative Impacts and Mitigating actions for Race</b>	
<b>a) Are there negative impacts for Race? Answer: Yes/No (If yes, please also complete sections b, c, and d).</b>	No
<b>b) Details of Negative Impacts for Race</b>	
<b>c) Mitigating Actions for Race</b>	
<b>d) Responsible Officer for Mitigating Actions - Race</b>	
<b>24. Negative Impacts and Mitigating actions for Religion and belief</b>	
<b>a) Are there negative impacts for Religion and Belief? Answer: Yes/No (If</b>	No

<i>yes, please also complete sections b, c, and d).</i>	
<b>b) Details of Negative Impacts for Religion and belief</b>	
<b>c) Mitigating Actions for Religion and belief</b>	
<b>d) Responsible Officer for Mitigating Actions - Religion and belief</b>	
<b>25. Negative Impacts and Mitigating actions for Sexual Orientation</b>	
<b>a) Are there negative impacts for sexual orientation.</b> <i>Answer: Yes/No (If yes, please also complete sections b, c, and d).</i>	No
<b>b) Details of Negative Impacts for Sexual Orientation</b>	
<b>c) Mitigating Actions for Sexual Orientation</b>	
<b>d) Responsible Officer for Mitigating Actions - Sexual Orientation</b>	
<b>26. Negative Impacts and Mitigating actions for Pregnancy and Maternity</b>	
<b>a) Are there negative impacts for Pregnancy and Maternity?</b> <i>Answer: Yes/No (If yes, please also complete sections b, c, and d).</i>	No
<b>b) Details of Negative Impacts for Pregnancy and Maternity</b>	
<b>c) Mitigating Actions for Pregnancy and Maternity</b>	
<b>d) Responsible Officer for Mitigating Actions - Pregnancy and Maternity</b>	
<b>27. Negative Impacts and Mitigating actions for marriage and civil partnerships</b>	



<p><b>a) Are there negative impacts for Marriage and Civil Partnerships?</b>  <i>Answer: Yes/No (If yes, please also complete sections b, c, and d).</i></p>	No
<p><b>b) Details of Negative Impacts for Marriage and Civil Partnerships</b></p>	
<p><b>c) Mitigating Actions for Marriage and Civil Partnerships</b></p>	
<p><b>d) Responsible Officer for Mitigating Actions - Marriage and Civil Partnerships</b></p>	
<p><b>28. Negative Impacts and Mitigating actions for Carer's responsibilities</b></p>	
<p><b>a) Are there negative impacts for Carer's responsibilities?</b>  <i>Answer: Yes/No (If yes, please also complete sections b, c, and d).</i></p>	No
<p><b>b) Details of Negative Impacts for Carer's Responsibilities</b></p>	
<p><b>c) Mitigating Actions for Carer's responsibilities</b></p>	
<p><b>d) Responsible Officer for Mitigating Actions - Carer's Responsibilities</b></p>	