

## 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

#### 1. Name of Activity (EQIA Title):

Commissioning of Short Break Day Activities 2026-2028

#### 2. Directorate

Children Young People and Education

#### 3. Responsible Service/Division

Strengthening Independence Service

### Accountability and Responsibility

#### 4. Officer completing EQIA

Note: This should be the name of the officer who will be submitting the EQIA onto the App.

Christine Beale

#### 5. Head of Service

Note: This should be the Head of Service who will be approving your submitted EQIA.

Sharon Howard

#### 6. Director of Service

Note: This should be the name of your responsible director.

Kevin Kasaven

### The type of Activity you are undertaking

#### 7. What type of activity are you undertaking?

**Service Change** – operational changes in the way we deliver the service to people. Answer Yes/No

No

**Service Redesign** – restructure, new operating model or changes to ways of working. Answer Yes/No

No

**Project/Programme** – includes limited delivery of change activity, including partnership projects, external funding projects and capital projects. Answer Yes/No

No

**Commissioning/Procurement** – means commissioning activity which requires commercial judgement. Answer Yes/No

Yes

**Strategy /Policy** – includes review, refresh or creating a new document. Answer Yes/No

No

**Other** – 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.

Short Breaks Day Activities are preventative family support services aimed at families with a disabled child or young person to allow them to have a break from caring. They provide disabled children and young people with the opportunity to have fun and learn while doing activities in a new environment outside of the home. They provide a chance to spend quality time within their community with other children and young people who may have similar life experiences, helping to build friendships and connections beyond the family. For parents and carers, Short Breaks Day Activities provide regular planned breaks from caring responsibilities, allowing time to pursue other activities, education, chores and spend time with other members of the family.

Short Breaks Day Activities offer a variety of activities and support for disabled children and young people who present on a spectrum of need from mild to complex, including learning and physical disabilities, sensory disabilities and neurodivergent.

Short Breaks Day Activities have two key aims:

- To give parents or carers of disabled children or young people a break from caring responsibilities.
- To enable disabled children and young people to have social opportunities and join in with safe, fun, and interesting activities, whilst developing autonomy and independence as they grow.

The objectives of the grants programme are:

- Opportunity to incorporate improvements that have been identified through the current Short Breaks Day Activity grants. For example, projects that strengthen independence and transition to adulthood.
- Grants promote continued strong relationships with providers, which will be essential for the implementation of the Short Breaks strategy.
- Contribute to financial stability to Voluntary Community Social Enterprise sector, in line with Spending the Council's Money principle to deliver the Council's sustainability and social value objectives by "encouraging the growth of local businesses and reducing or removing the barriers facing, Small and Medium Enterprises (SMEs) and Voluntary, Community, and Social Enterprises (VCSEs) when accessing contracting opportunities."

### **Equality Recommendations**

The Short Breaks Day Activity grants will be shaped by inclusive engagement and informed by the diverse needs of children, young people, and families across Kent. It will prioritise equitable access, cultural sensitivity, and flexibility to ensure that all eligible families—regardless of background or circumstance—can benefit from high-quality, appropriate support.

## **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.*

**9. Do you have data related to the protected groups of the people impacted by this activity? Answer: Yes/No**

**Yes**

<b>10. Is it possible to get the data in a timely and cost effective way? Answer: Yes/No</b>
Yes
<b>11. Is there national evidence/data that you can use? Answer: Yes/No</b>
No
<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>
Yes
<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>
Short Break providers Parents/carers Recipients of Short Breaks Day Activities
<b>14. Has there been a previous equality analysis (EQIA) in the last 3 years? Answer: Yes/No</b>
Yes
<b>15. Do you have evidence/data that can help you understand the potential impact of your activity?</b> <i>Answer: Yes/No</i>
Yes
<b>Uploading Evidence/Data/related information into the App</b> <i>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.</i>
Evidence Document appendix 1
<b>Section C – Impact</b>
<b>16. Who may be impacted by the activity? Select all that apply.</b>
Service users/clients - <i>Answer: Yes/No</i>
Yes
Residents/Communities/Citizens - <i>Answer: Yes/No</i>
No
Staff/Volunteers - <i>Answer: Yes/No</i>
No
<b>17. Are there any positive impacts for all or any of the protected groups as a result of the activity that you are doing? Answer: Yes/No</b>
Yes
<b>18. Please give details of Positive Impacts</b>
Positive impact for parents and carers to receive a break from caring.

The commissioning activity will provide positive impacts for children with disability by focussing on increasing opportunities for children and young people who are neurodiverse.

The commissioning activity will provide positive impacts for children with disability by focussing on increasing opportunities for children and young people who have complex needs.

Enabling disabled children and young people to be included within their communities.

## 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

**a) Are there negative impacts for Age?** Answer: Yes/No

(If yes, please also complete sections b, c, and d).

Yes

#### b) Details of Negative Impacts for Age

The service is for 5-17 year olds so anyone outside this age range will not access these Short Breaks Day Activity Services.

#### c) Mitigating Actions for Age

Strengthening Independence Service can signpost children and young people to appropriate services, such as Portage, Early Help Services and 18+ services.

#### d) Responsible Officer for Mitigating Actions - Age

Sharon Howard

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

**a) Are there negative impacts for Disability?** Answer: Yes/No

(If yes, please also complete sections b, c, and d).

Yes

#### b) Details of Negative Impacts for Disability

Through analysis of several sources of data, neurodivergence is identified as the highest primary need and is predicted to increase in line with the national trend. This has improved somewhat over the past few years when we specifically commissioned services to close this gap. However, we need to further commission services as support is sporadic across the districts.

#### c) Mitigating Actions for Disability

The grants prospectus will identify the requirement to provide service for neurodivergent children and young people and those complex needs. Practitioners are able to signpost children to the SEND Local Offer for appropriate support for neurodivergent children.

#### d) Responsible Officer for Mitigating Actions - Disability

Sharon Howard

### 21. Negative Impacts and Mitigating actions for Sex

**a) Are there negative impacts for Sex?** Answer: Yes/No

(If yes, please also complete sections b, c, and d).

No

#### b) Details of Negative Impacts for Sex

#### c) Mitigating Actions for Sex

d) Responsible Officer for Mitigating Actions - Sex
<b>22. Negative Impacts and Mitigating actions for Gender identity/transgender</b>
a) Are there negative impacts for Gender identity/transgender? Answer: Yes/No (If yes, please also complete sections b, c, and d).
No
b) Details of Negative Impacts for Gender identity/transgender
c) Mitigating actions for Gender identity/transgender
d) Responsible Officer for Mitigating Actions - Gender identity/transgender
<b>23. Negative Impacts and Mitigating actions for Race</b>
a) Are there negative impacts for Race? Answer: Yes/No (If yes, please also complete sections b, c, and d).
No
b) Details of Negative Impacts for Race
c) Mitigating Actions for Race
d) Responsible Officer for Mitigating Actions – Race
<b>24. Negative Impacts and Mitigating actions for Religion and belief</b>
a) Are there negative impacts for Religion and Belief? Answer: Yes/No (If yes, please also complete sections b, c, and d).
No
b) Details of Negative Impacts for Religion and belief
c) Mitigating Actions for Religion and belief
d) Responsible Officer for Mitigating Actions - Religion and belief
<b>25. Negative Impacts and Mitigating actions for Sexual Orientation</b>
a) Are there negative impacts for sexual orientation. Answer: Yes/No (If yes, please also complete sections b, c, and d).
No
b) Details of Negative Impacts for Sexual Orientation
c) Mitigating Actions for Sexual Orientation
d) Responsible Officer for Mitigating Actions - Sexual Orientation
<b>26. Negative Impacts and Mitigating actions for Pregnancy and Maternity</b>
a) Are there negative impacts for Pregnancy and Maternity? Answer: Yes/No (If yes, please also complete sections b, c, and d).
No
b) Details of Negative Impacts for Pregnancy and Maternity

<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>
<b>a) Are there negative impacts for Marriage and Civil Partnerships?</b> <i>Answer: Yes/No</i> <i>(If yes, please also complete sections b, c, and d).</i>
<b>No</b>
<b>b) Details of Negative Impacts for Marriage and Civil Partnerships</b>
<b>c) Mitigating Actions for Marriage and Civil Partnerships</b>
<b>d) Responsible Officer for Mitigating Actions - Marriage and Civil Partnerships</b>
<b>28. Negative Impacts and Mitigating actions for Carer's responsibilities</b>
<b>a) Are there negative impacts for Carer's responsibilities?</b> <i>Answer: Yes/No</i> <i>(If yes, please also complete sections b, c, and d).</i>
<b>Yes</b>
<b>b) Details of Negative Impacts for Carer's Responsibilities</b>
Location of activities can prove difficult for carers to transport their child to.
<b>c) Mitigating Actions for Carer's responsibilities</b>
The grants will aim to promote an equitable distribution of services across the County. There is a statutory duty to meet the needs of eligible children so Short Breaks Day Activities will be provided to those who meet this criteria in each district.
<b>d) Responsible Officer for Mitigating Actions - Carer's Responsibilities</b>
Sharon Howard/Steve Lusk