

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):

Early Years Review

2. Directorate

Children Young People Education

3. Responsible Service/Division

Commissioning

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.

Suzanne Tram

5. Head of Service

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

Christy Holden?

6. Director of Service

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

Christine McInnes – Director of Education and SEND

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

Yes

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

Yes

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

No

Strategy /Policy – includes review, refresh or creating a new document. Answer Yes/No
Yes
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.
<p>The purpose of undertaking a review of early years is to understand the current early years position in Kent, especially in response to increases in demand for support, increases in complexity of need and in light of the Council’s strategic direction in relation to greater inclusion of children with Special education needs and disabilities within mainstream settings and schools.</p> <p>The review takes place within a local and national picture of emerging challenges, such as increasing numbers of Education and Health Care Plans (EHCPs) requests for children aged under five and significant staff retention and recruitment issues within the workforce.</p> <p>The review aims to identify best practices within a complex system and areas that the local authority has an ability to influence changes, introduce effective systems to mitigate issues and improve outcomes for children aged under five, so they have the best start in life.</p>
Section B – Evidence
<i>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.</i>
9. Do you have data related to the protected groups of the people impacted by this activity? Answer: Yes/No
Yes
10. Is it possible to get the data in a timely and cost effective way? Answer: Yes/No
Yes
11. Is there national evidence/data that you can use? Answer: Yes/No
Yes
12. Have you consulted with Stakeholders? <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
13. Who have you involved, consulted and engaged with? <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>
SEN Professionals within KCC, including SENIF practitioners, Portage practitioners The Education People – Early Years and Childcare Service team

Specialist Intervention nursery staff, including managers and headteachers
Parents and Families
Early years and Childcare providers, including nurseries, pre-schools, childminders
Health visitors
Other local authorities
Early help workers

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

No

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.

Section C – Impact

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

Service users/clients - *Answer: Yes/No*

Yes

Residents/Communities/Citizens - *Answer: Yes/No*

Yes

Staff/Volunteers - *Answer: Yes/No*

Yes

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

Yes

18. Please give details of Positive Impacts

- The review aims to bring improved equity for service users, by having a consistent offer of support across the county where there is currently a disconnect within the system and variations of support between districts.
- Service users will have a more defined pathway of support, with clear information and communications provided.
- Processes will be less bureaucratic and more streamlined so that capacity is improved for all parties involved because there is less administration involved in applications, specifically for processes linked to funding.
- Service users will be at the centre of any future models of service changes and their involvement and voice will be key to informing any changes.

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).

No

b) Details of Negative Impacts for Age

c) Mitigating Actions for Age

d) Responsible Officer for Mitigating Actions - Age

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).

No

b) Details of Negative Impacts for Disability

c) Mitigating Actions for Disability

d) Responsible Officer for Mitigating Actions - Disability

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

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

No

b) Details of Negative Impacts for Gender identity/transgender

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c) Mitigating actions for Gender identity/transgender
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d) Responsible Officer for Mitigating Actions - Gender identity/transgender
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23. Negative Impacts and Mitigating actions for Race

a) Are there negative impacts for Race? Answer: Yes/No <i>(If yes, please also complete sections b, c, and d).</i>
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No

b) Details of Negative Impacts for Race
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c) Mitigating Actions for Race

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d) Responsible Officer for Mitigating Actions – Race

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24. Negative Impacts and Mitigating actions for Religion and belief
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a) Are there negative impacts for Religion and Belief? Answer: Yes/No <i>(If yes, please also complete sections b, c, and d).</i>

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

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