

# Hull City Council

## Equality Impact Analysis Screening Tool 2022



The purpose of carrying out this equality impact analysis is to provide evidence that you have paid 'due regard' to the different protected characteristics when making your decision upon the policy, service, or function. It is also a tool that will enable you to meet the 3 aims of the general equality duty:

1. **Eliminating unlawful discrimination**
2. **Advancing equality of opportunity**
3. **Fostering good relations**

<b>Title of policy, project, service, function, or strategy?</b>
<b>Commissioning of a Speech and Language Therapy Service for the Virtual School</b>

<b>Directorate:</b>	Children Young People & Families
<b>Service:</b>	The Virtual School
<b>Lead Officer:</b>	Janet Strong – Education Co-Ordinator
<b>Date:</b>	03/03/2025

## Section 1. Introduction and Context

### What is the aim of the policy, project, service, function, or strategy?

The aim of the project is to commission a provider to deliver a speech and language service for the Virtual School.

Where a child or young person has been identified as having speech, language, and communication needs the service shall complete assessments and provide an action plan for parent/carers and education settings to support the child or young person.

Currently the services are being commissioned on a spot purchase basis. To comply with Procurement rules a tendering exercise is required to ensure these services are continued.

### What outcomes will be achieved with the new or changing policy/service?

The outcomes for the Speech and Language Service include:

- all children and young people with a social worker or become looked after will be screened to identify any speech, language, and communication needs, where there are not already identified needs.
- Provides Informal/Formal language assessment of each young person in an appropriate timely fashion
- Support Children, Young People, families and education settings by providing an action plan
- Assist in decreasing persistent and severe absence for education I setting due unidentified speech, language and communication needs
- Reduce anxiety and emotionally based school avoidance in children and young people who have social communication difficulties or those with an anxiety disorder such as selective mutism
- enable the screening of young people in secondary school which is currently not captured

Speech and Language Therapy services are in short supply, and it is acknowledged nationally in a report on the state of the health and social care workforce in England, published by the House of Commons Health and Social Care Committee that shortages are faced across the health care provision, including speech and language provision. By awarding a longer term contract it will enable providers to offer staff the assurance of longer term employment.

It shall also allow for the development of the service and development of a relationship with the service provider(s).

The complaints procedure, including stage 2 where independent complaints officers become involved, is open to all. Complaints are varied in content but there are some that link to protected characteristics, such as questions around language use in reports. The specialist knowledge of the commissioned specialist support officers gives opportunity to highlight lessons learnt and understand where there is room for improvement in relation to these areas.

### **Monitoring Quality**

The service area shall receive monthly reports.

**Are there any associated/ linked policies, services, or procedures? If yes, please detail: Yes  No**

The tendering process questions shall include requirements for bidders to outline their suitable skills in being able to meet communication needs of those it will be supporting. Details of the questions can be found in the Invitation to tender part 2 documentation.

### **Section 2. Please use this part of the screening tool identify any positive or negative impacts on the different protected characteristics. Please ensure that you refer to any research or data you have used to identify these impacts.**

*Please tick at least one option per protected characteristic. Think about barriers people may experience in accessing services, how the policy is likely to affect the promotion of equality, knowledge of customer experiences to date. You may need to think about sub-groups within categories e.g. older people, younger people, people with hearing impairment etc.*

The project aims to try and identify any SLC deficits as early as possible and to address them in order to mitigate some of the negative outcomes that may occur later in life. We also know that children learn to mask these difficulties very quickly, over 90% of the children who we have identified as having a SLC need have not hitherto been identified, so the earlier we intervene the better.

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Over 50% of CLA have a SEN need and the Virtual School plan their support accordingly, however for this project children with an identified/diagnosed SEN need or with an EHCP are not included in the screening as they have already come to notice and have interventions in place to support them.

Where English is the second language the service will revisit once there has been sufficient acquisition of English. Where a child has English as a second language and requires translation services the Virtual School will offer training to a member of a teacher or a member of support staff in the child's education setting in the screening process, in this way the setting can coordinate the support required for the child to be able to access the screening process. Where a child flags as RED from the school screening, we will refer them as normal to our provider for assessment as well asking the school to place the child on a Review on Referral pathway with the NHS SaLT services (we do this with all children). We will ask education setting to coordinate the appropriate support for the assessment.

Consideration has been given to look for patterns of those who the service may benefit but due to fluctuation and low numbers no meaningful conclusions can be drawn at this time.

Continuous improvement of the service shall be embedded within the tender and provider shall be asked how they can assist the Authority to improve. Providers will be required to provide details:

- of how you will collate the views of all stakeholders, analyse, and implement key findings to improve service delivery.
- of your approaches and methodology for Identifying, Sharing and Implementing Best Practice including how you identify strengths and weaknesses of the reports produced by your organisation and how your findings are communicated to HCC staff.
- of how progress will be monitored and how practices can be improved on to reduce timescales

	Potential Positive Impact	Potential Negative Impact	No Disproportionate Impact	Additional Information (include reference to any consultation or research here)
Age	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Direct recipients of the service are aged 3-11.
Disability	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The service is available for all CYP with a social worker or become looked after

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Sex (Gender)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	The service is available for all CYP with a social worker or become looked after  This is something that is currently analysed but shall be considered moving forward
Gender Reassignment	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	The service is available for all CYP with a social worker or become looked after
Marriage or Civil Partnership	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Pregnancy or Maternity	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/A the service is for Children aged 3-11
Race	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	The service is available for all CYP with a social worker or become looked after children  We know many ethnicities are being supported through the service.
Religion or Belief	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	The service is available for all CYP with a social worker or become looked after
Sexual Orientation	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	The service is available for all CYP with a social worker or become looked after
Non-Statutory - Socio-economic	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	The service is available for all CYP with a social worker or become looked after

Who Does the policy or decision impact?			
	Yes	No	Indirectly
Service Users	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Carers of Family	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General Public	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>


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Partner Organisation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Should a full EIA be completed for this policy, project, service, function, or strategy?	
Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
Please explain the reason for this decision. <i>Please use the box below to identify whether or not the policy, function or service has specific relevance to equality and will therefore need to undergo a full Equality Analysis</i>	
The Speech and Language Therapy Service for the Virtual School is available for all CYP with a social worker or those that become looked after, regardless of protected demographic characteristics. Due to this there is no potential negative impact, but all characteristics may experience a positive outcome due to the work done by the Speech and Language therapist.  Outcomes of the service shall be monitored monthly by the production of evaluation reports. Reports shall include information on number of assessments undertaken, result/outcomes/action, progress on current workloads/barriers and blockages.	

<b>Section 3. Quality assurance and publishing</b>
Please ensure that screening tool has been quality assured by a member of the Equality Team and agreed a full Equality Analysis is not required.

Senior Officer	Janet Strong	Date:	03/03/2025
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Equality Officer		Date:	13/03/2025
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