EQUALITY IMPACT ASSESSMENT TEMPLATE - TRAFFORD COUNCIL

	A. Summary Details	
1	Title of EIA:	Early Years and Childcare
2	Person responsible for the assessment:	John Pearce
3	Contact details:	Alison.milne@trafford.gov.uk Tel 0161 912 3255 John.pearce@trafford.gov.uk Tel 0161 912 8628
4	Section & Directorate:	CFW, Service Development – Children, Family and Education
5	Name and roles of other officers involved in the EIA, if applicable:	Alison Milne, Education and Early Years Commissioning Manager

	B. Policy or Function	
1	Is this EIA for a policy or function?	Policy ☐ Function ☐√
2	Is this EIA for a new or existing policy or function?	New ☐ Existing ☐ Change to an existing policy or function ☐√
3	What is the main purpose of the policy/function?	· To support early education and childcare providers to improve the quality of their practice and improve children's outcomes · To improve access for all families to information, advice and guidance about early childhood services, SEND local Offer and other family support services;

		• To increase engagement of families in services, particularly those in target groups e.g. young parents, Dads, BME groups, lone parents; • To co-produce, with parents and young people, the local offer of services for children and young people with SEND.
4	Is the policy/function associated with any other policies of the Authority?	• Commissioning and funding high quality early years places for 2, 3 and 4 year old children; • Safeguarding children; • Introduction of Education, Health and Care (EHC) assessments and plans, and personalisation of budgets for children and young people.
5	Do any written procedures exist to enable delivery of this policy/function?	• Annual Visit 2013-14 Key Area: Priority Criteria For Monitoring Early Years Settings; • Early Years Single Funding Formula Document; • Agreement for Providers of Early Years Funded Places; • Terms and Conditions of the Children's Workforce Training Programme; • Service Level Agreement between FIS and Children's Centres and Job Centre Plus; • Statutory Framework for the Early Years Foundation Stage September 2014; • Early Education and Childcare Statutory Guidance September 2014; • SEND Code of Practice: 0 – 25 years July 2014 and January 2015.
6	Are there elements of common practice not clearly defined within the written procedures? If yes, please state.	n/a
7	Who are the main stakeholders of the policy? How are they expected to	• Early years and childcare providers in the non-maintained sector:- o Prospective childminders will be able to access pre-registration

	benefit?	training through a mixture of e-learning and tutor led training making the training more accessible;
		
		    o Settings "requiring improvement" will receive a greater level of support than those judged "good" or "outstanding";
		
		· Parents and families across all age ranges up to 25 years:-
		
		    o will have better co-ordinated participation, information and advice services;
		
		    o new on-line youth channel will enable young people to find the information and help they need

8	How will the policy/function (or change/ improvement), be implemented?	· Resources for support will be targeted to settings judged less than good by Ofsted; · Safeguarding level 1 training will be free to all practitioners; · PVI group settings will be encourage to work in partnership with Teaching Schools as part of the Government's initiative to improve the quality of early education; · Weekly e-bulletin will signpost providers to examples of good practice, national research and Government guidance; · Some functions of the Early Education and Childcare Service will be merged with the Education and Early Years Commissioning Service. This will provide better co-ordination and allocation of staff resources supporting "requires improvement" settings and pre-Ofsted registration advice and guidance to new providers; · No new applications for GLF funding have been approved 2014/15; Some settings will receive final payments in 2015/16 and this has been reflected in the savings figures; · New qualifications training framework to be procured so practitioners can

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		access level 3 and above qualifications; · An additional 0.4 FET FSD Officer will be recruited to develop the Service Directory; · Trafford on-line Service Directory to act as first point of information and advice for families; will support implementation of Early Help Strategy and delivery model.
9	What factors could contribute or detract from achieving these outcomes for service users?	· The number of "requires improvement" settings increases putting pressure on staff resources; · The number of delegates paying for training courses decreases making the training programme less sustainable; · The FIS will work with a group of young people at a local youth group to help design advice and guidance pages and categorise the new youth channel a volunteering opportunity is to be provided; · Development of an All Age Front Door; · Other budget or re-shaping proposals.
10	Is the responsibility for the proposed policy or function shared with another department or authority or organisation? If so, please state?	n/a

C. Data Collection		
1	What monitoring data do you have on the number of people (from different equality groups) who are	· Childminders and practitioners attending/accessing training – age, gender, ethnicity and disability; · FIS Outreach and telephone contacts only (most people use on-line Service Directory) – gender, race and disability (outreach only)

	using or are potentially impacted upon by your policy/ function?	
2	Please specify monitoring information you have available and attach relevant information*	· Workforce – age, gender, race and disability data collected from December 2013 – Appendix 1 · FIS Outreach monitoring revised October 2014

Monitoring Information - October to December 2014

BME	Lone Parents	Fostering or Adoption	Grandparents	Children with disabilities	Parents with disabilities	Teenage parents	Pregnant teenagers	Dads
140	19	7	89	10	5	8	5	62

· FIS Telephone monitoring information April to December 2014

Equality Monitoring of Hits 2014/15
03/02/2015

Gender

	Qtr1	Qtr2	Qtr3
% calls monitored	**99.40%**	**99.64%**	**100%**
Female	89.30%	91.89%	85.54
Male	10.70%	8.11%	14.46

Area and Deprivation

	Qtr1	Qtr2	Qtr3
% calls monitored	**19.35%**	**28.47%**	**17.94%**
>30% Deprived	32.10%	30.51%	22.39%

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Role of Caller

	Qtr1	Qtr2	Qtr3
% calls monitored	**19.35%**	**42.94%**	**36.14%**
Childcare Provider	7.24%	4.49%	8.15%
CYPS Professional	6.58%	3.37%	5.93%
Disabled Parent / Carer			
Foster / Adoptive Parent		0.28%	0.74%
Friend	0.33%	0.28%	0.74%
Grandparent	0.66%	0.56%	0.37%
Health Visitor	0.33%	0.28%	
JBC+ and Employment	0.33%		
Lone Parent	0.33%	0.28%	
Midwife			
Other Family Member	0.66%	0.56%	
Other Health Professional	0.66%	0.28%	
Other LA Staff	1.64%	0.28%	1.11%
Parent	81.25%	89.33%	82.96%
Parent Champion			
Young Parent			

Ethnicity

	Qtr1	Qtr2	Qtr3
% calls monitored	**9.32%**	**23.40%**	**15.13%**
Asian British: Bangladeshi	5.13%	3.09%	4.42%
Asian British: Indian	3.85%	4.12%	4.42%
Asian British: Pakistani	6.41%	3.61%	6.19%
Asian: Other	3.85%	3.09%	
Black British: African	6.41%	3.61%	2.65%

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Black British: Caribbean			
Black: Other		0.52%	0.88%
Chinese British	2.56%	3.09%	0.88%
Gypsy Traveller			
Mixed: Other	10.26%	7.22%	9.73%
Mixed: White and African	1.28%	0.52%	
Mixed: White and Asian	1.28%	1.03%	
Mixed: White and Caribbean	1.28%	1.03%	0.88%
Other	3.85%	2.06%	1.77%
White: British	48.72%	62.89%	65.49%
White: Irish	1.28%	1.03%	
White: Other	3.85%	3.09%	2.65%

3	If monitoring has NOT been undertaken, will it be done in the future or do you have access to relevant monitoring data?	• Workforce data to be analysed and incorporated into CYPS Workforce performance monitoring Q3

Your monitoring information should be compared to the current available census data to see whether a proportionate number of people are taking up your service

D. Consultation & Involvement

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1	Are you using information from any previous consultations and/or local/national consultations, research or practical guidance that will assist you in completing this EIA?	• "Let's Talk SEND" – young person conference, Autism Day – next steps; • Staff and Public Consultations; • Feedback from Early Years and Childcare Advisory Forum November 2014; • Statutory Framework for the Early Years Foundation Stage September 2014; • Early Education and Childcare Statutory Guidance September 2014; • SEND Code of Practice: 0 – 25 years July 2014 and January 2015.
2	Please list any consultations planned, methods used and groups you plan to target. (If applicable)	• Training needs analysis incorporates feedback from Ofsted reports, delegate evaluations and sector meetings. • Electronic survey planned in 2015 to assess practitioner' level and future needs to meet Early Years Educator and Early Years Teacher requirements. • Early Years and Childcare Advisory Forum monitors implementation of key priorities and actions – reports to the Children's Trust Board. • Sector meetings are held termly with providers and are used as a mechanism to consult and provide information; • March 2015 – SEND reforms Information Day
3	**What barriers, if any, exist to effective consultation with these groups and how will you overcome them?	• Providers not always able to get to sector meetings if have unexpected short term absence and need to cover; • Use webinars and social media to consult with parents and young people with SEND.

**It is important to consider all available information that could help determine whether the policy/ function could have any potential adverse impact. Please attach examples of available research and consultation reports

E: The Impact – Identify the potential impact of the policy/function on different equality target groups

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The potential impact could be negative, positive or neutral. If you have assessed negative potential impact for any of the target groups you will also need to assess whether that negative potential impact is high, medium or low

	Positive	Negative	Neutral	Reason
Gender – both men and women, and transgender;		√ **Low**		Childcare workforce is predominately female so any changes will affect them.
Pregnant women & women on maternity leave			√	Data is not currently collected and no anecdotal information has been provided to support that this proposal will have a positive or negative impact on this group.
Gender Reassignment			√	Data is not currently collected and no anecdotal information has been provided to support that this proposal will have a positive or negative impact on this group.
Marriage & Civil Partnership			√	Data is not currently collected and no anecdotal information has been provided to support that this proposal will have a positive or negative impact on this group.
Race- include race, nationality & ethnicity (NB: the experiences may be different for different groups)			√	FIS Outreach Officers will continue to target disadvantaged communities; One Outreach Officer speaks 3 community languages.
Disability – physical, sensory & mental impairments	√			Improved range and accessibility of information for families with children and young people with SEND.
Age Group - specify eg; older, younger etc)	√			0-25 years improved range and accessibility of information for families with children and young people

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Sexual Orientation – Heterosexual, Lesbian, Gay Men, Bisexual people			√	Data is not currently collected and no anecdotal information has been provided to support that this proposal will have a positive or negative impact on this group.
Religious/Faith groups (specify)			√	Data is not currently collected and no anecdotal information has been provided to support that this proposal will have a positive or negative impact on this group.

As a result of completing the above what is the potential negative impact of your policy?

High ☐   **Medium**   ☐   **Low** ☐√

F. Could you minimise or remove any negative potential impact? If yes, explain how.	
Race:	
Gender, including pregnancy & maternity, gender reassignment, marriage & civil partnership	Access to CPD training improved with introduction of e-learning modules. This supports people with caring or other responsibilities access training at a time that suits them best.
Disability:	
Age:	
Sexual Orientation:	
Religious/Faith groups:	
Also consider the following:	
1	If there is an adverse impact, can it be justified on the grounds of promoting equality of opportunity for a particular equality group or for another legitimate reason?	

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2	Could the policy have an adverse impact on relations between different groups?	
3	If there is no evidence that the policy *promotes* equal opportunity, could it be adapted so that it does? If yes, how?	

G. EIA Action Plan

Recommendation	Key activity	When	Officer Responsible	Links to other Plans eg; Sustainable Community Strategy, Corporate Plan, Business Plan,	Progress milestones	Progress
Monitor early years workforce equality and diversity	Implement new equality monitoring system	1st January 2015	Alison Milne	CYPS Workforce Strategy and Action Plan	Include in Q3 CYPS Performance Monitoring Report	

Please ensure that all actions identified are included in the attached action plan and in your service plan.

Signed   *Alison Milne*   Signed

Lead Officer   Alison Milne   Service Head   Jill Colbert

Date   3/2/15   Date   3/2/15

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Analysis by Gender and Age Range

Gender	Age Range												Total
	16-19	20-24	25-29	30-34	35-39	40-44	45-49	50-54	55-59	60-64	65-70	70-75	
Female	43	144	122	124	96	119	103	67	57	31	11	1	918
Male	0	8	3	5	3	5	5	5	6	2	1	0	43
Total	43	152	125	129	99	124	108	72	63	33	12	1	995

Age Range	Female		Male	
	No	%	No	%
16-19	43	5%	0	0%
20-24	144	16%	8	19%
25-29	122	13%	3	7%
30-34	124	14%	5	12%
35-39	96	10%	3	7%
40-44	119	13%	5	12%
45-49	103	11%	5	12%
50-54	67	7%	5	12%
55-59	57	6%	6	14%
60-64	31	3%	2	5%
65-70	11	1%	1	2%
70-75	1	0%	0	0%
Total	918	100%	43	100%

Analysis by Gender and Age Range

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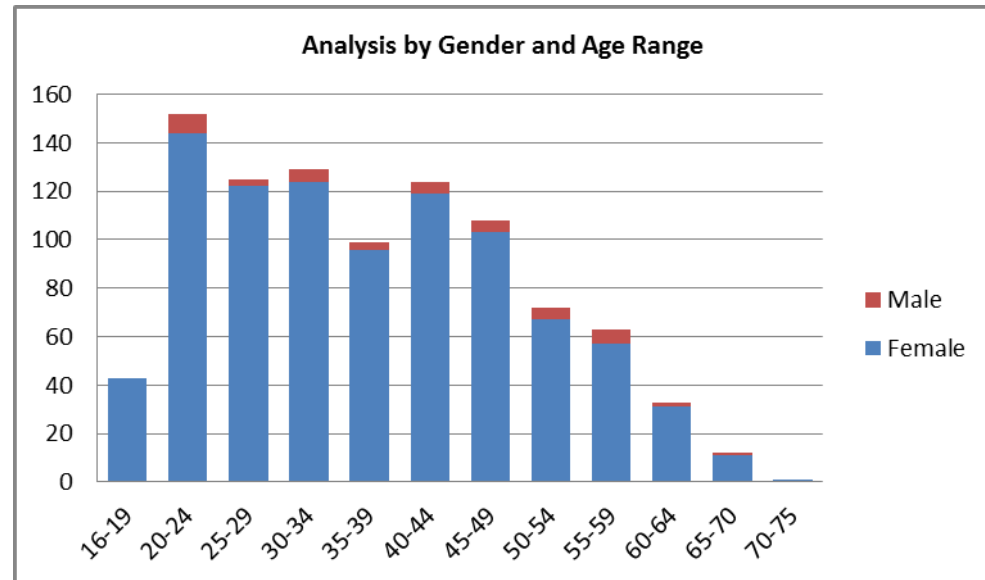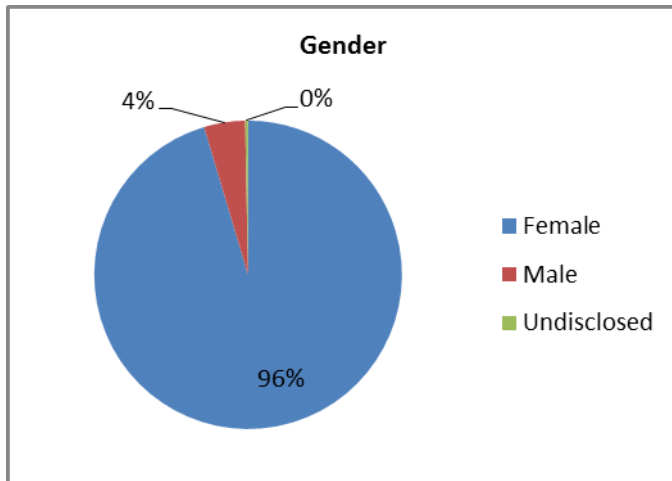
Analysis by Gender

Gender	No.	%
Female	949	95%
Male	43	4%
Undisclosed	3	0%
Total	995	100%

Analysis by Ethnicity
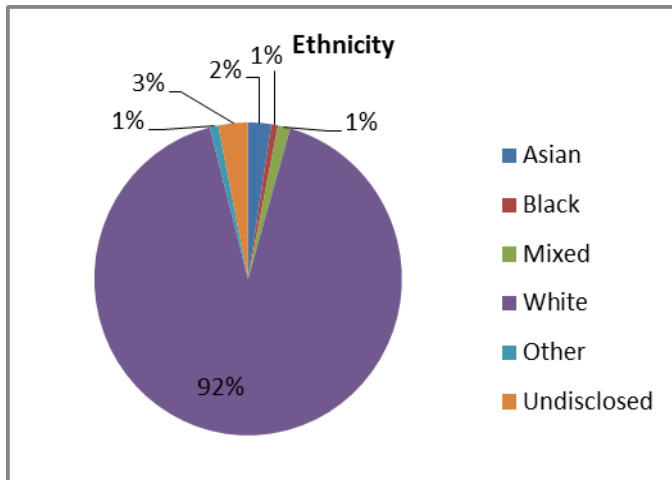
Ethnicity	No.	%
Asian	24	2%
Black	7	1%
Mixed	13	1%
White	911	92%
Other	9	1%
Undisclosed	31	3%
Total	995	100%

Analysis by Disability
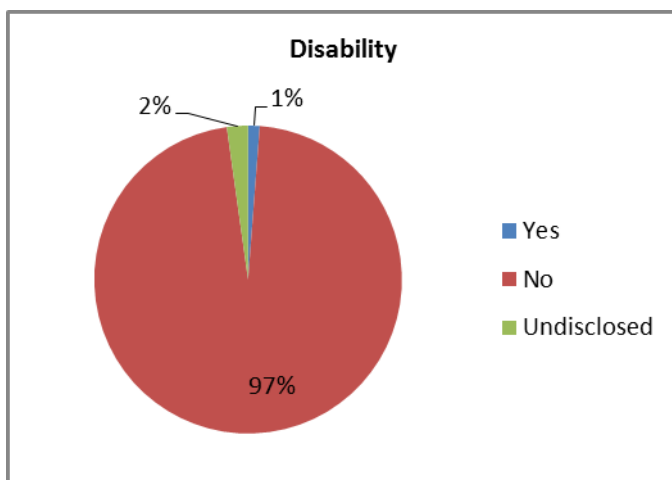
Disability	No.	%
Yes	12	1%
No	961	97%
Undisclosed	22	2%
Total	995	100%