

## PROFORMA FOR FULL EQUALITY IMPACT ASSESSMENT

<b>DIRECTORATE:</b>	Children's Social Care	<b>FUNCTION:</b>	Meals Provision
<b>ASSESSMENT BY:</b>	Siobhan Williams	<b>RELATED POLICIES:</b>	Looked After Children Policy Race Equality Scheme Fostering & Residential Homes Statements of Purpose Re-Placement Agreement for external placements – West Midlands Consortium
<b>DATE:</b>	30 <sup>th</sup> May 2006	<b>RELATED PROCEDURES:</b>	Children's Services Handbook Fostering Services Handbook Residential Services Handbook Admissions "Welcome Pack" – Residential Homes & Short Break Units
		<b>RELATED LEGISLATION:</b>	Children Act, 2004 Children Act, 1989 Care Standards Act, 2000 Fostering Minimum Standards Residential Minimum Standards
<b>EQUALITY IMPACT ASSESSMENT WORKING GROUP:</b>	<b>NAMES:</b> Siobhan Williams Alison King Gloria Armitage Sara Castro Chris Parker Sam Slater Daphne Jeffery		<b>ROLE ON GROUP:</b> Co-Ordinator

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STEP & PAGE IN TOOL KIT	DESCRIPTION OF STEP	CHECKLIST	
<b>1.</b>	<p><b>Identify all aims of the function:</b></p> <ol style="list-style-type: none"> <li>1. To ensure the Council fulfils its duties and responsibilities to children and young people where the Council is responsible for meals provision</li> <li>2. To ensure needs relating to diet, culture, religion, ethics and disability are met in meals provision</li> <li>3. To promote a healthy lifestyle and choice of healthy diet</li> </ol>	<p><b>What do you want to achieve?</b></p> <ol style="list-style-type: none"> <li>1. Equitable provision that meets assessed need</li> <li>2. Equip and skill staff to work with children and families to assess needs relating to meals provision</li> <li>3. Ensure culture, religion, ethics, diet and disability are taken into account when assessing need relating to meals provision</li> <li>4. Identify areas of need in terms of provision to enable planning and resourcing to meet the need</li> <li>5. Enable children and families to effectively communicate their needs relating to meals provision</li> <li>6. Skill care staff and foster carers to understand, respect and meet assessment needs</li> </ol>	<p><b>How will you do that?</b></p> <ol style="list-style-type: none"> <li>1. Review existing guidance to staff</li> <li>2. Review existing information to children and families and consult</li> <li>3. Review training and resource provision</li> <li>4. Revise guidance, public information and training in light of review</li> <li>5. Put in place plans required to meet any resource need identified</li> </ol>
<b>2.</b>	<p><b>Summary of research – full details available in appendix</b></p> <p>Fostering Inspections</p> <p>Residential Home Inspections</p> <p>Short Break Unit Inspections</p> <p>Data Comprehensiveness Reports</p> <p>Performance Management Reports</p> <p>Census 2001</p> <p>Missing Data – Information from NHS</p>	<p><b>What does the evidence show you?</b></p> <p>There is relevant guidance to providers on ensuring meals provision meets the needs of children and young people with disabilities and from diverse backgrounds and cultures, and takes account of religious or ethical beliefs.</p> <p>There is insufficient data collected centrally to assist in strategic planning to meet identified need.</p>	

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### ADVERSE IMPACT ASSESSMENT

3. EQUALITY	ADVERSE IMPACT & EVIDENCE	REMEDIAL ACTION TAKEN TO DATE	POTENTIAL SOLUTIONS	ACTIONS PLANNED
Meals Provision Children with Disabilities	<ul style="list-style-type: none"> <li>• Communication of dietary preferences and needs can be difficult and may prevent some Services Users having their needs met</li> <li>• Specialist equipment will be required by some disabled Service Users</li> </ul>	<ul style="list-style-type: none"> <li>• Social Workers &amp; care staff are trained to communicate with children and their families with learning disabilities or physical disabilities affecting their ability to communicate</li> <li>• Access to interpreters who sign or use of Braille is available</li> <li>• Some specialist equipment is available to aid more effective communication</li> <li>• Procedures for assessment and welcoming children &amp; young people with disabilities to residential &amp; short break services include obtaining information about dietary preferences and needs</li> </ul>	<ul style="list-style-type: none"> <li>• Additional training and awareness raising for Social Workers, care staff and foster carers in effective communication with children or parents with disabilities to ensure dietary needs and preferences are taken into account</li> <li>• Identification of gaps in resources to aid effective assessment and availability of equipment to ensure dietary needs are met</li> </ul>	<ul style="list-style-type: none"> <li>• Included in training of staff</li> </ul>
Meals Provision Age	<ul style="list-style-type: none"> <li>• Very young children will have difficulty expressing preferences. Parental views may not always be sought, especially with emergency admissions or where there is difficulty in communicating</li> <li>• Older young people may have strong opinions about meals provision that mitigate against a healthy lifestyle</li> <li>• It is difficult in a group setting to balance all choices and preferences</li> </ul>	<ul style="list-style-type: none"> <li>• Residential homes and Short Break units have a statement of purpose promoting choice, whilst balancing this with the need to promote a healthy lifestyle. The DoH guidance "Eating well for Looked After Children &amp; Young People" is used. Young people are involved in menu planning</li> <li>• Short Break Units use the child's profile to establish needs/likes/dislikes and include parents</li> </ul>	<ul style="list-style-type: none"> <li>• Positive statements in Fostering Services Handbook and Residential Services Handbook on meals provision and need to establish preferences/ choices/needs whatever the age of the child</li> <li>• Guidance on inclusion of parents in assessing need pre-admission</li> <li>• Development of Child's Profile for all Looked After Children and Young People</li> </ul>	<ul style="list-style-type: none"> <li>• Revise Handbooks</li> <li>• Develop Child's Profile</li> </ul>

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3. EQUALITY	ADVERSE IMPACT & EVIDENCE	REMEDIAL ACTION TAKEN TO DATE	POTENTIAL SOLUTIONS	ACTIONS PLANNED
Meals Provision BME Groups	<ul style="list-style-type: none"> <li>• Children, young people and their families with ethnic origins other than White British may have reservations that their dietary needs/preferences can be met in residential or fostering settings with White British carers and staff</li> <li>• Children and young people from BME backgrounds may feel under pressure to conform to the culture of the home, group or family they are placed with</li> <li>• Communication may be difficult if English is a second language</li> <li>• This may prevent voluntary take up of services, especially respite and short break services</li> </ul>	<ul style="list-style-type: none"> <li>• Statements of Purpose for Fostering and Residential Services clearly state that needs relating to ethnicity and culture will be assessed, including diet</li> <li>• Child's profile in Short Break service and Admissions Procedures in residential units include needs/preferences relating to diet</li> <li>• The DoH guide "Eating Well for Looked After Children and Young People" refers to how to meet dietary needs relating to ethnicity, culture, religion and background</li> <li>• Staff and foster carers have training on awareness of diverse needs</li> <li>• The Pre-Placement Agreement Questionnaire to External Agencies for information on dietary provision relating to ethnicity, culture, background and religion</li> </ul>	<ul style="list-style-type: none"> <li>• Revise welcome packs &amp; admissions procedures to ensure positive statements made about dietary needs relating to ethnicity, culture, background &amp; religion</li> <li>• Include in information to children and young people and their families how dietary needs will be met for BME groups</li> <li>• Develop child's profile to use across the service with children, young people and their families</li> <li>• Provide link to Eating Well for Looked After Children and Young People to Children's Services Handbook, Fostering Services Handbook and Residential Services Handbook</li> <li>• Develop links with local BME groups to advise on diet and culture and provide resource base when needed</li> <li>• Include training relating to assessment and provision of dietary needs for BME children in foster carer and residential care worker training</li> </ul>	<ul style="list-style-type: none"> <li>• Revise Welcome Packs</li> <li>• Develop Child's Profile</li> <li>• Include in training of carers</li> </ul>
Meals Provision Religion/Ethics	<ul style="list-style-type: none"> <li>• Insufficient information collated in respect of dietary needs or preferences on religious or ethical grounds</li> </ul>	<ul style="list-style-type: none"> <li>• Statements of Purpose for Fostering and Residential Services clearly state that needs relating to religion will be assessed, including diet</li> </ul>	<ul style="list-style-type: none"> <li>• Revise welcome packs &amp; admissions procedures to ensure positive statements made about dietary needs relating to ethnicity, culture, background &amp; religion</li> </ul>	<ul style="list-style-type: none"> <li>• Revise Welcome Packs</li> <li>• Develop Child's Profile</li> </ul>

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	<ul style="list-style-type: none"> <li>• Onus is on child, young person or parents to state needs and preferences</li> <li>• Lack of awareness on part of some foster carers or care staff on significance or importance of dietary needs or preferences relating to religion or ethical considerations</li> <li>• Children or young people may feel pressurised to “conform” to the home or group they are residing with and so may not feel able to assert their preferences or needs relating to religious or ethical views</li> </ul>	<ul style="list-style-type: none"> <li>• Child’s profile in Short Break service and Admissions Procedures in residential units include needs/preferences relating to diet</li> <li>• The DoH guide “Eating Well for Looked After Children and Young People” refers to how to meet dietary needs relating to ethnicity, culture, religion and background</li> <li>• Staff and foster carers have training on awareness of diverse needs</li> <li>• The Pre-Placement Agreement Questionnaire to External Agencies for information on dietary provision relating to ethnicity, culture, background and religion</li> </ul>	<ul style="list-style-type: none"> <li>• Include in information to children and young people and their families how dietary needs will be met for religion/ethics</li> <li>• Develop child’s profile to use across the service with children, young people and their families</li> <li>• Provide link to Eating Well for Looked After Children and Young People to Children’s Services Handbook, Fostering Services Handbook and Residential Services Handbook</li> <li>• Develop links with local religious groups to advise on diet and culture and provide resource base when needed</li> <li>• Include training relating to assessment &amp; provision of dietary needs of children in foster carer and residential care worker training</li> <li>• Development of policy/ guidance statement relating to religious worship - to include reference to dietary considerations</li> <li>• Add guidance to Handbooks on main religions and ethical considerations re diet – e.g., Muslim, Hindu, Mormon, Jehovah’s Witness, Buddhist, Vegetarian &amp; Vegan</li> </ul>	<ul style="list-style-type: none"> <li>• Include in training of carers</li> </ul>

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Meals Provision Language	<ul style="list-style-type: none"> <li>• Not all information to children, young people and their families indicates in clear, accessible and inclusive language that dietary needs can be met</li> <li>• Suitably trained interpreting and translating services are not always easily available when trying to ascertain dietary preferences</li> </ul>	<ul style="list-style-type: none"> <li>• Child's profile in Short Break service and Admissions Procedures in residential units include needs/preferences relating to diet</li> <li>• Staff and foster carers have training on awareness of diverse needs</li> <li>• Use of Ethnic Access Link or other resources to use suitably qualified and trained interpreters and translators</li> <li>• Needs assessments include requirement to assess needs relating to communication and language</li> </ul>	<ul style="list-style-type: none"> <li>• Child's profile to be available in translation and alternative media</li> <li>• Information to children, young people and their parents on meals provision to be available and clearly notified as available, in translation and alternative media</li> <li>• Suitably trained interpreters and translators to be used when assessing dietary needs</li> </ul>	<ul style="list-style-type: none"> <li>• Review of translation services</li> <li>• Development of alternative media for communication</li> </ul>

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<b>4.</b>	<b>FORMAL CONSULTATION</b>		
	The analysis, findings and action plan will be consulted on with a range of representative groups (listed below) as guidance is developed. Feedback from this consultation will be included in the final version of the document and will inform the target initially suggested in Section 4		
	<p><b>EQUALITY GROUP</b></p> <p>Hearing Impaired  Learning Disability  Race  Women  Older People  Cross Cutting  Mental Health Service Users</p>	<p><b>ORGANISATION TO BE CONSULTED</b></p> <p>Deaf Direct  Mental Health User Group  Race Forums  Women's Organisations  Older People's Forums  Carers Support Group  Worcester Mental Health Link  In2Action for Children &amp; Young People  JEM Group  Stakeholder Groups (CwD)</p>	<p>Use focus groups recommended to allow for greater exploration of issues and discussion of potential solutions</p>
<b>5.</b>	<b>DECISION AND RECOMMENDATION</b>		
	<p>Some measures have been taken to ensure groups have equality in assessment and access to services. Other actions are planned to remedy identified issues – See Sections 2 &amp; 3 for details.</p> <p>Service provision to meet identified needs remains an area for development.</p> <p>An implementation action plan for each service sector will be produced after the findings and recommendations have been consulted on and finalised.</p> <p>Equality objectives and targets identified in this action plan will subsequently be developed and included in Service and Team Plans.</p> <p>Initial targets identified include:</p> <p>Development of training  Revision of guidance</p>		
<b>6.</b>	<b>PUBLICATION OF ASSESSMENT RESULTS &amp; MONITORING ARRANGEMENTS</b>		

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	<p>The finalised assessment will be published on the Council's Equalities website and monitoring arrangements will be identified after consultation when targets are set. Results will also be published on the Council's Equalities webpage, with a link from the service page.</p>	<p>The relevant Service Managers will add EIA targets to Service Sector Plans and be responsible for monitoring.</p>
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Signed:...Siobhan Williams  
Completing Officer

Dated:08/08/06

Signed:...Anne Binney  
Lead Officer

Dated: 30<sup>th</sup> August 2006