



## EQUALITY IMPACT ASSESSMENT TOOL

The council has a statutory duty to consider the impact of its decisions on age, disability, gender reassignment, pregnancy & maternity, race, religion or belief, sex (gender) and sexual orientation.

The Council also has a duty to foster good relations between different groups of people and to promote equality of opportunity.

Completing an Equality Impact Assessment (EIA) is the **simplest way** to demonstrate that the Council has considered the equality impacts of its decisions and it reduces the risk of legal challenge. EIAs should be carried out at the **earliest stages** of policy development or a service review, and then updated as the policy or review develops. EIAs must be undertaken when it is possible for the findings to inform the final decision. Keep all versions of your EIA. An EIA should be finalised once a final decision is taken.

### When should you undertake an EIA?

- You are making changes that will affect front-line services
- You are reducing the budget of a service, which will affect front-line services
- You are changing the way services are funded and this may impact the quality of the service and who can access it
- You are making a decision that could have a different impact on different groups of people
- You are making internal reorganisations that will result in staff changes including Transfer of Undertakings (TUPE), redundancies, change in job roles or terms and conditions.
- EIAs also need to be undertaken on how a policy is implemented even if it has been developed by central government (for example cuts to grant funding)
- **Section 1 of the EIA Tool: Initial Screening**, will help you decide whether a full EIA is necessary

### Who should undertake the EIA?

- The person who is making the decision or advising the decision-maker

### Further Guidance

- [Step-by-Step Guidance to the questions](#)
- An EIA e-learning module is available for all Westminster staff: [www.learningpool.com/westminster/course/view.php?id=159](http://www.learningpool.com/westminster/course/view.php?id=159)

**Please contact the Equalities lead to inform them when you begin and then complete an EIA: [equalities@westminster.gov.uk](mailto:equalities@westminster.gov.uk)**

**SEB will monitor compliance with the requirement to complete EIAs.**

<b>Title of Proposal</b>
Service Proposals for the Divestment of Out of School Play & Childcare service
<b>Lead Officer</b>
i. Full Name: Jayne Vertkin, ii. Position: Head of Early Help Services, iii. Department: Family Services, Westminster City Council iv. Contact Details: Tel: 0207 641 5745
<b>Has this project, policy or proposal had an EIA carried out on it previously? If yes, please state date of original and append to this document for information.</b>
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
Date of original EIA:
<b>Version number and date of update</b>
<i>You will need to update your EIA as you move through the decision-making process. Record the version number here and the date you updated the EIA. Keep all versions so you have evidence that you have considered equality throughout the process.</i>
<b>Version 3: 29.01.2016</b>

## **SECTION 1: Initial screening: Do you need to complete an Equality Impact Assessment (EIA)?**

*Not all proposals will require an EIA, this initial screening will help you decide if your project or policy requires a full EIA by looking at the potential impact on any equality groups.*

<b>1.1</b>	<b>What are you analysing?</b>
	<ul style="list-style-type: none"> <li><b>What is the project, policy or proposal?</b></li> </ul> <p>This report considers the potential impact to service users of the proposals to divest the responsibility for the commissioning and delivery of out of school holiday and term time services to schools and third sector providers; and the resulting closure of the council run Play Service as new service delivery models are introduced from May 2016.</p> <p>It gives regard to the extent to which these changes might impact upon people with protected characteristics. Where a negative impact is identified it considers whether there is action that could be taken to mitigate this impact.</p> <p>This is a preliminary EIA. The equality impact implications for staff will be considered during the staff consultation process. This Equality Impact Assessment will be updated on conclusion of the consultation.</p> <p>The impact assessment will continue to be reviewed and refined throughout the staff consultation and new service development period from November '15 – April '16, with a final version produced by end of April 2016.</p>

- **What is the purpose of the policy/project/activity/strategy?**

In response to the Westminster Council decision to cease direct delivery of Out of School Play and Childcare service, it is proposed that:

(a) The council divests responsibility for the commissioning and delivery of Out of school holiday and term time services to schools and third sector providers with effect from May 2016.

(b) The existing in-house service will cease provision with effect from 27<sup>th</sup> May 2016

(c) Support will be provided to schools to either establish their own provision, or source alternative provision from a suitably qualified third sector organisation, which meets current and future demands of their school population.

(d) School Governing bodies take the lead responsibility in agreeing the organisation of the future term-time provision from their sites, with support and guidance available where required from the Council on the process to acquire alternative provision.

(e) The Council are encouraging capacity building in the voluntary sector market for holiday play scheme provision across the three localities, and facilitating an extended offer to school clusters during term time in two areas of the borough through lease arrangements for council owned property.

(f) The arrangements around concessionary rates subsidised by the council for families on low incomes will change. Following a review of targeted places, future targeted places for vulnerable children, will either be sourced as required through spot purchase arrangements by Children services or through use of school's pupil premium funding. The service will formalise criteria to support allocation and eligibility to concessionary or discounted provision.

The key stakeholders are:

- (1) Service users - Primary school age children and parent carers.
- (2) Service staff
- (3) Primary schools in Westminster

- **In what context will it operate?**

The Early Help Strategy 2014 – 2018 sets out the priority outcomes that Westminster is focused upon achieving with its children and families.

The Strategy establishes the framework through which services will be developed to deliver targeted provision. One of the Strategy's key objectives is to 'revise our service model of investment in universal services together with our key partners in line with our priority outcomes, in particular in respect of Play, Children's Centres and Youth Services.'

The Council has a statutory duty to continue to meet sufficiency in relation to childcare provision (Childcare Bill 2015). This can be met either directly, or by supporting the market or schools to deliver childcare within the Borough through effective capacity building.

- **What results are intended?**

The proposals will allow schools to develop and build upon existing school based after school and wrap around provision used by parents as alternatives to the in-house Play Service.

This approach will support the Council in meeting the sufficiency obligations for primary school age children under the Childcare Act (2006) whilst ensuring there is no future call on local authority funding. Any services obtained will also support schools in meeting their requirements under the Government's Extended Schools offer in response to local demand.

- **Why is it needed?**

To deliver savings in line with the council's budget setting process. The strategy is to create a model that will enable the council to divest responsibility for childcare and play to schools and third party providers.

- **Who is it intended to benefit and how?**

Access to quality and sustainable childcare for primary school age children is key to supporting people into/and remaining in employment and training. It is also important as an additional support option for those families, where the informal support network of extended family or friends is not available.

There are currently eight Ofsted registered services in the Borough, serving primary school age children. Of these, six are located on school premises, and two on council owned property. Between September 2014 and July 2015, there were 627 registered children aged 5-11 accessing the services during term time, with 63 per cent attending services in the most disadvantaged wards in the Borough.

At the time of this initial impact assessment there are up to 634 primary school age children using the service on a weekly basis and benefitting from the availability of childcare as part of an extended school offer across the 20+ schools.

The range of needs and support required by families will be further defined and has been tested as part of a school survey exercise during the Autumn term.

Further work around charging thresholds for low income working families and income maximisation will form part of the implementation review.

The future provision of Targeted places will be considered on case by case basis, and funded by either the school or the council where this is assessed as best meeting the family support needs.

- **Who, potentially, could this project, policy or proposal have a detrimental effect on, and how?**

The proposals for Play services may change the level of provision available for those children and families currently accessing the service through a targeted / concessionary place. The intention is that any future out of school service will be a universal offer, therefore those children requiring targeted support will either need to be funded by schools through pupil premium, or the family services will work with the family to identify a specific package of support.

Children and families currently accessing the hub site at Sussex Street may be impacted negatively should the site not be available beyond May 2016. In September 2015 86 children

from up to 8 local primary schools attended the after school service at the site. Officers have not been able to identify a single alternative venue that could accommodate and meet current demand at Sussex Street but are currently in discussions with officers in Corporate Property to secure a short-medium term lease and investment for the site to ensure sufficiency levels are met and children of working parents are able to continue to access a service.

Plans are for a third sector provider to co-ordinate and manage future service provision for both term time and holiday services run from the Bayswater and Sussex Street Hub sites. Whilst market engagement activities have been undertaken it is still unknown as to how many providers will formalise their interest in managing services from May 2016. The Market Opportunity Notice was published in mid-January 2016 with a view that schools will run a selection process in mid February 2016.

*A member of the public should have a good grasp of the proposal after reading this section.*

<b>1.2 From a service user and staff perspective, does the project, policy or proposal have the potential to <u>disproportionately</u> impact on any of the following groups? If so, is the impact positive or negative?</b>					
		<b>None</b>	<b>Positive</b>	<b>Negative</b>	<b>Not sure</b>
	Disabled people	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Particular ethnic groups	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Men or women (include impacts due to pregnancy/ maternity)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	People or particular sexual orientation/s	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	People who are proposing to undergo, are undergoing or have undergone a process or part of a process of gender reassignment	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	People on low incomes	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	People in particular age groups	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Groups with particular faiths and beliefs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Are there any other groups that you think may be affected negatively or positively by this project, policy or proposal?		<input type="checkbox"/>	<input type="checkbox"/>	
			<input type="checkbox"/>	<input type="checkbox"/>	

**If the answer is “negative” or “unclear” consider doing a full EIA**

<b>1.3</b>	<b>What do you think that the overall NEGATIVE impact on groups and</b>	<b>None / Minimal</b>	<b>Significant</b>
		<input type="checkbox"/>	<input checked="" type="checkbox"/>

<b>communities will be?</b>  <u>None or minimal impact would be where there is no negative impact identified, or where there will be no change to the services for any groups.</u> Wherever a negative impact has been identified you should consider undertaking a full EIA by completing the rest of the form.		
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<b>1.4</b>	<b>Using the screening and information in questions 1.2 and 1.3, should a full assessment be carried out on the project, policy or proposal?</b>
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	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
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<b>1.5</b>	<b>How have you come to this decision?</b>
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	<p>The proposals do not change the criteria on which the future service can be accessed irrespective of which organisation is delivering the service.</p> <p>Several schools have indicated that they wish to consider the potential for an extended offer under new arrangements to include pre-school age children, and homework support for parents. This may be an enhanced offer to current provision, <b>therefore the impact is considered to be positive with the potential for additional support</b> under the new service model.</p> <p>The expectation is that as part of the remodelling of future provision, schools and third sector organisations will be able to determine the fee levels, however, schools have indicated that they are keen to ensure fees remain competitive and affordable for their school population; and also to ensure sufficient take up and sustainability. Schools selection criteria of future providers will include an affordability element to ensure current service users of the Play Service continue to be able to access service provision.</p> <p>For the two council owned community sites at Sussex Street and Bayswater the provision and delivery of childcare services will be through lease arrangements with third sector organisation. These organisations will have complete control of fee levels however; and whilst they will need to ensure they remain competitive to ensure they build a sustainable provision there is a risk that they could increase fees which would have a negative impact on low income families and single parent families.</p> <p>The proposals are likely to have a negative impact upon the workforce who will be at risk of redundancy if the proposals are approved. Where this applies staff will be offered re-deployment opportunities within the council and redundancy notices will only be issued as a last resort. In addition, outplacement support will be offered to all staff that are issued redundancy notices.</p>
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## SECTION 2: EQUALITY IMPACT ASSESSMENT

### Building an Evidence Base: What do you know?

*This section will help you build your evidence base and interpret what the likely impact will be of your service. Complete this section if your proposal is service user related. If your proposal only affects staff, go to section 2.2*

<p><b>2.1</b></p>	<p><b><i>Build up a picture of who uses/will use your service or facility and identify who are likely to be impacted by the proposal</i></b></p> <ul style="list-style-type: none"> <li><i>If you do not formally collect data about a particular group then use the results of local surveys or consultations, census data, national trends or anecdotal evidence (indicate where this is the case). Please attempt to complete all boxes.</i></li> </ul>	
	<p><b>How many people use the service currently? What is this as a % of Westminster’s population?</b></p>	<p>Please see Appendix 1 for Service Usage Data. The service does not collect demographic data at this point.</p>
	<p><b>Disabled people</b></p>	<p>The current in-house service does not deliver a service to any disabled children. This is due to there being a separate contracted provision available through Westminster Society based in the North East Locality. This service currently provides 62 places in total; 32 for children aged &lt; 8 years and 30 places for over 8’s. Of these places the provider is required to ensure 18 places for children with disabilities up to the age of 16 years.</p> <p>Childcare providers are legally required to provide ‘inclusive provision’ and make reasonable adaptations to meet the requirements of all children. Any outsourcing arrangements of the extended school and holiday provision would therefore be covered under these requirements.</p> <p>As any new provision will support and reflect the local school population, it is anticipated that any additional support needs will be identified through EHC assessment and planning, and therefore provide additional support to enable any disabled child attending mainstream education to attend the new services.</p> <p>The range of needs and support required, will be defined as part of the survey of parents for each school, and further considered based on school knowledge of SEN children on the school role.</p> <p>In addition the play and childcare needs of disabled children will form part of the re-commissioning of the specialist play service based in the North East in Lisson Green during 2016.</p>

		It is considered that any change to service provider will not disproportionately impact on disabled parents, as the intention is to signpost to alternative services in the same locality as current provision.
	<b>Particular ethnic groups</b>	It is considered that the changes to service provider will not disproportionately impact on one ethnic group more than another, as all providers will operate a policy of inclusion.  During the next stage of new service development analysis of current service users in relation to local demographics will be used to inform delivery by any future provider, to ensure cultural sensitivity in targeted provision, and ensure equity of access.
	<b>Men or women (include impacts due to pregnancy/maternity)</b>	Parents of service users will experience a change in provider for both term time and holiday out of school childcare and this from a practical perspective will involve a new registration and communication process with the new provider. However, schools will all be incorporating a mobilisation phase for new providers that will include meeting with service users. In relation to the potential risk of fee increases schools have all indicated that they are keen to ensure fees remain competitive and affordable for their school population and children accessing provision through the walking bus provision.
	<b>People of particular sexual orientations</b>	This characteristic has not been identified as needing attention with regards impact from these recommendations.
	<b>People who are proposing to undergo, are undergoing or have undergone a process or part of a process of gender reassignment</b>	This characteristic has not been identified as needing attention with regards impact from these recommendations.
	<b>People on low incomes</b>	Families on low income are likely to be impacted by the proposals if fees increase, however, schools have indicated that they are committed to ensuring that the current provision remains affordable for parents wishing to use the service. Schools are working to engage new providers that are prepared to reflect those principles in their business planning.  The arrangements around concessionary rates subsidised by the council for families on low incomes will change. This will be replaced by either supported places funded by schools through pupil premium or spot purchase targeted places for children in need funded through children services.
	<b>People in particular age groups</b>	The age range for this service provision is for those



		<p>children aged 4/5 in reception class to rising 11 year olds in Year 6. This age criteria will continue under any new arrangements linked to primary school populations.</p> <p>Ofsted requirements define the differing staffing levels for service provision to children under and over 8 year olds. As this will continue to be a requirement under registration obligations of any new provider, there is no anticipated impact from the proposed changes.</p> <p>The changes to this provision for this age group will also be considered as part of the wider Early Help strategic transformation planning. Should 5-11 year olds be found to be disproportionately affected by spending decisions as part of the wider council efficiencies planning, then mitigating action will be considered at that point.</p> <p>Parents of working age will continue to benefit from the availability of alternative provision facilitated by schools and council lease arrangements.</p>
	<p><b>Groups with particular faiths and beliefs</b></p>	<p>It is considered that the changes to service provider will not disproportionately impact on one religious/belief group more than another, as all providers will be expected to operate a policy of inclusion.</p> <p>During the next stage of new service development analysis of current service users in relation to local demographics will be used to inform future provision to ensure equality of access with respect for the protected characteristic of religion or belief, or those families who have different religious or philosophical beliefs.</p>
	<p><b>Any other groups who may be affected by the proposal?</b></p>	<p><b>Human Rights or Children’s Rights</b></p> <p>It is considered that there is no impact on Human Rights from the intended changes to after-school and holiday play service provision.</p> <p>With regards Children’s rights, given the statutory requirement to ensure adequate access and sufficiency of childcare in an area, the council aims to ensure the availability of alternative provision for families where required.</p> <p>This will be managed during and beyond the transition process through:</p> <ul style="list-style-type: none"> <li>• Supporting schools and external providers to transfer existing service users to new provision as appropriate</li> <li>• Signposting families to alternative local</li> </ul>

	<ul style="list-style-type: none"> <li>provision options to enable choice</li> <li>Improving directory of services available through FIS to inform parents of range of family support available including child minders.</li> </ul>
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This section should be completed for all proposals that will impact on staff.

<b>2.2 Build up a picture of the makeup of the workforce profile in the service affected.</b>																																																																																																																																												
<p><b>What is the workforce profile of the service? As a percentage, how does this compare to the profile of Westminster City Council workforce?</b></p> <ul style="list-style-type: none"> <li>Age</li> <li>Disability</li> <li>Gender</li> <li>Gender Reassignment</li> <li>Ethnicity</li> <li>Pregnancy and Maternity</li> <li>Religion/Belief</li> <li>Sex</li> <li>Sexual Orientation</li> </ul>	<table border="1"> <thead> <tr> <th rowspan="2">Group</th> <th colspan="2">Service</th> <th colspan="2">Council</th> </tr> <tr> <th>No</th> <th>%</th> <th>No</th> <th>%</th> </tr> </thead> <tbody> <tr> <td colspan="5"><b>Age</b></td> </tr> <tr> <td>16-24</td> <td>7</td> <td>7</td> <td>35</td> <td>2%</td> </tr> <tr> <td>25-29</td> <td>21</td> <td>23</td> <td>148</td> <td>7%</td> </tr> <tr> <td>30-44</td> <td>24</td> <td>26</td> <td>893</td> <td>43%</td> </tr> <tr> <td>45-59</td> <td>36</td> <td>39</td> <td>854</td> <td>41%</td> </tr> <tr> <td>60-64</td> <td>4</td> <td>4</td> <td>115</td> <td>5%</td> </tr> <tr> <td>65 +</td> <td>1</td> <td>1</td> <td>33</td> <td>2%</td> </tr> <tr> <td colspan="5"><b>Disability: Data currently unavailable from HR</b></td> </tr> <tr> <td>Yes</td> <td></td> <td></td> <td>66</td> <td>3%</td> </tr> <tr> <td>No</td> <td></td> <td></td> <td>897</td> <td>43%</td> </tr> <tr> <td>Not Known</td> <td></td> <td></td> <td>1115</td> <td>54%</td> </tr> <tr> <td colspan="5"><b>Ethnicity: Data currently unavailable from HR</b></td> </tr> <tr> <td>Asian/Asian British</td> <td></td> <td></td> <td>145</td> <td>7%</td> </tr> <tr> <td>Black/Black British</td> <td></td> <td></td> <td>416</td> <td>20%</td> </tr> <tr> <td>Mixed</td> <td></td> <td></td> <td>62</td> <td>3%</td> </tr> <tr> <td>White</td> <td></td> <td></td> <td>1371</td> <td>66%</td> </tr> <tr> <td>Other</td> <td></td> <td></td> <td>42</td> <td>2%</td> </tr> <tr> <td>Unknown</td> <td></td> <td></td> <td>83</td> <td>4%</td> </tr> <tr> <td colspan="5"><b>Gender</b></td> </tr> <tr> <td>Female</td> <td>63</td> <td>68</td> <td>1192</td> <td>57%</td> </tr> <tr> <td>Male</td> <td>30</td> <td>32</td> <td>886</td> <td>43%</td> </tr> <tr> <td colspan="5"><b>Pregnancy and Maternity</b></td> </tr> <tr> <td colspan="5"> <ul style="list-style-type: none"> <li>Are any staff pregnant or on maternity</li> <li>How are they affected by this change</li> </ul> <p>There is one member of staff on maternity leave. Arrangements were made for her to be able to participate fully in the staff consultation process.</p> </td> </tr> <tr> <td colspan="5"><b>Religion &amp; Belief</b></td> </tr> <tr> <td colspan="5">There is insufficient data to make an assessment on this characteristic. Any issues identified as part of the consultation process will be included</td> </tr> <tr> <td colspan="5"><b>Sexual Orientation</b></td> </tr> </tbody> </table>	Group	Service		Council		No	%	No	%	<b>Age</b>					16-24	7	7	35	2%	25-29	21	23	148	7%	30-44	24	26	893	43%	45-59	36	39	854	41%	60-64	4	4	115	5%	65 +	1	1	33	2%	<b>Disability: Data currently unavailable from HR</b>					Yes			66	3%	No			897	43%	Not Known			1115	54%	<b>Ethnicity: Data currently unavailable from HR</b>					Asian/Asian British			145	7%	Black/Black British			416	20%	Mixed			62	3%	White			1371	66%	Other			42	2%	Unknown			83	4%	<b>Gender</b>					Female	63	68	1192	57%	Male	30	32	886	43%	<b>Pregnancy and Maternity</b>					<ul style="list-style-type: none"> <li>Are any staff pregnant or on maternity</li> <li>How are they affected by this change</li> </ul> <p>There is one member of staff on maternity leave. Arrangements were made for her to be able to participate fully in the staff consultation process.</p>					<b>Religion &amp; Belief</b>					There is insufficient data to make an assessment on this characteristic. Any issues identified as part of the consultation process will be included					<b>Sexual Orientation</b>				
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		<b>Gender Reassignment</b>
		Data on Gender Reassignment is currently not available but it is unlikely that this proposal will impact either positively or negatively on the protected characteristic of gender reassignment. The consultation process should identify any issues that need to be considered with regards to this protected characteristic.
	<b>Using the information above, are any groups of staff disproportionately represented compared to the Council workforce?</b>	No.
	<b>Does TUPE apply to this proposal?</b>	At the present time, TUPE does not apply as the council will no longer be involved in any service delivery provision. However, should the situation change as a result of securing a service provider by the end of the dis-establishment date, this will be reviewed.
	<b>Will the reorganisation/restructure result in an increase or decrease in staff numbers? If so, approximately how many?</b>	The re-organisation will result in a decrease in staff numbers as the Westminster Play Service establishment will cease from May 2016. (Approximately 49 headcount equating to approximately 16.6 FTE posts; 10 on a zero hour contract and 39 on a sessional claims basis).
	<b>Will the reorganisation/restructure result in changes in job roles or terms and conditions for staff? If so, what changes are proposed?</b>	The re-organisation will be implemented by the deletion of all posts within the current Westminster Play Service staffing establishment.

<b>2.3 Summary (to be completed following analysis of the evidence above)</b>					
		<b>None</b>	<b>Positive</b>	<b>Negative</b>	<b>Not sure</b>
	Does the project, policy or proposal have the potential to have a <u>disproportionate</u> impact on any of the following groups? If so, is the impact positive or negative?				
	<b>Disabled people</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>Particular ethnic groups</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>Men or women (include impacts due to pregnancy/maternity)</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>People of particular sexual orientations</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>People who are proposing to undergo, are undergoing or have undergone a process or part of a process of gender reassignment</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>People on low incomes</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

	<b>People in particular age groups</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>Groups with particular faiths and beliefs</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>Are there any other groups that you think this proposal may affect negatively or positively?</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	

## SECTION 3: Assessing Impact

*In order to be able to identify ways to mitigate any potential impact it is essential that we know what those potential impacts might be.*

<b>3.1</b>	<b>Consultation Information</b> <i>This section should record the consultation activity undertaken in relation to this project, policy or proposal</i>
	<p><b>i. Who will you consult with?</b></p> <p><b>ii. How will you consult?</b> (<i>inc meeting dates, activity undertaken &amp; groups consulted</i>)</p> <p><b>1. Public consultation:</b></p> <p>On 14 February 2015, Cabinet agreed proposals which would form the basis of a consultation with parents, providers and the wider community. Whilst acknowledging the intention to transfer responsibility for the organisation of a service, the Council wished to consult with families and key stakeholders about the potential enhancements to the locality model. The objective was to reconsider the core purpose and delivery offer, in order to demonstrate that families, especially the most deprived, would still be reached effectively.</p> <p>The public consultation ran over 2 weeks from January-February 2015, as part of a wider consultation and engagement strategy on Early Help Service in Westminster.</p> <p>The Council conducted 6 Information events, and both online and paper surveys. These were promoted by writing to all service users inviting them to events in their areas, in order to comment on the proposed changes.</p> <p>The online survey received over 300 visits and 40 responses, and the information events across 6 sites attracted 134 attendees. Respondents to the survey cited the low cost of attending current provision (74%), the consistency of staffing (64%) and the quality of the sessions (54%) as the aspects of the services that they wanted to be retained following any reorganisation of provision.</p> <p><b>2. Staff Consultation</b></p> <p>Staff consultation was conducted from 16 November 2015 – 4 January 2016, and the feedback from that process will inform the final version of the EIA.</p> <p><b>3. School Engagement</b></p> <p>School Head teachers and governors from the existing host sites are fully engaged in planning the future service model, in order to achieve an alternative provision from their sites where required. They are committed to ensuring that the current provision remains affordable for parents wishing to use the service, and are working to engage new providers that are</p>

	<p>prepared to reflect those principles in their business planning.</p> <p>The arrangements around concessionary rates subsidised by the council for families on low incomes will change. This will be replaced by either supported places funded by schools through pupil premium or spot purchase targeted places for CIN funded through Children services.</p> <p><b>4. Ofsted</b></p> <p>Any new service provider will be required to maintain and exceed the quality standards as required by Ofsted.</p> <p>The council is working closely with the current service managers, schools and service providers to ensure that for service users there should be a seamless continuity of service.</p>
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<b>3.2</b>	<b>What might the potential impact on individuals, groups or staff be?</b> <i>Consider disability, race, gender, sexual orientation, transgender, age, faith or belief and those on low incomes and other excluded individuals or groups</i>	
	<b>Generic impact (across all groups)</b>	<b>See 1.1</b>
	<b>Men or women (include impacts due to pregnancy/maternity)</b>	<b>See 2.1</b>
	<b>People of particular sexual orientation</b>	
	<b>People who are proposing to undergo, are undergoing or have undergone a process or part of a process of gender reassignment</b>	
	<b>Disabled people</b>	
	<b>Particular ethnic groups</b>	
	<b>People on low incomes</b>	
	<b>People in particular age groups</b>	
	<b>Groups with particular faiths and beliefs</b>	
	<b>Other excluded individuals and groups</b>	

## SECTION 4: Reducing & Mitigating Impact

*As a result of what you have learned, what can you do to minimise the impact of the proposed changes on equality groups and other excluded / vulnerable groups, as outlined above?*

<b>4.1</b>	<b>Where you have identified an impact, what can be done to reduce or mitigate the impact?</b> <i>(Remember to think about the Council as a whole, another service area may already be providing services which can help to deal with any negative impact).</i>	
	Availability of Sussex Street site beyond April 2016 still to be confirmed.	<p>Action: Children’s Services Directorate are working with Corporate Property to confirm investment and availability for the continued use of the site until longer term property plans have been mobilised.</p> <p>Outcome: Investment to the site will ensure it meets Ofsted regulations; increase the likelihood of market interest. The continued use of the site for the</p>

		provision of after school services will ensure that children attending up to 8 schools in the South of the borough continue to have a service provision to access.
	Lack of equalities data collation	Action: Service application form to be modified to include protected characteristics. Outcome: Equalities Data to be monitored effectively.
	Impact of change to concessionary criteria	Action: All families in receipt of concessionary places will be reviewed to reduce or eliminate impact. Outcome: Families to receive support as required.
	Incomplete Directory of wider childcare services within the borough	Action: FIS to research range of childcare services to signpost families Outcome: Comprehensive service information available

<b>4.2</b>	<b>Now that you have considered the potential or actual effect on equality, what action are you taking?</b>	
	No major change (no impacts identified)	<input type="checkbox"/>
	Adjust the policy/proposal	<input type="checkbox"/>
	Continue the policy/proposal (impacts identified)	<input checked="" type="checkbox"/>
	Stop and remove the policy/proposal	<input type="checkbox"/>
<b>4.3</b>	<b>Please document the reasons for your decision</b>	
	The reason for this re-organisation is because of significant reductions in budget from central government. The funding the Council receives from the Government is reducing and the Council has to save £100m over the next five years. To meet this challenge, Children's Services has reviewed and reprioritised all their services, to look at what the Council should provide and what can be better provided elsewhere.	
<b>4.4</b>	<b>How will the impact of the project, policy or proposal and any changes made to reduce the impact be monitored?</b>	
	The impact of the project proposals are being regularly reviewed through a Project Board which meets on a monthly basis. In addition, a communications strategy is in place to ensure key stakeholders are kept informed and updated, and also to address and respond to any issues and concerns identified by service users and staff.	
<b>4.5</b>	<b>Conclusion</b>	
	<i>This section should record the overall impact, who will be impacted upon and the steps being taken to reduce/mitigate impact</i>	
	Subject to suitable alternative provision coming online, the level of provision in Westminster will be maintained. In some areas the offer may develop and expand in scope, which would have a positive impact on service users. The potential negative impact of higher costs and charges has been discussed with schools who understand the importance of keeping the service at an affordable level. The evaluation of bids by schools also includes a question on how providers will ensure affordable prices.	
	CONCESSIONARY CHANGES The number of children accessing the play service through concessionary places has been	

discussed with schools with a view that they can consider the use of Pupil Premium or other funding streams available to them to ensure vulnerable families and children can continue to access the future service.

There are risks associated with the divestment which if realised could negatively impact on service users through a reduction in provision. However, the Council is undertaking extensive market and stakeholder activity to minimise this risk.

Further impact analyses will be undertaken as the policy develops and will draw upon more detailed service user information which will allow for a greater understanding of any differential impact on people with protected characteristics.

## SECTION 5: Next Steps

5.1	<b>Action Plan</b> <i>Complete the action plan if you need to reduce or remove the negative impacts you have identified, take steps to foster good relations or fill data gaps.</i>  <i>NB. Add any additional rows, if required.</i>						
	Action Required	Equality Groups Targeted	Intended Outcome	Resources Needed	Name of Lead, Unit & Contact Details	Completion Date (DD/MM/YY)	RAG
	Family Services to work with Corporate Property to determine the investment required for Sussex Street to be made available for a short-medium lease	<ul style="list-style-type: none"> <li>Working parents who may not have an extended support network in the area.</li> <li>Low income families</li> <li>Single parents in employment or seeking employment</li> <li>Children with limited access to play opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>Parents and children from up to 8 local primary schools who currently access the provision at Sussex Street are able to continue to access out of school child-care provision.</li> <li>Investment to the site will ensure it meets Ofsted regulations; increase the likelihood of market interest.</li> </ul>	<ul style="list-style-type: none"> <li>Investment at Sussex Street.</li> </ul>	Jayne Vertkin ( <a href="mailto:jvertkin@westminster.gov.uk">jvertkin@westminster.gov.uk</a> ) & Annabel Saunders ( <a href="mailto:Annabel.saunders@rbkc.gov.uk">Annabel.saunders@rbkc.gov.uk</a> )	26/02/16	Amber
	To respond to provider queries	<ul style="list-style-type: none"> <li>All service users and potential</li> </ul>	<ul style="list-style-type: none"> <li>Increased market interest</li> </ul>	<ul style="list-style-type: none"> <li>Responsive and timely response</li> </ul>	Shirley Regan ( <a href="mailto:sregan@westmins">sregan@westmins</a> )	29/01/15	Green



	regarding current service provision and usage so as to continue to encourage capacity building in the voluntary sector for both holiday play scheme and extended term time provision.	service users who may require wrap around services.	in the delivery of future provision.	to provider queries.	<a href="http://ter.gov.uk">ter.gov.uk</a> ) and Andy Cracknell (acracknell@westminster.gov.uk)		
	To continue to work with schools to ensure new providers keep fee levels affordable for families currently accessing the service.	The following groups who are all reliant upon affordable out-of school childcare: <ul style="list-style-type: none"> <li>• Low income families</li> <li>• Single parent in employment</li> <li>• Parents seeking employment</li> </ul>	<ul style="list-style-type: none"> <li>• Families currently accessing the service are able to continue accessing the new provision.</li> <li>• Working parents are able to remain in employment</li> <li>• Affordable out-of school childcare is not a barrier to parents seeking employment.</li> </ul>	<ul style="list-style-type: none"> <li>• Regular support and engagement with schools as they develop their new services provision.</li> </ul>	Shirley Regan (sregan@westminster.gov.uk)	01.05.2016	Green
	FIS to run some specific sessions for parents on Working Family Tax Credits			<ul style="list-style-type: none"> <li>• Workshop delivery through FIS</li> </ul>	Jayne Vertkin ( <a href="mailto:jvertkin@westminster.gov.uk">jvertkin@westminster.gov.uk</a> )	11/04/2016	Green
	To work with schools and Social Work teams to highlight how they will be able to	<ul style="list-style-type: none"> <li>• Children in Need</li> <li>• Families of CiN</li> </ul>	<ul style="list-style-type: none"> <li>• Children identified in need of a targeted Out of School childcare</li> </ul>	<ul style="list-style-type: none"> <li>• Engagement with schools to formulate and agree school funding</li> </ul>	Jayne Vertkin ( <a href="mailto:jvertkin@westminster.gov.uk">jvertkin@westminster.gov.uk</a> );	30/03/2016	Green

	access places for children in need who would benefit from accessing the service.		place will continue to be able to access the provision. <ul style="list-style-type: none"> <li>• Parents will know how to access and request the service.</li> </ul>	mechanisms that could be used to access a targeted place. <ul style="list-style-type: none"> <li>• Communication to social workers and schools once new providers are in place.</li> </ul>	and  Kate Holmes, Communications Department ( <a href="mailto:khomles@westminster.gov.uk">khomles@westminster.gov.uk</a> )	30/04/2016	
	To also notify parents of the changes to the Targeted Places and how they will be able to access these in the future			<ul style="list-style-type: none"> <li>• Communication to service users and information update on FIS once new providers are in place.</li> </ul>		29/04/16	Green
	FIS to research range of childcare services to signpost families.	All parents and service users in the borough	Comprehensive out-of school childcare service information available to parents.	<ul style="list-style-type: none"> <li>• Review and update of existing out of school childcare records within FIS</li> </ul>	Janese Samuels ( <a href="mailto:jsamuels@westminster.gov.uk">jsamuels@westminster.gov.uk</a> )	01/03/2016	Amber

## 5.2 Risk Table

Ref	Risk	Impact	Actions in place to mitigate the risk	Current risk score	Further actions to be developed
1	Investment at Sussex Street is not confirmed and finalised in time for new providers to agree lease arrangements	Service users would be need to be able identify and access alternative provision in the locality	Family Services are working closely with Corporate Property to ensure the level of investment is identified and agreed promptly. Alternative venues are being scoped with a range of partners including sports and leisure and schools.	C2	Short term contingency options to be scoped with local schools.
2	Schools do not award to any of the interested providers	Delay to new service delivery models being in place	The Market Position Statement requested key information on quality, affordability and sustainability from all interested providers. Schools have also developed a robust selection criteria that meets their local needs and that of their school populations. Where requested, schools will also be supported in the selection and evaluation process of future providers.	D2	



**THIS SECTION TO BE COMPLETED BY THE RELEVANT SERVICE MANAGER**

Signature: .....

Full Name: .....

Unit: .....

Email & Telephone Ext: .....

Date of Completion (DD/MM/YY): .....

**WHAT NEXT?**

**Please email your completed EIA to the Equalities Lead: [equalities@westminster.gov.uk](mailto:equalities@westminster.gov.uk)**