

For more information about the equality impact assessment process in commissioning, please see the EIA Guidance 2018 located in **Y:\HULLCCG\Corporate Templates and Forms\Equality and Diversity Information** before completing your EIA.

Equality Impact Assessment (EIA) - Service Specification

Please briefly describe the service	Childrens Speech & Language Therapy Service
Name & roles of person / people completing the EIA:	Mike Foers Commissioning Manager
Date of assessment:	August 2019
Who will be affected by this service / who will be the key beneficiaries?	All Children and Young People 0-19 requiring therapy services, Parents and carers (including care givers in other settings such as schools)
What data sources do you have about the population, disaggregated by protected characteristic that is relevant to this service specification? (e.g. research, clinical insight, monitoring data, complaints, engagement feedback etc.)	Hull Joint Needs Assessment for SEND Census 2011, JSNA 2018: http://www.hullcc.gov.uk/pls/hullpublichealth/jsna2018_s1.html#c5 Public Health England Profiles - http://fingertips.phe.gov.uk
Needs and issues	
What does this data tell you about the needs or issues affecting people from different protected characteristic groups, relevant to this service?	
General issues	There are 61,000 Children and Young People in Hull and 89,500 aged up to 25 in the case of Special Educational Needs and Disabilities.
Race	Estimates from the 2011 Census are that black or minority ethnic residents now make up 10.3% of the population, compared to the 2001 Census figure of 3.8%.

August 2019

Ethnic Category	Cohort	Numbers			Percentages		
		EHC Plan	SEN Support	All SEN	EHC Plan	SEN Support	All SEN
Any Other Minority Ethnic Group	969	16	98	114	1.7	10.1	11.8
Asian	567	7	38	45	1.2	6.7	7.9
Black	607	9	75	84	1.5	12.4	13.8
Chinese	50	1	5	6	2.0	10.0	12.0
Mixed	1261	42	147	189	3.3	11.7	15.0
White - British	31349	998	4748	5746	3.2	15.1	18.3

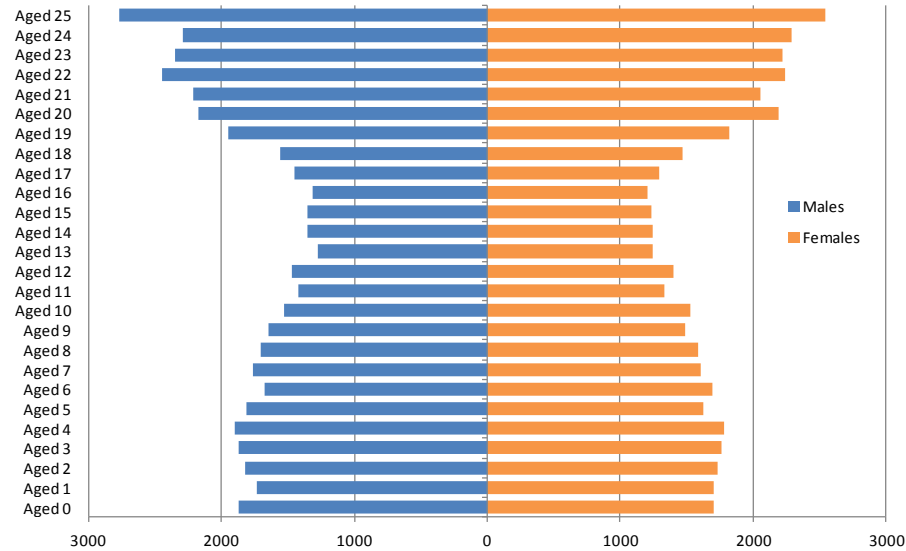
This table presents summary SEN data by ethnicity. At each broad ethnic category, the total number of pupils is provided, followed by numbers with EHC Plans, at SEN Support and at any level of SEN provision. It shows that a lower percentage of combined BME children (12.7%) are recorded as having special educational needs (SEN)

Disability

The local Health & Lifestyle Survey 20011-12 suggests that 28.9% of the population of Hull have an illness or which limits daily activities. This service will support children and young people who have been identified as potentially having or have special education needs and/or a disability.

Gender / Sex

From the Hull JNA 2017The following graph describes the 0 – 25 children and young people within the city of Hull:



There are around 90 849 children and young people aged 0 to 25 living in the city, this represents 35% of the overall population. The graph above provides a distribution of the 0 to 25 population by single year and gender. This shows a lower proportion of children of both genders of teenage age when compared to younger ages, up to the age of 19, beyond which there is a steady increase in numbers up to the age of 25. This service is aimed at the 1 – 19 range.

Gender reassignment	Currently there is no information on this protected characteristic
Sexual orientation	There are no statistics for how many LGBT people live within Hull. However, Government estimates are 5% of the national population are LGBT.
Religion or belief	Hull (IAS) 2001 Census shows that 71.4% of population is Christian.
Age	Current estimates from the Hull Joint Needs Assessment 2017 estimates there are 61,000 people 18 and under. This service will be provided to children and young people aged 0 - 19.
Pregnancy and maternity	There are approximately 3,500 births per year in Hull. The latest PHE profile for 2019 shows there was 114 under 18 conceptions and 47 teenage moths in Hull.


	Although there is no known patients using the service whilst pregnant or on maternity, the service will not discriminate and provide speech, language and communication needs support to service users.
Marriage or civil partnership	Not applicable
Any other relevant groups (e.g. carers, veterans, asylum seekers and refugees, socio-economic disadvantage)	Parents and Carers of Children and Young People
How has engagement informed your service specification?	Engagement with Hull Parents Forum members, to understand the need to review the existing service, and inform the specification(s)
How has engagement reached out to groups representing a diverse range of protected characteristics?	No specific engagement has targeted protected characteristics. The engagement was aimed at people who are likely to use the service or require short term therapy interventions. No discrimination on other protected characteristics for people that engaged with the focus groups.
What has been put in place to ensure the accessibility and acceptability of the service design?	<p>Any supporting materials will be developed in plain English, where appropriate easy read, large print, braille, translation.</p> <p>The service produces a number of information for parents/carers and age appropriate resource for children and young people to support which can be found at https://www.humber.nhs.uk/services/paediatric-slt.htm</p> <p>Data about ethnicity / nationality & home language and gender will be captured in the referral process and will inform the assessment. This data will be analysed to assess whether there are differential quality of outcomes for different groups (Action: to follow up through contracting process)</p> <p>Data about ethnicity / nationality & home language and gender will be captured in the referral process and will inform the assessment. This data will be analysed to assess whether there are differential quality of outcomes for different groups (Action: to follow up through contracting process)</p> <p>Diversity & inclusion training for practitioners will be part of mandatory training profile. Action: Monitor effectiveness of this in the service, identify whether any specialist training is needed to focus on the needs of particular protected characteristic groups or any particular access or other inclusion issues that arise throughout the service</p>

	The Accessible Information Standard is incorporated into the standard contract, to ensure children with disabilities that affect communication have their needs recorded and adjustments put in place.
How does service design reflect the insight gained through engagement (of different population groups)?	Focus groups have reviewed the service pathways, workforce development requirements, and parents/carers supportive training and tools and resources.
Has your equality analysis identified any specific outcomes that need to be incorporated into the service specification (beyond what is required in the standard contract)?	As Above
How will you feedback to the groups you have engaged about service design?	Further focus groups/workshops with parents and children and young people will be undertaken as we move the service into the Integrated Care Partnership

Follow up actions

Action required	By whom?	By when?
Further engagement to identify any equality issues related to the service (i.e. are there any particular needs or inequalities which need to be considered by this service, not yet identified in this equality impact assessment?) (Initial EqIA points to focus on patients with disabilities)	Mike Foers	March 2020
Review this EqiA in the light of further engagement.	Mike Foers	March 2020

Signoff

Signed off by: Name & Role	 <hr/> <p>Mike Napier, Associate Director of Corporate Affairs</p>	Date:	29.11.19 <hr/>
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