

Equality Impact Assessment (EIA)

Adoption Service- Procedures for Recruitment and Support of Adopters

Equality impact, needs and requirements assessment form

Please use this form to record your findings, proposed actions, equality objectives and targets. Use the guidance notes to help you do the assessment or contact the Equality Standard Project Manager if you need some advice

About the policy, practice, service or function you are assessing

Name of policy, practice, service or function: *Adoption Service – Procedures for Recruitment and Support of Adopters*

Assessment team leader name: *Katie Harris – Head of Service*

Date of assessment:

Department responsible: *Children & Young People's Service*

Service Area: *Specialist Services*

Other members of assessment team:

Name	Position	Area of expertise	Comments
<i>Heather Livesey</i>	<i>Service Manager</i>	<i>Adoption</i>	
<i>Linda Towle</i>	<i>Service manager</i>	<i>Adoption Support</i>	
<i>Dal Guram</i>	<i>Publicity & Recruitment Officer</i>	<i>Recruitment</i>	

Question	Response/ findings
<p>What are the main aims and objectives or purpose of the policy, practice, service or function that you are assessing?</p>	<p>The aims and objectives of the service are outlined in the published Statement of Purpose. The main objectives are to recruit, assess and support sufficient adopters to meet the needs of the children of Derby and to provide accessible support to adopters, children and birth families after the order has been made.</p>
<p>Who implements, carries out or delivers the policy, practice, service or function? Please state where this is more than one person, team, department, or body – and include any outside organisations who deliver under procurement arrangements</p>	<p>The Head of Service and two Service Managers for the relevant teams. Outside organisations who may be involved are other adoption or adoption Support services, CAMHS and health and education services across the country.</p>
Question	Response/ findings

<p>Who is affected by the policy, practice, service or function, or by how it is delivered? Such as, who are the external and internal customers, groups, or communities?</p>	<p>The above service users but most importantly the children who need safe, secure and appropriate homes.</p>
<p>What outcomes do we want to achieve, why and for whom? For example, what do you want to be providing, how well, what changes or improvements, and what should the benefits be for customers, groups or communities?</p>	<p>To ensure that any enquiries or existing service users are able to access easily information about our services and feel that their needs are responded to appropriately.</p>
<p>Question</p>	<p>Response/ findings</p>
<p>What existing or previous inspections of the policy, practice, service or function are there? For example, Best Value Inspections, policy reviews, research into the effects of a policy or practice.</p> <p>What did they tell you?</p>	<p>3 yearly inspections by CSCI/now Ofsted, against statutory minimum standards and Adoption regulations. Findings are generally good.</p>

Identifying potential equality issues and factors	
Question	Response/ findings
What do you already know about the equality impact or need? For example, from research, feedback, consultation or any performance monitoring	Having regular evaluation/feedback forms for different parts of the process. A review of all recruitment and information material has shown need for any adjustment of a few letters etc. This has been done. Support groups for adopters were reviewed 2 years ago. Needs met.
Question	Response/ findings

<p>Is there any evidence of higher or lower take up under the policy or practice, or of the service or function for any particular groups? For example, who uses the service, who doesn't and why not?</p>	<p>Is a self selecting group. Information emphasises paramount need is the children's so is selective. Monitoring through the recruitment process informs practice as to whether unintended outcomes. Support groups for children are increasing in take up – range of disabilities/ cultures in users. No evidence of difficulties. Adult groups more self regulating – too soon to evidence.</p>
<p>Have there been any important demographic changes or trends locally? For example is the population changing, and if so, how and what might that mean for the service or function?</p>	<p>Demographic changes in City do impact on profile of children's backgrounds. This is known and recorded. Plans are made to find adopters who match the children's background and can meet their individual needs e.g. disability etc.</p>
<p>Question</p>	<p>Response/ findings</p>

<p>Is there an indication that any of the policies or practices involved with the service or function creates particular problems or difficulties for any groups of customers or communities?</p>	<p>No evidence that practice or information causes any negative effects on people on equalities grounds. All document follow required practice. Accessing the material has been reviewed. Identify that need amendments to website, and some letters.</p>
<p>What information or data exists? For example, statistics, customer feedback, complaints, research, monitoring – who keeps it and can you get hold of it?</p>	<p>Data information poor. All has to be manually collated and evaluated. Particularly poor for adoption support information where current IT systems give no support. Service generally has own spreadsheets for monitoring work.</p>
<p>Question</p>	<p>Response/ findings</p>

<p>Does any equality or diversity objectives already exist? If so, what are they and what is current performance like against them?</p>	<p>Objectives are outlined in Regulation & Minimum Standards. Current performance good.</p>
<p>Is the service having a positive or negative effect on particular people in the community, or particular groups or communities?</p>	<p>No evidence of negative effect. In recent past have been able to approve as prospective adopters, people with a range of disabilities and cultural backgrounds. There is no undertaking that all enquiries will be used as need is defined by the children needing homes.</p>

Collecting the information and data about how the policy, practice, service or function, impacts on communities

Please record your information and data in this table and think about:

what information or data you will need
 using both quantitative and qualitative data
 making sure that where possible there is information that allows all perspectives to be considered
 identifying any gaps in the information/ data and what it can tell you

Data or information	When and how was it collected?	Where is it from?	What does it tell you? You need to consider all six equality strands where you can	Gaps in information
Customer feedback and complaints	Number of feedback forms and evaluations from users	Service Users	No evidence of dissatisfaction	Data not
Consultation and community involvement	None – data not available			I Insufficient staff time to take full community involvement
Performance information including Best Value	2 CSA Inspections in 2004 & 2006		Good Outcomes	None identified
Data or information	When and how was it collected?	Where is it from?	What does it tell you? You need to consider all six equality strands where you can	Gaps in information

Take up and usage data	Regular monitoring	Data collected by team manager	No evidence that problems have not been addressed. No material in minority languages	Insufficient staff capacity to have detailed evaluation
Comparative information or data where no local information	PAF indicators & nationally recognised data collection		Very good performance.	None for adoption support services
Census, national or regional statistics	No – see above for information			
Access audits or assessments such as DDA assessments	None formally undertaken		Building has good access for training facilities. No hearing loop	
Data or information	When and how was it collected?	Where is it from?	What does it tell you? You need to consider all six equality strands where you can	Gaps in information
Workforce profile	Regularly noted	Personnel	Percentage of BME workers reflects local population. Cannot provide staff with local BME languages	None

Where service delivered under procurement arrangements – workforce profile for deliverers	Will look at Inspection Reports from other agencies when used		Gives all relevant information – nationally recognised system	
Monitoring and scrutiny outcomes	External inspections. In 2006 Overview and Scrutiny Commission reviewed all Looked After Children Services		Good findings	

Analysing the information and data and setting equality objectives and targets

Please give your detailed findings in this table

Service or function	Policy or practice	Findings	Which groups are affected and how	Whose needs are not being met and how?
Recruitment Material	Some material has been amended	Now emphasise our capacity to respond to a range of disabilities	Hearing impaired	None
	Recruitment material not in minority language		Adopters who are not competent in English Language	Children who may need to maintain their language of birth. Very few in reality
Data Collection. Information Technology Support	All management Information	Service poorly equipped to collect detailed data or to monitor or evaluate impacts	Across all groups	Needs are probably being met but it is difficult to evidence
Service or function	Policy or practice	Findings	Which groups are affected and how	Whose needs are not being met and how?

Website Access	All website material has been reviewed	Needs updating for easier access. Material needs to be updated	Those who are not computer literate or who cannot use English to a competent level	Non English users. Computer illiterate
		Users from BME Community disadvantaged		
Adoption Support – groups of service users	Support groups use is expanding for children. Adopters take up static.	No evidence of disadvantage. Range of children attend.	No evidence available	Not clear – needs further investigation and increased capacity
	No groups currently provided for adopted adults or birth relatives	Not clear whether negative impact on adults		

Objectives - process, impact or outcome based

Please give your proposed objectives/ targets in this table

Objective/Target:	Review all recruitment material against equalities strands including website access
Specific	Has been done by this process
Measurable	Material adjusted
Achievable	Done within service
Relevant	Will enhance access for all groups
Timed	Will be reviewed annually

Objective/Target:	Data profiles and management information
Specific	Needs increased capacity
Measurable	Clear that not available at present
Achievable	Needs corporate and departmental support
Relevant	Will improve ability to evaluate in the future
Timed	By April 2008

Objective/Target:	Enable information to be accessed in minority languages
Specific	Yes
Measurable	None at present
Achievable	Will need support of corporate services
Relevant	Will expand ability to place children appropriately
Timed	Bid for finance April 2008

Monitoring and reviewing - incorporating into performance management

Please summarise your objectives and targets in this table with your proposed monitoring and reporting arrangements

Objective	Planned action	Target performance			Responsible lead officer	Reporting cycle, for example, quarterly
		2005/6	2006/7	2007/8		