### Enfield Council – Retrospective Equality Impact Assessment / Analysis

<table>
<thead>
<tr>
<th>Department:</th>
<th>Schools and Children</th>
<th>Service:</th>
<th>CAMHS &amp; EPS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Authors:</td>
<td>Suzy Francis/Rita McGrath/Rachel Friend</td>
<td>Date completed:</td>
<td>May 2016</td>
</tr>
<tr>
<td>Contact name:</td>
<td>Suzy Francis</td>
<td>Contact phone number:</td>
<td>020 8379 2201</td>
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#### About the service

1. **Brief description of the service covered by this assessment.**

   **Enfield Educational Psychology Service (EPS)** is a specialist service and applies psychology, usually in the educational context. The EPS focus is on supporting the development of learning, social emotional and mental health, physical or sensory needs to help overcome barriers to learning. The EPS is funded by Enfield Council to provide psychological services specifically to support the delivery of its statutory responsibilities and core priority areas for children and young people aged 0-25 years. Schools and other settings are able to purchase additional time from the EPS to embed psychology within the school system in line with the graduated approach to supporting children with SEN/D. The full range of services available to purchase and costs is detailed in the Traded Services Brochure.

   **Enfield CAMHS** provides the specialist child and adolescent mental health service for children and young people with severe and enduring emotional or behavioural difficulties.

2. **Please list the main partners, council departments, organisations and service user or target groups for this service.**

   - Children and young people
   - Parents
   - Carers
   - Schools
   - Early Years Settings/Children’s Centres
   - Barnet, Enfield and Haringey Mental Health Trust (CAMHS)
   - Other Health Services provided by Barnet, Enfield and Haringey Mental Health Trust, e.g. Speech and Language Services, Child Development Team, Health Visiting.
3. If the service is provided by another organisation or agency please give their names and how you ensure they comply with the Council’s Equal Opportunities and Valuing Diversity policy

N/A

4. Please list any performance objectives / targets relating to equality that your service has / uses.

We are a targeted/specialist service that responds to requests/referrals and as such do not have any performance objectives / targets relating to equality.

**Equalities data collection and monitoring**

5. Does your service collect data from service users/applicants for equalities monitoring purposes? YES
If YES please detail below how and when this data is collected and where it is stored e.g. *equalities data is collected at application stage and entered into the SAP database.*

EPS - Equalities data is collected at the stage of receiving Requests for EP Involvement and entered into the CGS database.

CAMHS – collect equalities data at the point when we have a first appointment when families are asked to return a form that they had been sent in advance. It is then loaded onto our Rio database.

6. Does your service carry out equalities monitoring to review the take up / accessibility of your service? YES
If YES please detail which aspects of your service are monitored and how frequently, then proceed to Q8. If NO please complete Q7.
7. If your service does NOT monitor equalities, please detail how you comply with the Council’s Equal Opportunities and Valuing Diversity policy and how you achieve the council’s aim of ‘Fairness for all’ - serving the whole borough fairly and tackle inequality

8. Monitoring information:
Indicate YES, NO or NA (Not Applicable) for each characteristic

<table>
<thead>
<tr>
<th></th>
<th>Disability</th>
<th>Gender</th>
<th>Age</th>
<th>Race</th>
<th>Religion &amp; Belief</th>
<th>Sexual Orientation</th>
<th>Gender reassignment</th>
<th>Pregnancy &amp; Maternity</th>
<th>Marriage &amp; Civil Partnerships</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does monitoring enable you to profile service users / applicants by the following characteristics?*</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>N</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Does monitoring enable you to profile the satisfaction of service users by the following characteristics?*</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>N</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Does a comparison against baseline demographic data show that service users are representative of the local population in relation to the following characteristics?</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>n</td>
<td>N</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Does monitoring show that there are any under-represented groups within the following characteristics?</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
</tbody>
</table>

* If you do not include all protected characteristics in your equalities monitoring please explain why below:
9. **Protected characteristics equalities impact:**

Please indicate **YES**, **NO** or **NA** (Not Applicable) for each characteristic

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<th>Marriage &amp; Civil Partnerships</th>
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<tbody>
<tr>
<td>Do satisfaction levels identify any concerns arising from vulnerable groups within the following characteristics?</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Does your evidence show an adverse impact on any group/s within the following characteristics?</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Are there known or potential barriers to participation for any group/s within the following characteristics?</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
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**IF YES PLEASE LIST THE ACTIONS YOU ARE TAKING/WILL TAKE TO MITIGATE ADVERSE IMPACTS / BARRIERS / CONCERNS IN THE ACTION PLAN AT THE END OF THIS ASSESSMENT.**

10. **Could the service or policy discriminate, directly or indirectly, according to the accompanying definitions?**  **NO**

    If **YES**, please set out how it is justifiable under legislation in the box below.

    N/A

11. **Could the service or policy have an adverse impact on relations between different groups / community cohesion?**

    If **YES**, describe below and add any actions to mitigate this impact in your action plan.

    **No**

12. **Have you received any complaints about your service in respect of equality issues?**  **NO**

    If **YES**, please give a brief description and what action has been taken as a result.

    N/A
13. How does the service contribute to eliminating discrimination, advancing equality of opportunity and fostering good relations between different groups in the community?

CAMHS & EPS employs bilingual members of staff. The T & I service and are trained in using Translators when consulting with communities whose first language is not English. Recruitment and selection process requires applicants to have knowledge of the demographics of Enfield and of equal opportunities issues. Until recently CAMHS & EPS had a New Communities Therapeutic Team which focussed on providing support for new communities in Enfield. This work has left a legacy within the CAMHS & EPS team and innovative work in this area continues to be offered.

14. Please give specific examples of success / best practice your service can evidence in terms of ‘narrowing’ the gap through improved outcomes / reduced inequality for service users

The service is open to ALL regardless of equality characteristics.

15. Does your service or policy provide financial support for the protected groups?  NO

If YES, please list below and the value of the financial support.

NO

16. Socio-economic equalities impact:
Indicate YES, NO or NA (Not Applicable) for each characteristic

<table>
<thead>
<tr>
<th></th>
<th>Communities living in deprived wards/areas</th>
<th>People in low academic qualifications</th>
<th>People in poor health</th>
<th>People on low incomes</th>
<th>People in poor housing</th>
<th>People not in employment</th>
<th>Any other socio-economic factor:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does the service or policy specifically impact on people / communities disadvantaged through the following socio-economic factors?</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Does the service / policy contribute to promoting equality of opportunity for the following groups?</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
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17. If YES answered above – please describe the impact (including any positive impact on social economic inequality) and any mitigation if applicable
### Consultation and engagement

18. **Please list any recent consultation activity on your service, any specific equalities groups that were targeted, how the results have been publicised and what action has been taken in response to the results. (Please state the source of data)**
   (If more information is needed to understand the views of disadvantaged groups please add this to your action plan)

- In the relaunch of the EPS all Head Teachers, SENCOs and partners have been fully consulted.
- Initial discussions have taken place and a meeting has been scheduled to meet with the Our Voice parents group to seek consultation and user feedback on the EPS for children with SEND and discuss the CAMHS transformation.
- CAMHS Participation Groups with young people and parents are established.
- Views of young people with SEND are currently being accessed through a participation project. Interviews are being filmed and will be publicised on the Local Offer.
- A young person with SEND was included in the recruitment & selection of EPs in May 2016.

### Staff training and development

19. **Please set out below the staff training undertaken on equalities.**
   If there is a need for additional staff training please detail this in your action plan.

   None undertaken this year

### Review and publicity

20. **Please set out in your action plan when you will review this assessment and how it will be publicised**
   (Note: all EQIAs sent to the Performance Management Team are published on the Council’s website)

   Staff will be made aware through staff meetings and the EQIA will be reviewed on annual basis alongside the service plan.
### Enfield Council – Retrospective Equality Impact Assessment / Analysis

### Action plan template for existing services

**Name of service/policy:** CAMHS & EPS

**Team:** Education

**Department:** SCS

**Service manager:** Suzy Francis

<table>
<thead>
<tr>
<th>Identified Issue</th>
<th>Action Required</th>
<th>Lead Officer</th>
<th>Timescale/By When</th>
<th>Costs</th>
<th>Review Date/Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Publicity of this assessment and when it will be reviewed</td>
<td>EQIA needs to be published on the web site</td>
<td>LA</td>
<td>Immediately once the plan is signed off</td>
<td>Nil</td>
<td></td>
</tr>
<tr>
<td>To review the EQIA and its action plan in 12 months’ time</td>
<td>Ensure review takes place informed by the reviews undertaken above.</td>
<td>Suzy Francis</td>
<td>Annually</td>
<td>Time</td>
<td></td>
</tr>
</tbody>
</table>

Please insert additional rows if needed

**Date to be reviewed:** ..................................

**APPROVAL BY THE RELEVANT ASSISTANT DIRECTOR - NAME:** Jenny Tosh

**SIGNATURE:** Approved by email