

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

<p><b>Please briefly describe the service</b></p>	<p><b>Sensory Processing Disorder – Specialist Assessment &amp; Support Pilot</b></p> <p>The service will provide information and advice, workforce development and specialist assessments and support planning for children and young people with complex sensory processing difficulties</p>
<p><b>Name &amp; roles of person / people completing the EIA:</b></p>	<p>Mike Foers, Commissioning Manager Colin Hurst, Engagement Manager</p>
<p><b>Date of assessment:</b></p>	<p>August 2018</p>
<p><b>Who will be affected by this service / who will be the key beneficiaries?</b></p>	<p>Children &amp; Young People with sensory processing difficulties. Parents and carers (including care givers in other settings such as schools)</p>
<p>What <b>data sources</b> 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.)</p>	<p><a href="http://www.hullpublichealth.org/assets/JSNASummary_February2016.pdf">http://www.hullpublichealth.org/assets/JSNASummary_February2016.pdf</a></p> <p><a href="http://www.hullpublichealth.org/assets/HullJSNAToolkit6MHandLD.pdf#page=30">http://www.hullpublichealth.org/assets/HullJSNAToolkit6MHandLD.pdf#page=30</a></p> <p><a href="#"><u>Hull Joint Needs Assessment (JNA) 2017</u></a></p> <p><a href="#"><u>JSNA Children and Young People with Special Educational Needs</u></a></p>

August 2018

**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**

The pilot will see Children and Young People with complex sensory processing difficulties. The exact number of people affected by the disorder is unknown within the city and will include people with others conditions in receipt of other services (e.g. Autism, ADHD, Learning 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%.

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 BME children are recorded as having special educational needs (SEN)

	Services commissioned by NHS Hull CCG under these policies will be available and accessible to all regardless of race. Where required, interpreting and translation services will be available to service users whose first language is not English.
<b>Disability</b>	The local Health & Lifestyle Survey 20011-12 suggests that 28.9% of the population of Hull have an illness or which limits daily activities.
<b>Gender / Sex</b>	012 estimates. Hull; male population 134,722 female population 131,644
<b>Gender reassignment</b>	Currently there is no information on this protected characteristic
<b>Sexual orientation</b>	There are no statistics for how many LGBT people live within Hull. However, Government estimates are 5% of the national population are LGBT.
<b>Religion or belief</b>	Hull (IAS) 2001 Census shows that 71.4% of population is Christian.
<b>Age</b>	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.
<b>Pregnancy and maternity</b>	Not applicable
<b>Marriage or civil partnership</b>	Not applicable
<b>Any other relevant groups</b> (e.g. carers, veterans, asylum seekers and refugees, socio-economic disadvantage)	Parents and Carers
<b>How has engagement informed your service specification?</b>	Engagement with Hull Parents Forum members, to understand the need to establish a pilot service to understand demand and needs
<b>How has engagement reached out to groups representing a diverse range of protected characteristics?</b>	No specific engagement has targeted protected characteristics. The engagement was aimed at people who are likely to use the service or have experience sensory processing. No discrimination on other protected

	characteristics for people that engaged with the focus groups.
<b>What has been put in place to ensure the accessibility and acceptability of the service design?</b>	<p>Any supporting materials will be developed in plain English, where appropriate easy read, large print, braille, translation.</p> <p>Data about ethnicity / nationality &amp; 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 procurement process and in pilot monitoring &amp; evaluation)</p> <p>Data about ethnicity / nationality &amp; 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 procurement process and in pilot monitoring &amp; evaluation)</p> <p>Diversity &amp; inclusion training for practitioners will be part of mandatory training profile. Action: Monitor effectiveness of this in the pilot project, 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 pilot</p>
<b>How does service design reflect the insight gained through engagement (of different population groups)?</b>	Focus groups have co-produced the service pathway, workforce development requirements, and parents/carers supportive training and tools and resources.
<b>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)?</b>	As above
<b>How will you feedback to the groups you have engaged about service design?</b>	Further focus group with parents/carers to ensure pilot service is evaluated.

## Follow up actions

Action required	By whom?	By when?
Ensure ethnicity / nationality & gender data is collected and reported as part of the pilot	Mike Foers	February 2019
Analyse above data to evaluation any differential quality of outcomes for different groups	Mike Foers	March 2020
Build in feedback to equality & inclusion training to highlight any additional training needs specific to the service & protected characteristic groups	Mike Foers	March 2020

## Signoff

<b>Signed off by:</b>	Amanda Heenan on behalf of Mike Napier.	<b>Date:</b>	04.09.18
<b>Name &amp; Role</b>	 		