

Short Breaks Commissioning Strategy

Evidence based equality analysis

Main aims, purpose and outcomes and how does it fit in with the wider aims of the organisation:

Short Breaks are services that can help families with a disabled child. They give disabled children the chance to have time away from their families, make new friends and have fun. They give parents a break from caring for their child; give parents the chance to spend time with their other children; and are designed to meet different levels of need. Short breaks must include, as appropriate, a range of:

- Day-time care in the homes of disabled children or elsewhere,
- Overnight care in the homes of disabled children or elsewhere,
- Educational or leisure activities for disabled children outside their homes and,
- Services available to assist carers in the evenings, at weekends and during school holidays.

The West Cheshire Continuum of Need sets out how to access early support; the thresholds for single and multi-agency interventions at all levels; and when to consider a referral for a social care led 'single assessment'. The Continuum of Need supports practitioners to make sure children and young people are helped to access the right Short Breaks which will support their families and have regard to the needs of those carers who would be unable to continue to provide care unless breaks from caring were given to them; and have regard to the needs of those carers who would be able to provide care more effectively if breaks from caring were given to them to allow them to:

- Undertake education, training or any regular leisure activity,
- Meet the needs of other children in the family more effectively, or carry out day to day tasks which they must perform in order to run their household.

The Short Breaks Statement identifies what services are available for children, young people and their families within our borough. The statement breaks down the service offer as follows:

Universal Services – Core Offer

Disabled children in Cheshire West and Chester should be able to access community based short break services, such as preschool play groups, out of school clubs, holiday activities, and sports.

Cheshire West and Chester promotes awareness raising and training for providers of community-based services. We are training people who work in nurseries, play groups and youth clubs, so that they are able to work with disabled children.

Targeted Services – Core Offer

We know that not all disabled children will be able to attend universal group based activities, so we have commissioned a range of specialist groups. Details of these groups and the activities they provide can be found on the Local Offer.

For more information about activities for all children please look on the local offer

<https://livewell.cheshirewestandchester.gov.uk/> or contact The Information, Advice and Support Service on 0300 123 7001. There will be a charge for some of these activities.

Complex/Specialist Services –Not Core Offer

There are children who need a high level of support and care during the day and possibly overnight. Their child's disability may be having a big impact on the carers and family and they could at times find themselves under stress.

Lead officer: Angela Lewis, Commissioning Manager; reporting into Hayley Doyle

Stakeholders: Parents and carers, children and young people, young carers, Social Workers, Family Intervention Workers, Short Breaks providers, Elected Members, universal service providers, schools, including special schools, transport service, Information Advice and Support Services, Adults Social Care, Clinical Commissioning Groups, CWAC Targeted Youth Service, before/after school and holiday provision

Equality analysis is a valuable tool to help embed equality into everything we do

While process is important, equality analysis is essentially about outcomes

Lack of evidence of discrimination is not evidence of a lack of discrimination

It is not acceptable to say that a policy is applied uniformly to all groups and is therefore fair and equal. Applying a policy or procedure consistently may result in differential outcomes for different groups.

For each of the areas below, an assessment needs to be made on whether the policy has a positive, negative or neutral impact, and brief details of why this decision was made and notes of any mitigation should be included. Where the impact is negative, this needs to be given a high, medium or low assessment. It is important to rate the impact of the policy based on the current situation (i.e. disregarding any actions planned to be carried out in future).

High impact – a significant potential impact, risk of exposure, history of complaints, no mitigating measures in place etc.

Medium impact – some potential impact exists, some mitigating measures are in place, poor evidence

Low impact – almost no relevancy to the process, e.g. an area that is very much legislation led and where the Council has very little discretion

Target group / area	Neutral	Positive	Negative
Race and ethnicity (including Gypsies and Travellers; migrant workers, asylum seekers etc.)	Parents, carers, children and young people are able to access the short breaks service regardless of their race. Race and ethnicity will be monitored within the contract to ensure services are targeted appropriately, literature is translated and additional languages are not a barrier to accessing services.		
Disability	The Short Breaks Commissioning Strategy is aimed at ensuring the	During tender evaluation providers will be required to	

<p>(as defined by the Equality Act - a person has a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities)</p>	<p>most appropriate short breaks are available for children and young people with SEND. The strategy focusses on ensuring that children can access universal services and providers and families are supported to do this to ensuring universal services can adhere to the Equality Act 2010 and children can access services with their peers in their own community</p>	<p>demonstrate how their Equality and Diversity policy is embedded in their service delivery. There will be a robust performance monitoring framework in place to effectively monitor the quality of care to service users.</p> <p>Parents will have the choice of where their child accesses short breaks after school. Very often this is limited due to the location of Special Schools and the need for children to access home to school transport. If there are more special schools/mainstream schools offering short breaks children can be transported from their school to their local special school/mainstream school to access their short break after school. This will reduce costs of transport, support climate change and enable children to meet with their peers from their local community.</p> <p>The consultation includes the proposed improvements to the Creative Breaks Service to ensure the service is fair;</p>	<p>The proposed improvements of the Creative Breaks service may negatively impact on some families.</p>
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		<p>equitable; can be delivered with the resources available and is in line with the key principles of the Short Breaks Commissioning Strategy. Proposed improvements have been co-produced with the Parent Carer Forum.</p> <p>Proposed improvements 2 to the service include - reduce the amount of funding available for each child on an annual basis. This will allow more eligible children to access funding to pay for their short breaks.</p> <p>Proposed improvements 3 -The service the child receives funded by Creative Breaks would also need to allow the parent a break from their caring role. This proposal enables CWAC to meet its duty to provide short breaks, which includes: <i>They give parents a break from caring for their child; give parents the chance to spend time with their other children; and are designed to meet different levels of need.</i></p>	<p>Proposed improvements to the service include to reduce the amount of funding available for each child on an annual basis. This will allow more eligible children to access funding to pay for their short breaks</p> <p>If the outcome of the consultation is that the above proposed improvement becomes a recommendation it is proposed that an annual amount will be agreed with the Parent Carer Forum. The amount will be one which they consider to be a fair amount and will be reviewed every three years.</p> <p>If this is an outcome of the improvements, families will be supported through a transitional change.</p> <p>A second proposed outcome - Funding from Creative Breaks could</p>
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			<p>only be used to cover the additional costs of providing support to enable a child to access an activity, rather than covering the whole cost of the activity. For example, parents would pay for the sessions such as Cubs and Creative Breaks funding would pay for any additional costs which support the child to attend session.</p> <p>This will financially impact on parents who are already in receipt of the service. If this is an outcome of the improvements, families will be supported through a transitional change.</p>
Sex	There will be no change from the current contract in relation to gender as all providers will be required to operate within the guidance of The Equality Act 2010 which provides the legislative framework, guidelines for assessments and specifies that all	The SEND JSNA states that twice as many boys as girls have a SEND following the national trend. Therefore it is important for services to acknowledge but ensure that they are appealing for either boys or girls.	While the council ensures commissioned services have, and will continue, to provide staff who fully represent different genders, including personal assistants and carers to

	assessments should be specific to the individual.		those who request this, it cannot always be guaranteed. This situation will be monitored at Contract Review.
Gender identity (gender reassignment)	There will be no change from the current contract in relation to Gender Identity as all providers will be required to operate within the guidance of The Equality Act 2010 which provides the legislative framework, guidelines for assessments and specifies that all assessments should be specific to the individual.	Providers will be encouraged to signpost children and young people to The Proud Trust for any additional support and have an awareness of the gender identity of parents and carers.	
Religion and belief	There will be no change from the current contract in relation to religion and belief as all providers will be required to operate within the guidance of The Equality Act 2010 which provides the legislative framework, guidelines for assessments and specifies that all assessments should be specific to the individual.		
Sexual orientation (including heterosexual, lesbian, gay, bisexual)	There will be no change from the current contract in relation to sexual orientation as all providers will be required to operate within the guidance of The Equality Act 2010 which provides the legislative framework, guidelines for	Providers will be encouraged to signpost children and young people to The Proud Trust for any additional support.	

	assessments and specifies that all assessments should be specific to individual.		
Age (children and young people aged 0 – 24, adults aged 25 – 50, younger older people aged 51 – 75/80; older people 81+. The age categories are for illustration only as overriding consideration should be given to needs)	The strategy will aim to provide commissioned services for children and young people aged 0 - 18	Commissioned services will be designed to be more aligned with adult services to ensure at the point of transition to adults service there is no negative impact or significant reduction of services	
Carers	The Short Breaks Commissioning Strategy is there to support parents and carers to receive a break from their caring responsibilities.	<p>The consultation will focus on how the needs of carers can be addressed within the home i.e. home-based short breaks which allows carers to access social time whilst their child is supported in the home, activity based breaks at weekends which last longer than a couple of hours which allows a meaningful break or overnight breaks.</p> <p>The changes in the new commissioned service will ensure that service users receive high quality short breaks which will prevent escalation to</p>	Depending on the outcome of the co-production of improvements to the Creative Breaks Service there may be a negative impact on some families if eligibility criteria/financial limits change etc and they are no longer eligible to access the service/same level of service. If this is an outcome of the improvements, families will be supported

		<p>statutory services. Short Breaks will be responsive to family's needs and support step up and step down on the continuum of need.</p> <p>Parents will have the choice of where their child accesses short breaks after school. Very often this is limited due to the location of Special Schools and the need for children to access home to school transport. If there are more special schools/mainstream schools offering short breaks children can be transported from their school to their local special school/mainstream school to access their short break after school. This will reduce costs of transport, support climate change and enable children to meet with their peers from their local community.</p> <p>There is a need to make improvements to the Creative Breaks service as the existing service is not equitable or fair. There is a waiting list of approximately 60 children. Improvements have been co-</p>	<p>through a transitional change.</p>
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		<p>produced with representatives of the Parent Carer Forum and included in the Short Breaks Commissioning Strategy consultation process. All Parents whose children are eligible for the service will be contacted directly and notified how they can access the consultation.</p> <p>The development of the service specifications for Short Breaks will be co-produced with parents and carers as well as children and young people.</p> <p>The Consultation Plan includes seeking the views of young carers as part of the consultation process.</p>	
<p>Rural communities</p>		<p>Currently Complex/Specialist services are procured on an ad hoc basis as the need arises. This means that we are not maximising our buying power with providers which leads at times to insufficient and inconsistent capacity in the market to support families in times of crisis. This can also lead to a lack of resources to support families in more rural</p>	

		<p>areas due to time spent travelling etc.</p> <p>The Short Breaks Commissioning Strategy will outline CWAC's intentions and offer providers volume of delivery within a community to get the best out of services. Services will be able to flex to meet the needs of the families. This will enable delivery to change as the needs of families change and retain a level of responsiveness. Services need to be creative and be person or family centred to minimise the impact that care at home may have on the whole family life.</p>	
Areas of deprivation	There will be a requirement for Short Breaks services to be delivered across the borough	<p>As stated in the SEND JSNA there are 12 wards with a significantly higher percentage of pupils with SEND residing there than the CW&C average. They are:</p> <ul style="list-style-type: none"> • Blacon Ward • Central & Grange Ward • Lache Ward • Neston Ward • Netherpool Ward • Northwich Witton Ward • Sutton Villages Ward 	

		<ul style="list-style-type: none"> • Westminster Ward • Winsford Over & Verdin Ward • Winsford Swanlow Ward • Winsford Wharton Ward • Wolverham Ward <p>(Based on 2019 ward boundaries)</p> <p>Short Breaks Services will be focussed predominantly in these areas of need however other areas will be targeted.</p> <p>The Short Breaks Commissioning Strategy will also focus on supporting the inclusion of children and young people with SEND into universal services within their own community where this is appropriate</p>	
Human rights	The Human Rights Act 1998 underpins all of our practice when working with families. Due regard should be given to sharing information and consideration given to the impact of all our actions and interventions on individual Human Rights.		
Health and wellbeing (consider both the wider determinants of health such as education, housing,	Short Breaks have a positive impact on the wellbeing of carers enabling them to provide care for their disabled child more effectively. Breaks from caring enable carers to:	The Short Breaks Commissioning Strategy will require providers to be creative and be person or family centred to minimise the impact that care at home may have on the whole	

employment, environment, crime and transport, as well as the possible impacts on lifestyles and the effect there may be on health and care services)	i. undertake education, training or any regular leisure activity, ii. meet the needs of other children in the family more effectively, or iii. carry out day to day tasks which they must perform in order to run their household.	family life and enable them to remain independent in their home and within their local communities. This is important to people's mental wellbeing and sense of value/role within the community. The strategy will provide more emphasis on the break for the carer than current contracts.	
Procurement/partnership (if project due to be carried out by contractors/partners etc, identify steps taken to ensure equality compliance)	The recommissioning will comply with corporate procurement guidance and processes which includes guidance on equality compliance.	The recommissioning of services is an opportunity to develop a robust performance management framework which requires providers to evidence how they will embed practice which is equality compliant. Parents and carers will be included within the co-production of services, procurement and evaluation process.	

Evidence:

Short Breaks Commissioning Strategy 2020-2024

Action plan:

Actions required	Key activity	Priority	Outcomes required	Officer responsible	Review date
Develop the Creative	Ensure the consultation for the Short Breaks	H	Creative Breaks service is fair, equitable, in line with the	Angela Lewis	March 2020

Breaks Service to ensure it is fair, equitable, can respond to the key priorities with the Strategy and can be delivered within the resources available	Commissioning Strategy provides parents/carers and key stakeholders to share their views regarding proposed improvements to the Creative Breaks service. Recommendations from the consultation provide Cabinet members with the opportunity to agree improvements to the service.		key principles of the Short Breaks Commissioning Strategy and can be delivered within existing resources		
Consultation Plan	Develop Consultation Plan which clearly outlines who will be consulted with and how.	M	Ensure a variety of options are available for stakeholders to respond to the consultation	Angela Lewis	Oct 2020

Sign off	
Lead officer:	Hayley Doyle
Approved by Tier 4 Manager:	Hayley Doyle
Moderation and/or Scrutiny	
Date: 6 February 2020 People Directorate Equality Group	
Date analysis to be reviewed based on rating (high impact – review in one year, medium impact - review in two years, low impact in three years)	