

## Equality (Impact) Assessment Form



<b>Organisation or Department</b>	<b>WLCT</b>
<b>Service Area / Section</b>	Strategic Development Unit

Section	Date Started	Reviewing officers:	Name (alphabetic order)	Job Title	Date Completed
<b>Part A</b>		<b>Lead officer(s)</b>			
		<b>Others on the review team</b>			
<b>Part B</b>		<b>Lead officer(s)</b>			
		<b>Others on the review team</b>			
<b>Part C</b>		<b>Lead officer(s)</b>			
		<b>Others on the review team</b>			
<b>Part D</b>		<b>Lead officer(s)</b>			
		<b>Others on the review team</b>			
<b>Part E</b>		<b>Lead officer(s)</b>			
		<b>Others on the review team</b>			

## Equality (Impact) Assessment Form



### Part A: Assessing Relevance and Prioritising Areas

List functions and policies	For which of the following parts of the general duty, in the areas of gender, disability and race does it apply?			Are there other groups that need to be considered Age, class, faith, sexuality	Priority 1, 2 and 3 = high Any 2 = medium Any 1 = low
	Disability	Gender	Race		
Services to Education	1, 2, 3	1, 2, 3	1, 2, 3	Faith	High
Services to Clubs	1, 2, 3	1, 2, 3	1, 2, 3	Age, Faith, Class	High
Coach Development	1, 2, 3	1, 2, 3	1, 2, 3	Age, Sexuality	High
Performance and Talent Identification	1, 2, 3	1, 2, 3	1, 2, 3	Class	High
Services to Communities	1, 2, 3	1, 2, 3	1, 2, 3	Class, Faith	High
Services to Health	1, 2, 3	1, 2, 3	1, 2, 3	Age	High
Business Reputation	1, 2, 3	1, 2, 3	1, 2, 3	Class	High
Services to Children and Young People with Disabilities	1, 2, 3	1, 2, 3	1, 2, 3	All	High
Services to Facilities	1, 2, 3	1, 2, 3	1, 2, 3	Faith	High
Volunteer Development	1, 2, 3	1, 2, 3	1, 2, 3	Age	High
Management & Strategic Development	1, 2	1, 2	1, 2		Medium

## Equality (Impact) Assessment Form



Raise the profile of the Cultural Olympiad	1,2,3	1,2,3,	1,2,3	Age,faith,class	High
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Go to part B

## Equality (Impact) Assessment Form



### Part B: Assessment of services and policies

#### How is your service organised?

<p>1. Purpose of the service</p>	<ul style="list-style-type: none"> <li>• To actively support the Trusts vision 'Getting Wigan Active' by;             <ul style="list-style-type: none"> <li>- Increasing and promoting lifelong participation in sports and physical activity for young people</li> <li>- Employing a team of coaches to support schools in achieving the physical activity strand of the Healthy Schools Target</li> <li>- Using and promoting sport as a tool to provide diversionary activities in Communities thereby reducing anti-social behaviour</li> <li>- Working in partnership with the Voluntary sector to create a strong and sustainable infrastructure that allows young people to reach their full potential in sport</li> <li>- Providing a 'Get Active' holiday programme for young people to remain active during school holidays.</li> <li>- To ensure Wigan Sports Development remains one of the strongest teams in the North West by continuously striving for improved performance and benchmarking against other LA's.</li> <li>- To provide a wide range of educational opportunities for aspiring or established sports coach to ensure sports coach remains and develops at a high standard</li> </ul> </li> </ul>	
<p>2. List policies included in this assessment</p>	<ul style="list-style-type: none"> <li>- SHAPE</li> <li>- Team Delivery Plan</li> <li>- Team Plan</li> <li>- Marketing Plan</li> <li>- Coach Development Strategy</li> <li>- Community Development Strategy</li> <li>- 'Get Active, Get Volunteering' Strategy</li> <li>- School Development Strategy</li> <li>- Sports Specific Development Plans</li> <li>- PEPASS Strategy</li> </ul>	<ul style="list-style-type: none"> <li>- Ensure all policies/plans include links to equality/diversity</li> </ul>
<p>3. Please list your stakeholders and customers</p>	<ul style="list-style-type: none"> <li>- Wigan Council</li> <li>- Wigan Borough Community</li> <li>- Voluntary Sectors</li> <li>- Community Safety Partnership</li> <li>- National Sport &amp; Health Bodies/Organisations</li> </ul>	

## Equality (Impact) Assessment Form



	<ul style="list-style-type: none"> <li>- Neighbouring Local Authorities</li> <li>- Educational Institutions</li> <li>- Other Professional Bodies</li> <li>- CYPS</li> <li>- PCT</li> <li>- National Governing Bodies</li> </ul>	
<p>4. Considering the type of service you provide and who your customers are, please outline how your service intends to communicate with different groups of people e.g. pictorial representations , tapes etc. Please ensure that priority is given to making services accessible rather than making information about services accessible.</p> <p>You should consider issues such as literacy, language and</p>	<ul style="list-style-type: none"> <li>- Local/Regional press releases</li> <li>- Updates through the Wigan Borough Sports Council website – <a href="http://www.wbsc.org">www.wbsc.org</a></li> <li>- Mail-shots to SDU database</li> <li>- Emails sent out through relevant networks</li> <li>- Advertisement through flyers/posters</li> <li>- Presentations/talks given at meetings</li> <li>- Practical demonstrations</li> <li>- Organised events</li> <li>- Consultation processes – qualitative/quantitative</li> <li>- SDU Calendar</li> <li>- Quarterly Newsletter</li> <li>- Project Reports</li> <li>- SDU DVD</li> <li>- WLCT website – SDU page</li> <li>- GreaterSport Website</li> </ul>	<ul style="list-style-type: none"> <li>- Consider options centred around accessibility issues i.e. literacy/language etc.</li> <li>- Look to explore additional forms of communicating the service</li> </ul>

## Equality (Impact) Assessment Form



disability. Please refer to the Council's guidance on Plain English, Corporate standards and the Council's Translation and interpretation policy.		
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### Part B: Assessment of services and policies

#### Working in partnership working, procurement and commissioning

5.	Please list any aspects of your functions or policies that are delivered externally or with external partners	<ul style="list-style-type: none"> <li>- All areas of service functions are delivered in conjunction with external partners</li> </ul>	
6.	Has the procurement equality procedure been followed in each case?		
7.	Please list any aspects of your functions or policies that are provided under contract for external	<ul style="list-style-type: none"> <li>• Service Level Agreements in place with functions provided under contract</li> <li>• External funding arrangements – Conditions of Grant</li> </ul> <p>These exist currently within the following service areas:</p> <ul style="list-style-type: none"> <li>- Services to Education</li> <li>- Services to Communities</li> </ul>	

## Equality (Impact) Assessment Form



	organisations or partners	<ul style="list-style-type: none"> <li>- Services to Health</li> <li>- Coach Development</li> <li>- Volunteer Development</li> <li>- Services to Children and Young People with Disabilities</li> <li>- Raise the Profile of the Cultural Olympiad</li> </ul>
8.	Are you aware of the other organisations/ partner's Procurement Equality Policy and how this differs from our own policy?	
9.	Has the procurement equality procedure been followed for items your service procures?	

**Part B: Assessment of services and policies**

## Equality (Impact) Assessment Form



### Evidence to show whether the service is provided and accessed fairly

	Answer and evidence to show this	Action Points
<p>10. Please list all the information gathered that might help you decide whether or not the service is being applied fairly to all social identity groups</p> <p>If you do not have sufficient data or are not confident making decisions using the existing data please see the Equality Monitoring Guidance</p>	<p>Statistics and other relevant information to be broken down for social identity groups across service areas, as in:</p> <ul style="list-style-type: none"> <li>• Quarterly reporting on SDU Team Plan</li> <li>• Unit reporting on SHAPE Targets</li> <li>• Quarterly assessment of SDU Improvement Plan</li> <li>• SDU Annual Report</li> <li>• Other service area/project reports</li> </ul> <p>Additionally:</p> <ul style="list-style-type: none"> <li>• Assessment of sections as set out in the SDU Team Plan</li> <li>• Consultation processes carried out in relation to the service and policies</li> </ul>	

### Part B: Assessment of services and policies

## Equality (Impact) Assessment Form



### Is your service provided and accessed fairly?

Consider each equality group in turn and state which aspects of your work:

- Affect some groups differently, state how and why
- Promote equality and address unmet need
- Contribute to inequality
- Encouraging participation, and positive attitudes and relations between groups

		Answer and evidence to show this	Action Points
11. Age	Affect some groups differently	<ul style="list-style-type: none"> <li>- Schools Coaching Programme is accessible to young people aged 5-16 (up to 19 for young people with disabilities)</li> <li>- Community Coaching Programme is accessible to young people aged 8-16 (up to 19 for young people with disabilities)</li> <li>- Volunteering Programme is accessible to people aged 14 and upwards</li> <li>- Coach Education Programme is accessible to people aged 14 and upwards</li> <li>- Health Programme is accessible to young people aged 5-16</li> <li>- Teenage girls programme from 13 upwards</li> </ul>	
	Promote equality and address unmet need	<ul style="list-style-type: none"> <li>- Consistent opportunities for young people are accessible across the majority of service areas i.e. core age category</li> <li>- The unit offers opportunities for adult participation in the Coach Ed/Volunteering Programmes</li> <li>- Alternative Curriculum Programme delivered by SDU</li> <li>- Activity programme for pregnant teenagers and teenage mums</li> </ul>	
	Contribute to inequality	<ul style="list-style-type: none"> <li>- In terms of physical activity provision, the service does not currently cater for people aged over 19 years – (Remit for Active Living)</li> <li>- Community Programme is not accessible to children aged under 8 years – (Remit for SureStart)</li> </ul>	<ul style="list-style-type: none"> <li>- Potential role for an Adult Participation Officer within SDU</li> </ul>

## Equality (Impact) Assessment Form



	Encourage participation, positive attitudes and relations between groups	<ul style="list-style-type: none"> <li>- The age-range (as above) is integrated when attending Holiday Activity Programme.</li> <li>- The age-range (as above) is encouraged to participate in the Community Programme</li> <li>- Young Volunteers featuring on Community Programme</li> <li>- Playground Leaders Scheme is co-ordinated by the Active Coaching Team</li> <li>- Sections of Junior Sports Leader Award/Community Sports Leader Award co-ordinated by SDU</li> </ul>	<ul style="list-style-type: none"> <li>- Explore potential projects which link together people of all ages i.e. community programme</li> </ul>
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12. Class	Affect some groups differently	<ul style="list-style-type: none"> <li>- Varying costs are charged when accessing different areas of the Community Programme i.e. Holiday Programme</li> <li>- Participation in projects centred around Super Output Areas i.e. North West Street Games/Midnight Leagues</li> </ul>	
	Promote equality and address unmet need	<ul style="list-style-type: none"> <li>- A minimal cost is required for young people when attending Holiday Programmes</li> <li>- Many Community sessions free of charge</li> <li>- Community Programme is co-ordinated to include all Townships (in some circumstances subject to funding)</li> <li>- Volunteering Programme features Reward &amp; Recognition policy following the completion of a set number of volunteering hours</li> <li>- Community Programme - Reward &amp; Recognition scheme</li> <li>- Opportunities to apply for SPAA funded coaching courses through the Coach Education Programme</li> <li>- Accessibility costs i.e. transport, covered by SDU on majority of projects</li> <li>- Projects targeting SOA's i.e. Annual North West Street Games. Competitive opportunities for teams of young people from deprived areas</li> <li>- The Unit co-ordinates all applications from the Wigan Borough to the Greater Manchester Sports Fund</li> </ul>	<ul style="list-style-type: none"> <li>- Charges considered for some areas of Community Programme</li> </ul>
	Contribute to inequality	<ul style="list-style-type: none"> <li>- Varying costs are charged when accessing different Community Coaching sessions</li> <li>- Some young people unable to join local clubs affiliated with the Wigan Borough Sports Council</li> </ul>	<ul style="list-style-type: none"> <li>- Determine procedures which exist within local clubs</li> </ul>

## Equality (Impact) Assessment Form



	Encourage participation, positive attitudes and relations between groups	<ul style="list-style-type: none"> <li>- The Unit co-ordinates and delivers Inter/Intra Township competition/events on a regular basis</li> <li>- Projects targeting SOA's i.e. Annual North West Street Games. Competitive opportunities for teams of young people from areas of deprivation</li> </ul>	
13. Disability	Affect some groups differently	<ul style="list-style-type: none"> <li>- Specialised external support needed for young people with profound disabilities/complex needs to access services</li> <li>- Variations in amounts of delivery for mainstream schools and for special schools</li> </ul>	
	Promote equality and address unmet need	<ul style="list-style-type: none"> <li>- Services cater for a wide range of disabilities/special needs</li> <li>- School delivery encompassing all special schools in Borough</li> <li>- Community programme/Holiday programme geographically spread across the Borough</li> <li>- A commitment from SDU to provide opportunities for young people with complex needs on 'Get Active' Holiday Activities Programme</li> <li>- Sports &amp; Physical Activity opportunities for young people with disabilities integrated into mainstream education</li> <li>- Health Programme caters for young people with disabilities who are obese</li> <li>- Community Programme includes young people with learning difficulties</li> <li>- Volunteer/Coach Development Programmes encourage participation from individuals with disabilities</li> <li>- All Active Coaching Team qualified to appropriate standards in relation to disability based delivery</li> </ul>	
	Contribute to inequality	<ul style="list-style-type: none"> <li>- In terms of physical activity provision, our service does not currently cater for people aged over 19 years</li> <li>- Participation for individuals who require 1-1 support is dependant on external agency support</li> <li>- Non-specialised delivery for certain young people integrated into mainstream education</li> </ul>	<ul style="list-style-type: none"> <li>- Potential role for a Adult Participation Officer within SDU</li> <li>- ACT Schools coaching programmes to target disabled children within mainstream education</li> </ul>

## Equality (Impact) Assessment Form



	Encourage participation, positive attitudes and relations between groups	<ul style="list-style-type: none"> <li>- Disability sport opportunities within the annual Greater Manchester Youth Games/Greater Manchester Mini Games</li> <li>- The Unit is involved in various multi-agency community based events held throughout the calendar</li> <li>- SDU supports a number of Borough competitions featuring disability sport in partnership with the School Sports Partnership</li> </ul>	
Ethnicity	Affect some groups differently		
	Promote equality and address unmet need	<ul style="list-style-type: none"> <li>- All SDU services are inclusive in terms of participation from different ethnic groups</li> </ul>	
	Contribute to inequality	<ul style="list-style-type: none"> <li>- Currently no targeted provision for ethnic minority groups based in pockets of the community</li> </ul>	<ul style="list-style-type: none"> <li>- Explore potential/scope of these areas of the community</li> </ul>
	Encourage participation, positive attitudes and relations between groups	<ul style="list-style-type: none"> <li>- Participation encouraged across all community programmes</li> <li>- The Unit plays a key role within Inter/Intra School competition/events</li> </ul>	
	Affect some groups differently	<ul style="list-style-type: none"> <li>- Specific delivery for teenage girls on Community Programme</li> <li>- 'Girls Aloud' project as part of Health Programme</li> <li>- Sports specific sessions for each gender</li> <li>- Girls/Boys Teams participate in annual events such as Greater Manchester Youth Games/Greater Manchester Mini Games, Street Games, East/West Festivals etc.</li> </ul>	
	Promote equality and address unmet need	<ul style="list-style-type: none"> <li>- Equality promoted across School/Community delivery</li> <li>- All Sports Specific/Multi Skill Holiday Programmes accessible to both genders</li> <li>- Short term projects i.e. Midnight Leagues and equivalent encourage participation from boys and girls. (This can be dictated by National Governing Bodies)</li> </ul>	

## Equality (Impact) Assessment Form



	Contribute to inequality	- Chosen project facilities can restrict participation to one gender	
	Encourage participation, positive attitudes and relations between groups	- Mixed gender teams encouraged in entry to annual North West Street Games - Mixed participation encouraged across Community Programme and Holiday Programme	

16. Religion	Affect some groups differently		
	Promote equality and address unmet need	- All SDU services are inclusive in terms of participation from different religions	
	Contribute to inequality		
	Encourage participation, positive attitudes and relations between groups	- Participation encouraged across all community programmes	

17. Sexuality	Affect some groups differently		
	Promote equality and address unmet need	- All SDU services are inclusive in terms of participation from individuals of different sexual orientation	
	Contribute to inequality		

## Equality (Impact) Assessment Form



	Encourage participation positive attitudes and relations between groups	<ul style="list-style-type: none"> <li>- Participation encouraged across all Community Programmes</li> </ul>	
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18. Other Groups e.g. carers, homeless	Affect some groups differently		
	Promote equality and address unmet need	<ul style="list-style-type: none"> <li>- All SDU services are inclusive in terms of participation from other groups</li> <li>- Processes in place to provide opportunities for other groups with regards financial barriers to participation</li> </ul>	
	Contribute to inequality	<ul style="list-style-type: none"> <li>- Currently no targeted provision for these groups</li> </ul>	<ul style="list-style-type: none"> <li>- Explore any potential/scope of such groups in the community</li> </ul>
	Encourage participation positive attitudes and relations between groups	<ul style="list-style-type: none"> <li>- Participation encouraged across all Community Programmes</li> </ul>	

Go to part C

### Part C: Consultation

Please see the Plain English Guidance and Consultation Toolkit for advice. Please try to organise your consultation in partnership with other departments/sections and remember to feedback afterwards.

<b>Answer and evidence to show this</b>	<b>Action Points</b>
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## Equality (Impact) Assessment Form



<p>1. Who will you consult with?</p>	<ul style="list-style-type: none"> <li>• Consultation carried out with stakeholders and customers as listed above:</li> <li>- Wigan Council</li> <li>- Wigan Borough Community</li> <li>- Wigan Borough Sports Council</li> <li>- Voluntary Sectors</li> <li>- Community Safety Partnership</li> <li>- National Sport &amp; Health Bodies/Organisations</li> <li>- Neighbouring Local Authorities</li> <li>- Educational Institutions</li> <li>- Other Professional Bodies</li> </ul>	
<p>2. What consultation method/s will you use?</p>	<ul style="list-style-type: none"> <li>- Meetings</li> <li>- Email/Telephone correspondence</li> </ul>	
<p>3. Are any groups of people likely to be missed out of the consultation? What can we do to prevent this happening?</p>	<ul style="list-style-type: none"> <li>- Groups which the Unit does not currently engage with through service areas/work programmes</li> </ul>	<ul style="list-style-type: none"> <li>- Identify any further groups which may be appropriate to consult with</li> </ul>
<p>4. Are there effective mechanisms to record and analyse the consultation responses?</p>	<ul style="list-style-type: none"> <li>- Information collated and monitored by individual officers</li> <li>- Appropriate mechanisms used to record and store all responses ie. minutes saved centrally</li> <li>- Details of consultation shared by the team when appropriate</li> <li>- The Unit work an open facility to adapt specific functions of the service delivery throughout the year</li> </ul>	
<p>5. Date (and place if applicable) of consultation</p>	<ul style="list-style-type: none"> <li>- Carried out prior to annual Team Plan being produced</li> <li>- November '07 approx</li> </ul>	<ul style="list-style-type: none"> <li>- Consultation to be carried out prior to future plans/strategies produced</li> </ul>
<p>6. Can you prove who you consulted with?</p>	<ul style="list-style-type: none"> <li>- Consultation Document</li> <li>- (Documents as in C4)</li> </ul>	

## Equality (Impact) Assessment Form



7. Summary of consultation findings		- Produce summaries of consultation findings as and when appropriate
8. Where can full details of the consultation findings be found?	- Findings held by individual officers - Evidence of process located centrally on G-Drive	

## Equality (Impact) Assessment Form



### Part D: Action Plan

Organisation/ Department	WLCT - Sport & Healthy Living
Service Area	Sports Development Unit
Responsible Officer	Adam Blezard

Transfer the action points identified whilst completing the previous sections, from the consultation and any rolled over from the previous Equality (Impact) Assessment into the first column. Using the test for relevance in part A indicate a level of importance for each action point in the second column. Complete the rest of the columns outlining who will complete the task and when and how this will be measured.

Action Points	Importance	Person responsible	Start and end date	Resources (approved?)	Measure	Target
Ensure all policies/plans include links to equality/diversity	High	SDU	Ongoing	Staff time	No. of documents including equality strands	100% of policies/plans to include this
Consider options for communication of services, centred around accessibility issues i.e. literacy/language etc.	High	SDU	Ongoing	Marketing budget	(WLCT leading on this)	(WLCT leading on this)
Look to explore additional forms of communicating the Team's service	High	SDU/JM	Ongoing	Marketing budget	Additional communication forms used	Expansion on current communication processes
Look into potential projects which link together people of all ages i.e. Community Programme	Low	SDU/CEC	Sept 08 – Jul 09	Delivery budget needed	Consultation carried out	Consultation carried out – linked to Adult Participation Officer

## Equality (Impact) Assessment Form



Possible charges considered for some areas of Community Programme	Medium	CEC/RB	Sept 08 - onwards	Staff time	Charges introduced	Charges introduced
Determine any procedures which exist within local clubs in relation to class issues ie. subs/membership fees	Medium	LH	Sept 08 - onwards	Possible time constraints	Information from No. of clubs	Information gained from 50% of clubs on wbsc website
Schools coaching programmes to target disabled children within mainstream education	High	JB/AB	April 08 – July 08 - onwards	Coaching resources	No. of new participants within mainstream education	10 new participants for this initial period
Explore potential/scope in provision for ethnic minority groups in the community	Medium	CEC/AB	Ongoing	Delivery budget needed	Consultation/ Research carried out	Consultation/ Research carried out
Explore potential/scope in provision for other groups in the community i.e. homeless/cared for young people	Medium	CEC/AB	Ongoing	Delivery budget needed	Project initiated	Consultation/ Research carried out
With regards consultation - identify further groups that may be approached	High	SDU	Ongoing	Staff time	No. of 'new' groups identified	Additional groups identified
Consultation to be carried out prior to future plans/strategies produced	High	SDU	As and when	Staff time	Consultation carried out	100% of strategies/plans produced following consultation
Produce summaries of consultation findings as and when appropriate	High	SDU	As and when	Staff time	Summaries produced for consultation findings	Summary template produced

## Equality (Impact) Assessment Form



Completed by	Adam Blezard	Date	March 2008
Has the action plan been ratified? E.g. Cabinet, DMT	EMT	Date	
Have the actions been mainstreamed into the service plan?	Yes	Date	
Who will the results of the Equality (Impact) Assessment be shared with?	Team	Date	
How will the Equality (Impact) Assessment be published?	website	Date	
How and when will the action plan be monitored?	In line with delivery plan		
Date of the next assessment			

Please email your completed Equality (Impact) Assessment to the Equality Policy Officer.