

# Equality and Fairness Impact Assessment (EFIA) Form



If the 'policy or practice' (see definition below) you are developing or going to develop is assessed as relevant after undertaking the online screening process (the [Impact and Value Assessment \(IVA\)](#)) - that is, it will have either a positive or negative impact on people - you should complete an Equality and Fairness Impact Assessment (EFIA) using this form.

This form should only be completed if you have undertaken an [Impact and Value Assessment \(IVA\)](#) to screen whether a full Equality and Fairness Impact Assessment is required.

Complete this for all relevant policies or practices:

- 'relevant' means it will have an impact on people
- 'policy or practice' - see definition below

Definition of policy or practice for the purposes of EFIA:

- The term 'policy or practice' covers Service delivery and Employment. This can include a policy, a plan, a strategy, a project, a service review, a function, practice or service activity or a budget option.

## Section 1: Policy details (see definition of 'policy or practice' above)

Name of policy or practice

Self-Directed Support Strategy for Children, Young People and Families 2025 to 2030

Service and Division/Team

Children and Families Social Work

Owner/Person responsible (include your name and position)

Sheila Wilson, Operational Manager

Impact Assessment Team (include your names and positions). This team can consist of two people or more as appropriate.

Sheila Wilson, Operational Manager

Keith Main, Service Manager

Is the policy or practice being impact assessed new or existing?

Existing

What are the main aims of the policy or practice?

To further embed SDS into practice to offer choice and control about services for children with disabilities. The aim of this refreshed strategy is to incorporate the 12 SDS standards into existing practices and processes to ensure services meet family's needs and to make the SDS journey as easy as possible for children, young people, parents and carers.

Who are the main target groups/beneficiaries?

Children, young people, parents and carers.

What are the intended outcomes of the policy or practice?

It is intended that SDS is offered to eligible children and families to allow them to choose the support that is right for them and for this support to be delivered in a flexible and consistent way.

## Section 2: Detail the positive and/or negative impacts, or tick to indicate no impact identified

Key questions to address in the EFIA

- Does the policy or practice evidence that it has eliminated discrimination?
- Does the policy or practice evidence that it has advanced equality of opportunity?
- Does the policy or practice evidence that it will foster good relations between groups?

The Assessment should highlight areas of interest covering the following:

- positive and negative impacts across all protected characteristics
- scale of the impact: an indication of the degree of potential impact, and whether this is judged to have a High, Medium or Low impact potential
- anticipated duration of the impact if relevant
- whether there is a specific differential impact to a particular protected characteristic or characteristics
- if the impact is more wide-ranging and general in its effect
- whether any impacts identified would/could be mitigated by an amendment to the policy, practice budget decision or service reform proposal

### Equality protected characteristic: Age

Specific characteristics	Positive impact (it could benefit the group concerned)	Negative impact (it could disadvantage the group concerned) and any mitigation	No impact
Older people (65 years and over)			√

### Equality protected characteristic: Disability

Specific characteristics	Positive impact (it could benefit the group concerned)	Negative impact (it could disadvantage the group concerned) and any mitigation	No impact
Physical disability	√		
Sensory impairment	√		
Mental health	√		

Specific characteristics	Positive impact (it could benefit the group concerned)	Negative impact (it could disadvantage the group concerned) and any mitigation	No impact
Learning disability	√		
Neurodivergent conditions	√		

**Equality protected characteristic: Gender reassignment**

Specific characteristics	Positive impact (it could benefit the group concerned)	Negative impact (it could disadvantage the group concerned) and any mitigation	No impact
Male transitioning to female			√
Female transitioning to Male			√

**Equality protected characteristic: Marriage/Civil partnership**

Specific characteristics	Positive impact (it could benefit the group concerned)	Negative impact (it could disadvantage the group concerned) and any mitigation	No impact
Women			√
Men			√
Same-sex couple (male)			√
Same-sex couple (female)			√

### Equality protected characteristic: Pregnancy/Maternity/Paternity

Specific characteristics	Positive impact (it could benefit the group concerned)	Negative impact (it could disadvantage the group concerned) and any mitigation	No impact
Women			√
Men (paternity)			√

### Equality protected characteristic: Race

Specific characteristics	Positive impact (it could benefit the group concerned)	Negative impact (it could disadvantage the group concerned) and any mitigation	No impact
View the <a href="#">list of categories used in Scotland's Census</a>			√

### Equality protected characteristic: Religion/Belief

Specific characteristics	Positive impact (it could benefit the group concerned)	Negative impact (it could disadvantage the group concerned) and any mitigation	No impact
View the <a href="#">list of categories used in Scotland's Census</a>			√

### Equality protected characteristic: Sex

Specific characteristics	Positive impact (it could benefit the group concerned)	Negative impact (it could disadvantage the group concerned) and any mitigation	No impact
Female			√
Male			√

**Equality protected characteristic: Sexual orientation**

Specific characteristics	Positive impact (it could benefit the group concerned)	Negative impact (it could disadvantage the group concerned) and any mitigation	No impact
Lesbian			√
Gay			√
Bisexual			√
Other sexual orientation			√

**Equality protected characteristic: Socio-economic (fairness)**

Please refer to Appendix 2 of accompanying guidance

Specific characteristics	Positive impact (it could benefit the group concerned)	Negative impact (it could disadvantage the group concerned) and any mitigation	No impact
	√		

For any policies or practice specific to young people under the age of 16 years, a separate Children’s Rights and Wellbeing Impact Assessment should be undertaken – view the [National Guidance](#).

## Section 3: Recommendations and actions

As a result of this equality impact assessment, please **clearly describe practical actions** you plan to take to:

- reduce or remove any identified **negative impact**
- promote any **positive impact** or
- **gather** further information/evidence

### Equality protected characteristic: Age

Specific characteristics	Action	Who is responsible	Date for completion
Older people (65 years and over)			

### Equality protected characteristic: Disability

Specific characteristics	Action	Who is responsible	Date for completion
Physical disability	We aim to ensure that SDS is available when it is an assessed need for all children affected by physical disability. We aim to support families with the SDS process to ensure they are aware of their choices and rights. We aim to make sure that children and young people affected by disability have the right support, when they need it.	Sheila Wilson, Operational Manager  Keith Main, Service Manager  Sharon Cooper, Senior Service Manager  Fiona Egan, Team Leader, Children and Disability Team	
Sensory impairment	We aim to ensure that all children and young people affected by sensory impairment have access to support via SDS to ensure that families have control and	Sheila Wilson, Operational Manager  Keith Main, Service Manager  Sharon Cooper, Senior Service Manager	

Specific characteristics	Action	Who is responsible	Date for completion
	choice over services in place to meet their identified needs.	Fiona Egan, Team Leader, Children and Disability Team	
Mental health	We aim to ensure that SDS is available when it is an assessed need for all children affected by mental health issues. We aim to support families with the SDS process to ensure they are aware of their choices and rights. We aim to make sure that children and young people affected by poor mental health have the right support, when they need it.	Sheila Wilson, Operational Manager Keith Main, Service Manager Sharon Cooper, Senior Service Manager Fiona Egan, Team Leader, Children and Disability Team	
Learning disability	We aim to ensure that SDS is available when it is an assessed need for all children affected by learning disability. We aim to support families with the SDS process to ensure they are aware of their choices and rights. We aim to make sure that children and young people affected by learning disability have the right support, when they need it and for as long as they need it.	Sheila Wilson, Operational Manager Keith Main, Service Manager Sharon Cooper, Senior Service Manager Fiona Egan, Team Leader, Children and Disability Team	
Neurodivergent conditions	We aim to ensure that SDS is available when it is an assessed need for all children and young people who are neurodivergent and	Sheila Wilson, Operational Manager Keith Main, Service Manager Fiona Egan,	

Specific characteristics	Action	Who is responsible	Date for completion
	where it is assessed that they meet the SDS criteria. We aim to support families with the SDS process to ensure they are aware of their choices and rights. We aim to make sure that children and young people who are neurodivergent have the right support, when they need it.	Team Leader, Children and Disability Team	

**Equality protected characteristic: Gender reassignment**

Specific characteristics	Action	Who is responsible	Date for completion
Male transitioning to female			
Female transitioning to male			

**Equality protected characteristic: Marriage/Civil partnership**

Specific characteristics	Action	Who is responsible	Date for completion
Women			
Men			
Same-sex couple (male)			
Same-sex couple (female)			

**Equality protected characteristic: Pregnancy/Maternity/Paternity**

Specific characteristics	Action	Who is responsible	Date for completion
Women			
Men (paternity)			

**Equality protected characteristic: Race**

Specific characteristics	Action	Who is responsible	Date for completion
View the <a href="#">list of categories used in Scotland's Census</a>			

**Equality protected characteristic: Religion/Belief**

Specific characteristics	Action	Who is responsible	Date for completion
View the <a href="#">list of categories used in Scotland's Census</a>			

**Equality protected characteristic: Sex**

Specific characteristics	Action	Who is responsible	Date for completion
Female			
Male			

**Equality protected characteristic: Sexual orientation**

Specific characteristics	Action	Who is responsible	Date for completion
Lesbian			
Gay			

Specific characteristics	Action	Who is responsible	Date for completion
Bisexual			
Other sexual orientation			

**Equality protected characteristic: Socio-economic (fairness)**

**Please refer to Appendix 2 of accompanying guidance**

Specific characteristics	Action	Who is responsible	Date for completion
	We aim to ensure that SDS is available to all families that are eligible for this support irrespective of their income or where they live in Perth and Kinross.	Sheila Wilson, Operational Manager  Keith Main, Service Manager  Sharon Cooper, Senior Service Manager  Fiona Egan, Team Leader, Children and Disability Team	

## Section 4: Evidence

You should list here the sources of information used to assess the impact of the relevant policy or practice. This can include local sources such as reports, information and data, relevant partners' information, data and reports, other Council's relevant information, data and reports, national information, research outcomes, data profiles and any other evidence which has led to the development of this policy.

Information/evidence gained and used to shape this policy or practice	List details, source and date (continue on a separate sheet if necessary – please advise if this has been done)
Community consultation/engagement outcomes from individuals and organisations - this usually includes formally arranged contact with individuals, community groups, third sector and other relevant interest groups	<p>Consultation undertaken with parents and carers in February 2025.</p> <p>Children and young people consulted in Feb/March 2025. This was limited due to the child/young person's disability.</p>
Employee involvement/consultation feedback (for example survey, focus groups)	
Research and information list main sources	Information and liaison with In-Control Scotland.
Officer knowledge and experience	Knowledge and experience of the Children and Disability Team.
Equality monitoring data	
Service user feedback (including customer contact, services and complaints)	Anecdotal information from parents and carers about the obstacles/issues they encountered in relation to SDS processes.
Partner feedback	
Other - this may be information gathered in another Council area, nationally or in partner organisations which is considered to have relevance	

## Section 5: Consultation/Engagement

Consultation with key stakeholders must be undertaken throughout the EFIA process. This activity **can also** help to **reach people not previously involved** with these processes, but who will be affected by this policy or practice when it is implemented. You may wish to refer to the [Council's Consultation Guidance](#).

The Consultation/Engagement process can also help **identify or agree changes** that need to be made to ensure the policy or practice will be inclusive on implementation and future practice.

The Equalities Team Leader (email [Equalities@pkc.gov.uk](mailto:Equalities@pkc.gov.uk)) may be able to provide advice relating to potential contact with consultees from equality protected characteristic groups via existing mechanisms such as the Community Equalities Advisory Group (CEAG) or Equalities Strategic Forum.

A summary of the replies received from individuals and stakeholders consulted/involved. Include any previous feedback or complaints relating to equality and diversity issues and the policy or practice currently being assessed.

Continue on a separate sheet(s) if necessary – please advise if this has been done.

### Equality protected characteristic: Age

Specific characteristics	Date	Outcome of consultation/engagement (continue on a separate sheet if necessary – please advise if this has been done)
Older people (65 years and over)		

### Equality protected characteristic: Disability

Specific characteristics	Date	Outcome of consultation/engagement (continue on a separate sheet if necessary – please advise if this has been done)
Physical disability	Feb 2025	Consultation undertaken, the results of this informed the refreshed SDS strategy. All of the responses are attached to the strategy as an appendix.
Sensory impairment	Feb 2025	As above.
Mental health	Feb 2025	As above.
Learning disability	Feb 2025	As above.

Specific characteristics	Date	Outcome of consultation/engagement (continue on a separate sheet if necessary – please advise if this has been done)
Neurodivergent conditions	Feb 2025	As above.

**Equality protected characteristic: Gender reassignment**

Specific characteristics	Date	Outcome of consultation/engagement (continue on a separate sheet if necessary – please advise if this has been done)
Male transitioning to female		
Female transitioning to male		

**Equality protected characteristic: Marriage/Civil partnership**

Specific characteristics	Date	Outcome of consultation/engagement (continue on a separate sheet if necessary – please advise if this has been done)
Women		
Men		
Same-sex couple (male)		
Same-sex couple (female)		

**Equality protected characteristic: Pregnancy/Maternity/Paternity**

Specific characteristics	Date	Outcome of consultation/engagement (continue on a separate sheet if necessary – please advise if this has been done)
Women		
Men (paternity)		

### Equality protected characteristic: Race

Specific characteristics	Date	Outcome of consultation/engagement (continue on a separate sheet if necessary – please advise if this has been done)
View the <a href="#">list of categories used in Scotland's Census</a>		

### Equality protected characteristic: Religion/Belief

Specific characteristics	Date	Outcome of consultation/engagement (continue on a separate sheet if necessary – please advise if this has been done)
View the <a href="#">list of categories used in Scotland's Census</a>		

### Equality protected characteristic: Sex

Specific characteristics	Date	Outcome of consultation/engagement (continue on a separate sheet if necessary – please advise if this has been done)
Female		
Male		

### Equality protected characteristic: Sexual orientation

Specific characteristics	Date	Outcome of consultation/engagement (continue on a separate sheet if necessary – please advise if this has been done)
Lesbian		
Gay		
Bisexual		
Other sexual orientation		

**Equality protected characteristic: Socio-economic (fairness)**

**Please refer to Appendix 2 of accompanying guidance**

<b>Specific characteristics</b>	<b>Date</b>	<b>Outcome of consultation/engagement</b> (continue on a separate sheet if necessary – please advise if this has been done)
Socio-economic (fairness)	Feb 2025	Consultation undertaken, the results of this informed the refreshed SDS strategy. All of the responses are attached to the strategy as an appendix.

## Section 6: Outcomes

When the evidence has been considered in relation to the proposed policy, practice, project, service reform or budget option, it will be apparent what the likely impacts are. The type, scale, duration, and specificity of the likely impacts will inform the direction of the outcome of the EFIA.

There are four potential outcomes as follows (**highlight the one you are recommending as a result of your Impact Assessment**):

1. No major change required the policy, practice, project, service reform or budget option is robust and can continue without amendment.
2. Continue the policy, practice, project, service reform or budget option. A justification is required for continuing despite the potential for adverse impact.
3. Adjust or amend the policy, practice, project, service reform or budget option. Remove barriers, make changes to better advance equality or remove or mitigate negative impact.
4. Stop, or remove the policy, practice project, service reform or budget option if adverse effects cannot be justified and cannot be mitigated.

## Section 7: Authorising the assessment

The following signatures are required:

### **Lead Officer Responsible**

Signed by hand

Name Sheila Wilson

Date 20 January 2026

### **Quality Assured by Perth and Kinross Council Equality and Fairness Impact Assessment trained officer (within service)**

Signed by hand

Name David McPhee

Date 22 January 2026

## Section 8: Publishing the assessment

The completed and authorised EFIA should be added to the relevant section on the [Council website](#).

Date action completed: 28 January 2026

## Section 9: Committee reporting

Ensure your committee report to accompany this policy includes information about any actions taken to reduce or remove negative impacts identified, or include any positive impacts expected when the policy is implemented.