

Report to: **Scrutiny Committee for Children's Services**  
Date: **21 November 2008**  
By: **Director of Children's Services**  
Title of Report: **Children's Services Equality Strategy**  
Purpose of Report: **To highlight key areas of progress against the Equality Strategy and identify elements for future development**

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**Recommendation:** Scrutiny to request an update of key areas of work in the Equality Strategy in mid 2009, including plans for revision of the Strategy

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### 1. Financial Appraisal

1.1 In 2008/9, the core budget is £94k for staff and £15k for activities. Additional short-term funding was secured for a range of projects: community cohesion; minority ethnic work for integrated services (assessment and looked after children); and support for children and young people involved in racist incidents. Additional three-year funding has been identified for a Participation Worker (Disabled Children and Young People). Reconfiguring of resources has enabled the recruitment of a part-time Equality Officer to support Equality Impact Assessments (EQIAs) and the training programme. The base budget for activities for 2009/10 will remain at £15k.

### 2 Supporting Information

#### Children's Services Equality Strategy (Appendix 1)

2.1 Following consultation in 2006 with: staff; public agency partners; voluntary organisations; and public, six priorities were identified in an Equality Strategy in order to develop excellent diversity and equality practice and ensure better outcomes for children and families. We now have an additional priority on Community Cohesion, taking into account the new legislative context and integrating our approach to working with schools.

2.2 The key priorities in the Equality Strategy, which are also reflected in the Children's and Young People's Plan are:

- **Ensuring effective monitoring and data collection** about services according to different equality categories, including ethnic origin, gender, disability, sexual orientation, religion, age, and indicators of deprivation
- **Developing more inclusive services**, which are targeted to meeting the needs of specific groups of people
- **Ensuring effective engagement and participation** of a range of people from minority groups, and promoting cohesion between different groups of people
- **Ensuring effective commissioning and procurement processes** across the Children and Young People's Trust that take into account equality and diversity, including carrying out Equality Impact Assessments
- **Ensuring personal safety and tackling harassment** through effective monitoring process, particularly tackling racist incidents and challenging homophobia
- **Developing the skills of our workforce** to be confident and competent in working together to address inequality and promote diversity and cohesion
- **Achieving community cohesion** by addressing the new duty on schools to promote community cohesion and positively promoting good relations between different groups of people

### **3. Areas for Future Development**

3.1 Where authorities are excelling in equality practice, Equality Impact Assessments are carried out as

a matter of course for key new developments and reviews of services. We plan to focus resources to encourage EQIAs.

3.2 Leadership in equality is crucial to achieving excellence in this area. We are working with the corporate centre to support the induction programme, and ensuring that induction for Children's Services councillors builds on the central programme.

3.3 Consistency with partners in the collection and analysis of equality categories helps to create a shared understanding of local needs. We plan to focus on ensuring our staff and public agency partners have a common approach.

### **4. Conclusion and Recommendations**

4.1 The Equality Strategy will be revised in 2009, to formally take into account the new duties on community cohesion and will involve consultation with the public and other partners. It would strengthen the visibility of equality work if the Scrutiny Committee were to monitor progress of the Strategy, and in particular encourage Equality Impact Assessments, awareness raising of councillors, and improved data collection.

MATT DUNKLEY  
Director of Children's Services

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Local Members: All

BACKGROUND DOCUMENTS: None

### Priorities

#### Priority 1 – Effective data collection and monitoring

We have:

- established an Annual Equality Information Report pulling data together and analyzing it across services. This has helped to focus on specific areas of over or under-representation. For example, we are working with the integrated assessment services teams, the Looked after Children Team, and Traveller Education Service to develop a toolkit for working with minority ethnic, and particularly mixed heritage children and young people, who are over-represented in our looked after children population;
- worked with Children's Trust partners to: agree common equality monitoring categories; support a training package for staff to feel confident to ask clients the questions and to be able to analyse the information; and devise a promotional campaign to explain to the public how monitoring impacts on service improvement. This work also responds to the Joint Area Review findings to improve "inconsistent recording of equality data."

#### Priority 2 – Developing inclusive services and better outcomes

We have:

- renewed the County-wide contract for interpretation and translation services in partnership with East Sussex public agency partners and B&H Council;
- provided outreach, linking primary health and education aimed at Gypsy and Traveller families;
- developed and disseminated films and training materials for early years settings to improve understanding of race equality and cultural diversity; and on Gypsy and Traveller experiences of racism;
- identified named workers on Gypsy and Traveller issues in social care;
- provided specialist support for minority ethnic children and young people through the Youth Service and Anti-Bullying Teams, working with them to establish future areas for development;
- improved the involvement of children and young people in LAC reviews.

#### Priority 3 – Effective engagement with minority individuals and groups

We have:

- established the Disabled Children's Development Group with partner agencies, parents and voluntary sector to promote joint strategies.
- through a partnership project with PCTs, District and Borough Councils and Sussex Police, we have worked with Sompriti to involve minority ethnic people in service development through Task Groups. Individuals have been supported to increase their confidence, and are now willing to participate in CSPG meetings.

- developed a Reference Group of Disabled People in partnership with PCTs and Adult Social Care, facilitated by East Sussex Disability Association.
- been recruiting a Participation Worker (Disabled Children and Young People).
- supported a range of projects aimed at involving children and young people from minority backgrounds in their views of services e.g. the Speak Out DVD created by Youth Cabinet members; and the Young Carers project.

#### **Priority 4 – Effective and inclusive commissioning and procurement**

- Equality Impact Assessments are being carried out on the development of the Extended Services in schools. Consultants engaged with disabled and minority ethnic parents and carers to identify barriers to accessing Extended Services, and to gauge what services might suit them. Further work to engage with local people at LPC level is currently being developed. A positive outcome of this process has been that EQIAs will be requested as a matter of course for all schools who bid for Extended Services funds. Future EQIAs include the Family Support Strategy and the Play Strategy.
- Mystery shopping exercises with minority ethnic families in Hastings area helped to identify the need to recruit Equality Officers for Children's Centres, focussing on improving access to Children's Centre services by minority groups, and improving understanding of issues across relevant partner agencies.

#### **Priority 5 – Tackling harassment and discrimination**

We have:

- supported the development of a new Hate Crime process in the County, which integrates issues of homophobia into the racist incidents process. Victim Support will manage a network of volunteers from community organisations. The volunteers will support victims, and will be given training and undergo CRB and other checks. There are named staff across the Department who are linked to the reporting process. CSD is represented on the Hate Crime Steering Group.
- secured resources to recruit a temporary Support Worker (Race Equality). The Worker will: provide direct support to children and young people, particularly those who have been involved in racist incidents in schools; and provide advice and guidance to schools to develop a preventative approach to race equality.
- produced a DVD resource on Challenging Homophobia.

#### **Priority 6 – Workforce development**

We have:

- established a coordinated equality and diversity training programme, including a pilot programme aimed at senior managers.
- Equality and diversity is built into performance improvement plans, ensuring each team has to consider how it can meet the priorities set in the Equality Strategy.
- involved local community groups to improve staff understanding.

## **Priority 7 – Achieving community cohesion**

We have:

- worked with children and young people in several schools on the creative Well-Being project to develop their sense of community.
- provided awareness sessions for School Governors including practical methods of implementing the new duty on Community Cohesion.
- We are working with an independent creative organisation on a project with three
- schools and the University of the Third Age. The projects will promote positive relationships between young and old people in East Sussex through arts and drama.

Children's Services

**Matt Dunkley**  
Director of Children's Services



*Better outcomes for all*

# Equality Strategy for Children's Services

Incorporating the equality impact assessments of the  
Children's Service functions and the restructure of the  
Children's Service department

October 2006

As a result of consultation with managers, front line staff, public authority partners, voluntary organisations and the public, we have identified the following **key priorities** in order to develop excellent diversity and equality practice and better outcomes for all children and families in Children's Services:

1. **Effective data collection and monitoring** so that we have a clear picture for improved and equitable outcomes for children and young people and their families' needs, through analysis based on race, ethnic origin, disability, gender, language, sexual orientation and faith in order to identify where the gaps are and where there may be discrimination.
2. **Ensuring fair access and better outcomes from inclusive services**, so that minority groups are aware of our services, feel they have an equal right to request them, and get a better outcome.
3. **Effective engagement with people from minority backgrounds**, particularly black and minority ethnic people and disabled people, so that we understand their needs and they can make a positive contribution to improved services for all.
4. **Effective and inclusive commissioning**, to use a wide range of providers and to ensure those we work with to provide services on our behalf do not discriminate against minority groups and promote good equality practice.
5. **Ensuring personal safety and tackling harassment**, by ensuring staff and partner organisations prevent and respond to incidents around discrimination particularly on the grounds of race, gender, disability, religion/belief, sexual orientation.
6. **Developing our workforce** to confidently work with the variety of communities in the County, and create a management culture that actively drives equality practice.

# Contents

1. Vision	4
2. Our key priorities	7
○ Effective data collection and monitoring;	
○ Ensuring fair access and better outcomes from inclusive services;	
○ Effective engagement with individuals and groups from minority backgrounds;	
○ Effective and inclusive commissioning and procurement;	
○ Ensuring personal safety and tackling harassment	
○ Developing our workforce.	
3. What we plan to do	13
4. Progress so far	16
5. Monitoring and review	17



# 1. Vision

Children's Services encompass schools, colleges, 'early years' settings, social care services, family support, foster carers, adopters, residential care, and services for disabled children and young people, and those with special educational needs.

## Our principles for equality

We are committed to promoting equality and community cohesion. Children's Services Authority's key principles are that:

- we are all of **equal value**
- we seek to improve the access, participation, achievements and **life chances of all**

We therefore...

- foster **warm, welcoming and respectful environments**, that allow us to question and challenge discrimination and inequalities, resolve conflicts peacefully and work and learn free from harassment and violence
- recognise that there are **similarities and differences** between individuals and groups
- ensure that our differences do not become barriers to participation, access and learning and create **inclusive processes and practices**, where the varying needs of individuals and groups are identified and met. **We therefore cannot achieve equality for all by treating everyone the same**
- build on our similarities and are enriched by our differences and so promote understanding and learning between and towards others to create **cohesive communities**

We want to be able to provide a Children's Services that does not discriminate against anyone directly or indirectly. We want to develop a management culture that is aware of equality and diversity benefits and targets, and that actively drives progress according to all six strands of equalities: race, disability, gender, age, sexual orientation and religion or belief.

We aim to help children, young people and their families to improve their lives by providing them with effective, responsive and joined-up services. We are

committed to increasing the participation of children and young people and their parents, families and carers: both in making a positive contribution to service plans and in improving the day-to-day running of the services.

### **Integrated services for children, young people, families and carers**

We have restructured our services into a new Children's Services department in order to integrate services around the child, with a commitment to promoting equality and better outcomes for all children and young people. The aims of the Children's Services department, bringing together services previously located in two separate education and social services departments are to provide seamless, coherent support to children, young people and families, whether by providing direct support to individuals, or by developing good policies and systems for children's services. This forms part of the County Council's drive to improve the quality of life for people in East Sussex by providing efficient services that give good value for money.

Better integration of services for children and young people has been described as a ten-year project (at least). The pace of change needs to be managed carefully so that it does not threaten the delivery of quality services.

With this in mind the restructuring proposals for the support services aim to:

- a. support the integration of Children and Families support staff with Education support staff to form new support structures for Children's Services
- b. redirect resources to where there are emerging pressures
- c. facilitate lateral working across the department and with other departments ensuring co-operation and co-ordination are recognised and managed effectively
- d. recognise the need to develop effective relationships with key partners and stakeholders
- e. ensure the provision of cost effective, quality services to managers, staff, schools and other key partners and stakeholders
- f. support the department to achieve efficiency and productivity gains.

## **Meeting our legal obligations for equality**

We are committed to proactively meeting our legal obligations, to promote equality, in particular as described in the Race Equality Duty and the Disability Equality Duty, and expected in the forthcoming Gender Equality Duty.

Currently, we are required to:

1. Eliminate unlawful racial and disability discrimination
2. Promote equality of opportunity
3. Promote positive attitudes to disability
4. Promote good race relations between people of different ethnic origin
5. Consider how to eliminate harassment
6. Encourage the participation of disabled people in public life

## 2. Our key priorities

**This section explains in more detail our key priorities. It also highlights barriers identified through consultation with staff and the public which must be overcome in order to meet those priorities.**

### **Priority 1 - Effective data collection and monitoring**

Planning for improved and equitable outcomes for children and young people and their families needs to be done on a thorough analysis of need and based on race, ethnic origins, language, faith, disability, sexual orientation and gender. If we do not know how services are actually or potentially used, we cannot identify where the gaps are and where there may be discrimination.

The aims of monitoring are to establish possible areas of inequality, to investigate underlying causes and to remove unfairness or disadvantage. It is more than just data collection, as it also involves gathering information about the views and experiences of people and community groups.

To make monitoring effective, we need to gain the confidence of people who will gather the information, by providing training and guidance and by setting targets for collection to ensure that it is done thoroughly. Likewise we need to ensure that the community understands the benefits of gathering and making use of the information.

Barriers identified through consultation:

- We do not know enough about the views and experiences of children, young people, their families and carers, which would help us find out how to improve the service
- Children, young people, their families and carers may be unwilling to disclose this information, and may be concerned about confidentiality
- Staff may not be aware of the importance of collecting data and maybe unsure about how to ask the correct questions.
- Qualitative feedback may be needed to compensate for deficits in quantitative data.
- It is difficult to collect statistical data in relation to sexual orientation and therefore qualitative feedback is the only source of data.
- There may insufficient information about unmet need.

- We need to improve our monitoring and analysis of data collection around equality issues by schools.

## **Priority 2 - Fair access and better outcomes for all children and families from inclusive services**

Services can only be inclusive when they can give better outcomes for all children and families, taking into account their particular needs. It is important for children and families to know what services are available and how they can access them. Fair access to inclusive services is promoted through diverse communication methods, advocacy support and flexible, imaginative use of resources. It is one of the key ways to make sure that children and young people, and their carers and families who are entitled to services, can know about the services and influence decision-making.

We need to be able to measure through qualitative and quantitative means the levels of access to all services by minority groups.

Barriers identified through consultation:

- Written information about services may not always be available in community languages and alternative formats.
- Written communications [leaflets, surveys, evaluation forms and so on] are not accessible to people with reading difficulties
- Translation and interpreting services are not always available and need to be provided to agreed standards.
- The costs of translation and interpreting are very high, particularly given the wide variety of languages and the small numbers of individuals.
- Existing services may not meet cultural, religious or language needs.
- Stereotypical beliefs about family support, gender roles, educational aspirations or cultural practices may prevent accurate perception of need.
- The social model of disability says that a person is disabled by their environment and not by their medical condition. It places an emphasis on making services fit the requirements of disabled people rather than the other way round. This model may not underpin all practices.
- There is patchy awareness and understanding on how to improve accessibility for disabled children and young people in schools, through improving access to the physical environment, curriculum and communication.

- There may not be enough communication with parents of children from minority groups.
- There may be insufficient attention given to issues of emotional intelligence and on identity issues for minority ethnic, disabled and lesbian, gay, bisexual and transsexual young people and the impact on their educational attainment.
- Strategies for working with children vulnerable to underachievement may not be consistent throughout the Department.
- There may be a focus on language acquisition rather than broader issues around identity and culture when trying to address problems with educational attainment of children and young people.
- Some unaccompanied asylum seekers experience difficulties with interpretation due to costs and the use of different interpreters by different agencies
- Some unaccompanied asylum seekers did not get counselling services, despite having lived through intense personal trauma

### **Priority 3 - Effective engagement with minority individuals and groups**

It is important that managers and staff in East Sussex are aware of the needs of children and families from minority groups in East Sussex, so that they can be provided with appropriate services. For services to be accessible, communities and individuals need to be able to contribute to service improvement and development.

Barriers identified through consultation:

- Communication with community groups representing minority communities may be under-developed.
- Many families from minorities do not know what children's services are available or do not think that services can meet their needs.
- There may be limited understanding by staff and external service providers of the social model of disability. This model says that a person is disabled by their environment and not by their medical condition. It places an emphasis on making services fit the requirements of disabled people rather than the other way round.
- Many of the communications are in writing, which may not be an accessible form of communication for everyone.

- There is scope for the Children’s Services Department to increase engagement with excluded and marginalised groups to ensure that they are able to influence service planning.
- We may not always ask the children and families that we work with whether their cultural needs are being met.
- Staff may not share well their knowledge of links with communities and those representing minority views.

#### **Priority 4 – Effective and inclusive commissioning and procurement**

As part of the Children’s Trust arrangements, Children’s Services works closely with key partners in the public health sector as well as the private and voluntary and community sector. The race equality duty, and the forthcoming disability equality duty, specifically highlights ‘procurement’ (for example buying in services from external providers) as an area where public authorities must ensure their equality commitments are met. We need to work with our partners to help build capacity and understanding of legal obligations and build these into contract management processes wherever suitable.

Barriers identified through consultation:

- Lack of knowledge among commissioned and independent providers of the equality duties.
- Lack of commissioned services provided by Black and minority ethnic (BME) people and disabled-led voluntary sector groups.
- Not all new service developments are subject to an ‘*equality impact assessment*’.
- There is scope for increasing the understanding of minority needs in the county, including unmet need
- Some accommodation providers were not aware of cultural and religious sensitivities of asylum seekers

#### **Priority 5 – Personal safety/tackling harassment**

It is crucial that managers and staff are clear about legal requirements and expected standards of behaviour. This relates to preventing and responding to incidents around discrimination and equality (including harassment and bullying) on the grounds of race and ethnic origin, gender, disability, faith and belief and sexual orientation.

We aim to have a culture of work and service delivery that enables open and helpful discussion around diversity, inclusion and equality issues, including discrimination. This will facilitate the recognition and reporting of the experiences and incidents by staff or children and families. It also will ensure that managers are responsive to victims, and put in place preventative strategies.

Barriers identified through consultation:

- Underlying assumptions that equality means treating people ‘the same’ rather than recognising the different needs and experiences of individuals as members of minority groups or on the basis of gender.
- Not all staff are aware of the impact that racist and homophobic discrimination and bullying has on young people from minority groups nor of the additional and specialist support needs these young people may have.
- Not all staff are aware of the new employment regulations in relation to discrimination on the basis of sexual orientation, age and religion/belief
- Not all staff are aware of the racist incidents reporting scheme.
- Variable systems in place to support victims or others involved in an incident. This includes responding to their immediate safety needs or feelings around vulnerability.

### **Priority 6 – Workforce development**

We want to have a diverse workforce at all levels, which is confident and competent in working together for equitable service delivery.

A management culture that is aware of equality and the benefits of diversity, and that actively drives progress, is key to supporting the commitment to promoting equality.

Barriers identified through consultation:

- The image of the Children’s Services Department as an employer may not be attractive to minority groups, including black and minority ethnic people and disabled people.
- The ethnic diversity of the workforce is limited in local recruitment from a small Black and minority ethnic population.



- The social model of disability and awareness of Disability Discrimination Act (DDA) may not be embedded in personnel practices and workplace culture.
- Physical access issues not yet fully tackled in council or school buildings.
- Minority groups may not be fully aware of work opportunities within Children's Services, including learning opportunities and flexible working
- Managerial and team meeting practices may not promote equality and diversity as core business.
- Some staff need support to understand how to work with children and families through interpreters
- Some staff are not aware of local services for minority people from voluntary and community organisations

## **4. What we plan to do**

The following areas for improvement have been identified by: staff; our partners in public and voluntary organisations; and the public in order to meet the priorities and help overcome the barriers identified in the previous section. They are contained in various business plans, particular the overarching Children's and Young People's Plan, the Accessibility Strategy, the Head of Special Educational Needs and Inclusion Strategy, and team plans.

### **Priority 1 - Effective data collection and monitoring**

#### **We will:**

- collect robust data about the children and families from minority groups who currently use our service, as well as information about children and families in the wider community. This is in order to inform decisions about identifying priorities and allocating resources.
- meet with minority groups to discuss data collection and address issues about methodology
- develop proactive ways to deal with "unmet" need, which is difficult to collate

### **Priority 2 - Fair access and better outcomes for all children and families from inclusive services**

#### **We will:**

- make improvements to the way information about services is disseminated, including the use of formal and informal methods, including regular face to face contact
- share the specialist knowledge among the Special Educational Needs team and Children's Disability team to mainstream best practice around working with disabled children and those with special educational needs.
- share the knowledge and practice in the new team which incorporates the English as an Additional Language Service and the Traveller Education Service

- use the County wide contract on translation and interpretation with District and Borough Councils and Primary Care Trusts to try and secure the same interpreter for each fixed appointment
- develop peer mentoring schemes for unaccompanied asylum seekers to facilitate networking of young people and appropriate adults
- ensure asylum seeker children and families have access to counselling and leisure and voluntary activities
- ensure disabled children and young people have increased access to leisure opportunities in mainstream services
- assess the potential of extending advocacy support to unaccompanied asylum seekers

### **Priority 3 - Effective engagement with minority individuals and groups**

#### **We will:**

- develop strategies to engage proactively with some minority groups through voluntary/community groups that offer their perspective in order to improve access and outcomes
- make sure that all members of the community are able to make their views known through consultations and during assessment and review.
- identify ways to improve the participation of children and young people from minority groups, including looked after children and other hard to reach groups.
- Develop strategic working with community groups through the Local Partnerships for Children to ensure views of minorities are incorporated.
- involve black and minority ethnic groups in the work of the Disabled Children's Development Group
- ensure the needs of BME and disabled children and families/carers are addressed in the development of the Children's Centres

### **Priority 4 – Effective and inclusive commissioning and procurement**

#### **We will:**

- ensuring that all new strategic plans and the creation or decommissioning of services are subject to an '*equality impact assessment*' from the outset.

- work with statutory and voluntary partners to understand and tackle the discrimination that results in over or under-representation by minority groups in children's service provision
- ensure both commissioned and directly provided services are inclusive and able to meet the needs of children and young people, their families and carers. This includes services provided by schools, colleges and 'early years' settings, including children's centres and extended schools.
- conduct careful research to underpin all commissioning practices, taking account of the needs of all communities and individuals (including minorities within different groups).
- work with partners to build capacity and understanding of legal obligations, and build these into our management of contracts with independent providers of Children's Services.
- establish a strategy of working with approved lodging providers to improve their understanding of cultural issues

### **Priority 5 – Personal safety/tackling harassment**

#### **We will:**

- support schools, early years settings and colleges in improving their recording of racist incidents
- develop a communication strategy to improve understanding of the experience of disabled children and young people, and concerns about safety and harassment

### **Priority 6 – Workforce development**

#### **We will:**

- ensure that employment in Children's Services is attracting and retaining individuals from diverse backgrounds and that opportunity for promotion is fair.
- ensure that all staff and managers are up-to-date with knowledge and competencies on equality and diversity and that improvement in practice on equalities is addressed via the appraisal system.
- ensure quality and diversity action is built into all performance improvement plans from departmental level through to individual work programmes.

- involve local community and voluntary organisations that work with minority groups to help develop our staff's knowledge
- use the knowledge and network of local interpreters and other agencies in contact with asylum seekers to improve our understanding of cultural issues
- share the specialist knowledge of the Traveller Education service and the English as an Additional Language service to develop links with families from these groups.

### **3. Progress so far**

There has been considerable work to progress the service's commitment to equality and diversity. This has included:

- Establishing the Disabled Children's Development Group with partners in the Children's Trust to promote joint strategies
- Developing the Special Educational Needs and Inclusion Strategy to highlight the need to focus on improving specialist support and advice within mainstream schools, allowing flexibility and reducing out of County specialist provisions, extending out of school and leisure activities, improving family support
- Developing an Accessibility Strategy to improve access to the curriculum for disabled children and young people
- Identifying and training members of Christian, Muslim and Jewish faith communities to contribute to the religious education and/or citizenship curriculum in schools.
- Conducting research into the experience of Black and minority ethnic looked after children in East Sussex.
- Holding an exhibition 'Moving Pasts' which developed understanding of Gypsy and Traveller issues with a talk by a genealogist on 'Traveller Roots in Sussex'.
- Developing and disseminating a film 'Waking-Up Early' with training materials for Early Years settings to use to improve understanding of race equality and cultural diversity.
- Producing and disseminating 'Sticks and Stones', a video of Traveller children's experience of racism.
- Working with *All Sorts* – a community groups working with lesbian, gay and bisexual young people, to produce a video and toolkit for schools on challenging homophobia

- Organising a group of children and young people, to represent the specific views of disabled, 'Looked after Children', and BME children and young people.
  - Developing team understanding of racist incident work through team meetings.
  - Providing social work practice sessions on 'building resilience among BME children'.
  - Organising a conference for schools to present tools and resources to promote the inclusion of pupils vulnerable to underachievement, particularly for disabled children.
  - Participating in a pilot project to develop equalities training throughout the whole council
  - Developed a training session aimed at multidisciplinary/multiagency staff to raise awareness of specific needs of BME communities and barriers they face when accessing health and social services, particularly for disabled children and for women
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#### **4. Monitoring and review**

The Equality Strategy is mainstreamed within the business planning processes of the Children's Services Department. It is monitored by the Equality Steering Group, whose task it is to monitor the various plans for improvement of services, including the Children and Young People's Plan and ensure the six equality priorities identified in the Equality Strategy are being met by the Department.

The Equality Steering Group will also ensure that East Sussex County Council's Equalities Scheme, incorporating the Race Equality Scheme and the Disability Equality Scheme, is reflected in its priorities.

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