

Working with Inclusion, Equality and Diversity

In Leeds Inclusion, Equality and Diversity is integral to the Common Assessment Framework process and helps support good practice throughout service delivery.

Children and young people are at the centre of a Common Assessment and meeting their needs requires agencies to take an active approach to Inclusion, equality and diversity taking account of individuals values, attitudes, beliefs, cultural background, race, colour, sexual orientation and ensuring respect and dignity when undertaking an assessment. Equal fairness and respect should be given when engaging with parents and carers in the CAF process.

Practitioners working with other professionals and agencies whether from the statutory or voluntary, community and faith sector are encouraged to promote equality of opportunity for all children young people and their families.

Working with Disabled Children

The Common Assessment Framework(CAF) should be the first step in assessing the needs of disabled children. Disabled children may face additional barriers which prevent them achieving their full potential, e.g. restricted access, lack of communication support etc. Practitioners should consider these issues when planning a common assessment involving a disabled child. Practitioners should ask whether a disabled child has a preferred means of communication (e.g. symbols, BSL, voice synthesiser, aide/interpreter) and ensure this is used. In addition if a child or young person has a communication difficulty consultation can be sought from the Speech Therapist.

Practitioners should ensure that extra time is set aside where a child needs communication aids. *It is never acceptable to assume a disabled child has no views or opinions simply because they cannot easily express them.*

A CAF would be undertaken with a disabled child when:

- Needs are unclear
- Concern about progress.
- More than one agency is involved, to assist in coordination.

Practitioners should also consider using the [Early Support](#) programme. For more information please refer to [Link to early support website](#):

www.earlysupport.org.uk

For local support contact Louise Snowden on louise.snowden@leeds.gov.uk

Working with black and ethnic minority children

Practitioners conducting a CAF with Black and Minority Ethnic children, young people and families should consider the additional impact on them of belonging to a minority group. Issues such as racial harassment, racial discrimination, and isolation if not part of a wider community can all impact on children and families and may affect the child's potential to achieve the 5 outcomes.

In addition where language issues exist, practitioners will need to ensure that every effort is made to overcome barriers to communication. If the parents speak little or no English but the child is fluent, children or other family members should not be used as interpreters. Where the practitioners agency has an agreement to provide interpreter with the Council's Central Interpreting and Translation Service (CITU) Tel: 0113 2149010 a request should be made direct to them for an interpreter. In other circumstances i.e. where the practitioners agency does not use the CITU, the practitioner should seek advice from within their own agency as to how they obtain the services of an interpreter. If the child or young person speaks little or no English, do not rely on other children or family members to interpret for the child.

Where a child or family is an asylum seeker, refugee or of uncertain immigration status, practitioners need to seek advice before offering or arranging services on

behalf of that family. Unaccompanied asylum-seeking minors are classed as “children in need” and entitled to a full needs assessment by the local authority. Contact the Asylum and Refugee team on Tel: 3952069 for further advice or information. Health staff can also contact the Health Access Team on Tel: 2149010

Equality and Diversity Policy

· Race Relations (Amendment) Act 2000 duties

- eliminate unlawful racial discrimination
- promote equality of opportunity
- promote good relations between people of different races

· Disability Discrimination Act (2005) duties

- promote equality of opportunity between disabled people and other people
- eliminate unlawful discrimination
- eliminate harassment of people with disabilities that is related to their disability
- promote positive attitudes towards people with disability
- encourage participation of disabled people in public life
- take steps to take account of people with disabilities, even where that involves treating people with disabilities more favourably than others

· Equality Act (2006) duties

- eliminate discrimination and harassment that is unlawful under the Sex Discrimination Act (1976) and the Equal Pay Act (1970)
- promote equality of opportunity between men and women

The Scheme also addresses other areas of equality, including age, belief and sexual orientation where the following legislation is currently relevant:

- Employment Equality (Age) Regulations 2006
- Employment Equality (Sexual Orientation) Regulations 2003
- Employment Equality (Religion or Belief) Regulations 2003
- Civil Partnerships Act (2004)
- Gender Recognition Act (2004)
- Human Rights Act (1998)