

## Equality Analysis (Previously Equality Impact & Needs Assessment) Form



Name of the policy, function or project: **Website:** [www.blaby.gov.uk](http://www.blaby.gov.uk)

Service: **Corporate Services**

Complete this form for any existing/proposed policy/function/project regardless of whether it is aimed at external customers or internal staff. . Please also be aware that equality policy applies to staffing/human resources issues as much as to external service delivery issues. Please note that existing policies/functions will be assessed as per an agreed annual programme. However if you are reviewing or devising a policy etc that is not currently in the 3 year plan it still needs an EA

**Answer every question – even if it is negative.**

If you conclude that there is a negative impact you will need to review the policy/function/project to improve the equalities performance and minimise or remove the impact. This should be done using the 'Improvement Actions Planned' table. Where appropriate such actions should be included in your Service Plan for the following year.

If the Corporate Equalities & Access Group (CEAG) feels this impact assessment needs further consideration, **you will be asked to review your conclusions.**

As a result of this exercise, you will have checked that your policy/function/project does not have negative/adverse impacts in terms of Gender, Gender re-assignment/ transgender, Ethnicity/Race, Disability, Age, Sexual Orientation, Religion or Belief, Marriage/Civil Partnerships, Pregnancy/Maternity (equality target groups).If it does you will have identified relevant actions needed to minimise or remove such impact and their likely resource implications.

**This is not simply a paper exercise – it is designed to make sure that your policy/function/project and service (development) is delivered fairly and effectively to all sections of our local community, and our employees!**

Please note that the Council is required to publish the results of these assessments, and update; therefore **your completed form may be a public document.**

Once completed and/or when your corresponding report is submitted to Management Board –Cabinet, please pass this form, together with documentation describing both the policy/function/project it concerns and any evidence relating to assessed impacts, to Alison Moran, Performance Manager. ***If this is a new policy/service/procedure/function/project this form will also need to be attached to your draft report for approval by your Director prior to its first submission to Management Board. Reports cannot be considered by Management Board unless both they & this EA have had prior approval by the relevant Director.***

***For further details please see separate Guidance Note on process for completion of EA's***

**To complete the form using 'check marks' in the boxes, position the cursor over the box you require, left double click, then select 'checked' in the 'check box form field options' box that appears on screen.**

**a. Preparation**

The work on this section should be done in advance and be used as part of your INA. Please attach examples of available evidence, including monitoring information, research and consultation reports.

1a. Do you have relevant data available on the number of people within the scope of your policy/function/project? E.g. whole population of the district/ward or employee data. **Blaby district profile and ward profile information obtainable from ISIS (Performance section).**

In relation to:

- Women and men
- Gender reassignment
- Black and minority ethnic communities
- People with disabilities
- Age groups
- Sexual orientation
- Religion or belief
- Marital status/civil partnership
- Pregnancy/Maternity

Yes	No
<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

1b. Do you have relevant data available on the number of people subject to or impacted by your policy/function/project? E.g. numbers of disabled people using the service. In relation to:

- Women and men

Yes	No
<input type="checkbox"/>	<input checked="" type="checkbox"/>

- Black and minority ethnic communities
- Gender reassignment
- People with disabilities
- Age groups
- Sexual orientation
- Religion or belief
- Marital status/civil partnership
- Pregnancy/Maternity

  
  
  
  
  
  
  

  
  
  
  
  
  
  


2. If you have answered 'yes' to the above questions your monitoring data should be compared to the current available census data to see whether a proportionate number of people are taking up your service. Please make any comments regarding service take up if relevant:

If you have answered 'no' please explain reasons for lack of relevant data:

Not specific numbers in relation to users of the website but all residents and wider community should be able to use website regardless of age, gender etc

3. Are you aware of any relevant equality or diversity related consultation, research, or good practice guidance in relation to this area? If so then please list and attach here:

Yes

No

## **Disability**

Implementation of the new visual design might adversely affect the users with the following types of disabilities\*:

### **1. Users with visual disabilities - blindness, low vision and colour blindness**

#### ***Blindness***

Blindness involves a substantial, uncorrectable loss of vision in both eyes.

To access the Web, many individuals who are blind rely on [screen readers](#) -- software that reads text on the screen (monitor) and outputs this information to a [speech synthesizer](#) and/or [refreshable braille display](#). Some people who are blind use [text-based browsers](#) such as Lynx, or [voice browsers](#), instead of a graphical user interface browser plus screen reader. They may use rapid navigation strategies such as [tabbing through the headings or links](#) on Web pages rather than reading every word on the page in sequence.

Barriers that people with blindness may encounter regarding the new website design:

- images that do not have alternative text
- complex images (e.g., graphs or charts) that are not adequately described

#### ***Low vision***

There are many types of low vision (also known as "partially sighted" in parts of Europe), for instance poor acuity (vision that is not sharp), tunnel vision (seeing only the middle of the visual field), central field loss (seeing only the edges of the visual field), and clouded vision.

To use the Web, some people with low vision use extra-large monitors, and increase the size of system fonts and images. Others use screen magnifiers or screen enhancement software. Some individuals use specific combinations of text and background colours, such as a 24-point bright yellow font on a black background, or choose certain typefaces that are especially legible for their particular vision requirements.

Barriers that people with low vision may encounter regarding the new website design:

- Web pages with absolute font sizes that do not change (enlarge or reduce) easily
- Web pages that, because of inconsistent layout, are difficult to navigate when enlarged, due to loss of surrounding context
- Web pages, or images on Web pages, that have poor contrast, and whose contrast cannot be easily changed through user override of author style sheets
- text presented as images, which prevents wrapping to the next line when enlarged
- also many of the barriers listed for blindness, above, depending on the type and extent of visual limitation

#### ***Colour blindness***

Colour blindness is a lack of sensitivity to certain colours. Common forms of colour blindness include difficulty distinguishing between red and green, or between yellow and blue. Sometimes colour blindness results in the inability to perceive any colour.

To use the Web, some people with colour blindness use their own style sheets to override the font and background colour choices of the author.]

Barriers that people with colour blindness may encounter regarding the new website design:

- colour that is used as a unique marker to emphasize text on a Web site
- text that inadequately contrasts with background colour or patterns
- browsers that do not support user override of authors' style sheets

## **2. Users with hearing impairments – deaf and hard of hearing**

### ***Deafness***

Deafness involves a substantial in-correctable impairment of hearing in both ears. Some deaf individuals' first language is a sign language, and they may or may not read a written language fluently, or speak clearly.

To use the Web, many people who are deaf rely on captions for audio content. They may need to turn on the captions on an audio file as they browse a page; concentrate harder to read what is on a page; or rely on supplemental images to highlight context.

Barriers that people who are deaf may encounter regarding the new website design:

- lack of content-related images in pages full of text, which can slow comprehension for people whose first language may be a sign language instead of a written/spoken language.

### ***Hard of hearing***

A person with a mild to moderate hearing impairment may be considered hard of hearing.

To use the Web, people who are hard of hearing may rely on captions for audio content and/or amplification of audio. They may need to toggle the captions on an audio file on or off, or adjust the volume of an audio file.

Users who are hard of hearing should not be affected by the implementation of the new website design.

## **3. Users with physical disabilities – motor disabilities**

Motor disabilities can include weakness, limitations of muscular control (such as involuntary movements, lack of coordination, or paralysis), limited sensation, joint problems, or missing limbs. Some physical disabilities can include pain that impedes movement. These conditions can affect the hands and arms as well as other parts of the body.

To use the Web, people with motor disabilities affecting the hands or arms may use a special mouse; a keyboard with a layout of keys that matches their range of hand motion; a pointing device such as a head-mouse, head-pointer or mouth-stick; voice-recognition software; an eye-gaze system; or other assistive technologies to access and interact with the information on Web sites. They may activate commands by typing single keystrokes in sequence with a head pointer rather than typing simultaneous keystrokes ("chording") to activate commands. They may need more time when filling out interactive forms on Web sites if they have to concentrate or manoeuvre carefully to select each keystroke.

Examples of barriers that people who have motor disabilities may encounter regarding the new design include:

- Inability to override style sheets using keyboard alternatives for mouse commands.

#### **4. Other types of disabilities**

Users with the following disabilities can also be impacted by Web accessibility:

- cognitive and neurological disabilities
- speech disabilities
- multiple disabilities, and
- aging-related conditions

However there is no evidence to suggest that the new website design will have a specific adverse effect on users with the above disabilities.

#### **Other Equality Strands**

**Race** – no evidence to suggest one particular group will be adversely affected.

**Gender** – no evidence to suggest one particular group will be adversely affected.

**Age** – no evidence to suggest one particular group will be adversely affected by the implementation of new website design specifically.

**Sexual Orientation** – no evidence to suggest one particular group will be adversely affected.

**Religion or Belief** – no evidence to suggest one particular group will be adversely affected.

- *Extract from 'How People with Disabilities use the Web', World Wide Web Consortium (w3C) Web Accessibility Initiative – see <http://www.w3.org/WAI/intro/people-use-web>. Copyright ©2005-2010 W3C.*

Although there is no evidence to suggest that any of the above groups will be adversely affected language could be a barrier to access, google provide a translation tool for websites and this could be added to facilitate easier access to information.

The Disability Discrimination Act 2005 is the legislation that covers the adverse impacts identified above.

The potential negative impacts of the new website design on the users identified above can be addressed by ensuring the W3C accessibility guidelines below are strictly followed when implementing the new design.

- Web Content Accessibility Guidelines 2.0 (WCAG2.0) – see <http://www.w3.org/WAI/intro/wcag.php>
- Authoring Tool Accessibility Guidelines 2.0 (ATAG 2.0) – see <http://www.w3.org/WAI/intro/atag.php>

NB: the accessibility guidance provided by the W3C Web Accessibility Initiative (WAI) is the de facto industry standard for conformance with Web accessibility.

A combination of automated and manual user testing will be completed to ensure that new design has been implemented correctly against the WCAG2.0 and ATAG2.0 accessibility guidance and successfully passes both accessibility and usability testing.

4. Do you need to carry out further research/ consultation to identify impacts, needs etc? Please specify what and who with?

Yes

No

Need to ensure website complies with the following:-

Checking compliance of the new website and its implementation against the W3C WAI web accessibility standards.

User accessibility testing of the new design.

Web publishing staff reviewing / implementing accessibility standards for their individual web pages within the new design.

There are also a number of measures in place to ensure continual equality improvement

- Compliments, complaints and comments
- SOCITM Better Connected Survey
- Sitemorse analysis
- Satisfaction rates
- User feedback on accessibility / usability
- Demographic data
- Residents' survey (bi-annual)

## b. Your policy, service, function or project

1. What is the title and main aim or purpose of the policy/function/service/project?

The purpose of the Blaby District Council website is to provide our residents, local businesses and visitors (our key target audiences) with:

- comprehensive, up-to-date service information
- signposting to related external services and online resources
- efficient online services and transactions
- online access to services
- a facility to easily engage with and provide feedback on services
- details of our latest news and events.

Our secondary target audiences are: partners, central government agencies and other local authorities.

2. List the areas of activity of the policy/function/project, e.g. the recruitment strategy might have advertising, interviewing, short listing etc. as activity areas.

The council produced a business case in 2010 to improve the website with the aim of achieving the following outcomes:

- **Improve customer satisfaction** – improved customer experience through a customer-centric approach – ie ‘customer journeys’
- **Reduce cost** – reduction in the cost of customer service through increased use of self-service via the online channel.
- **Enhance reputation** – to enhance the reputation of the Council by providing a modern, efficient online presence to the public.
- **Increase community engagement** – use of the online channel to listen, engage and respond to communities through the use of new and emerging technologies.
- **Support greater local democracy** – enabling online citizen feedback and participation on issues and decisions affecting the district
- **Provide greater support for local communities** – using the web to support local groups and communities, and enabling wider use of the Council’s information assets.
- **Provides a more personalised service** by improving the use of address and neighbourhood related information e.g. displaying relevant detailson maps such as location of planning applications, dog and litter bins, tree preservation orders etc.
- **Improving business continuity** by externally hosting the website

The re-designing the website’s ‘look and feel’ is part of the first phase of work within the project.

3. Who are the main intended beneficiaries of the policy/function/service/project?

Residents, local businesses and visitors

5. Which people / groups may be affected by the policy/function/project – whole population or particular groups?

Whole population

6. Are you expecting to make any changes during the next year?

- Policy
- Function
- Project
- Procedure

Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>

7. Who else will be involved in undertaking the EA ( names and roles)?

Website project team (Colin Jones, Eileen Palmer, Paul Rogers, Jake Dickinson)

**c. Impact Assessment**

1. Complete the following tables for each equality target group, by inserting a check mark or tick in one of the 3 options columns - Positive impact, Negative impact, Neutral.

- ★ Consider the information gathered in Section (a) of this form, compare monitoring information with census data, and considering any other evidence, research or consultations, identify any instances where you believe people in different equality groups could be impacted differentially.

- ★ This is particularly important where you think that the policy/function/project could have a **negative impact** on any of the equality target groups, i.e. it could disadvantage them, but also
- Where you think that the policy/function/project could have a **positive impact** on any of the equality target groups or contribute to promoting equality, equal opportunities or improving relations within equality target groups
- Otherwise, if you think that neither negative nor positive apply, then choose **neutral impact**
- Note that only **one** type of impact can be applicable for any particular equality group category e.g. male or female.
- **In all cases, please state briefly the reason/rationale for your assessment.**

a) How will the policy/function/project/procedure impact on men, women and those who are transgendered or have gone through gender re-assignment? e.g. flexible working arrangements might have a positive impact on women with caring responsibilities

Gender	Positive impact	Negative impact	Neutral	Reason/Rationale for Assessment
Male	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	All treated equally in accessing information on the website
Female	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Transgender/GR	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

b) How will the policy/function/project/procedure impact on people from different or minority ethnic communities? This may involve using Council services differently, e.g. will Muslim women use the Council's swimming pool more often if separate sex swimming arrangements are in place?

Ethnicity	Positive impact	Negative impact	Neutral	Reason/Rationale for Assessment
White British	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
White European	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Mixed Ethnicity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Asian	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
African or Caribbean	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Gypsy/Roma	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Other ethnic group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

c) How will the policy/function/project/procedure impact on people with disabilities, e.g. if information about Council Tax benefits are not made available in large print or alternative formats, access to such benefits might be denied to people with a visual impairment or learning disability.

Disability/Health	Positive impact	Negative impact	Neutral	Reason/Rationale for Assessment
Visually impaired	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Work will continue to ensure it meets accessibility standards
Hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

Physically disabled	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Allow customers to access information from location convenient to them
Learning difficulty	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Allow customers to access information from location convenient to them
Mental health problem	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Allow customers to access information at time and location convenient to them
Other longstanding health problem which limits day to day activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Allow customers to access information at time and location convenient to them

d) Does the policy/function/project/procedure impact on people differently based on their age, e.g. a job advertisement that requires at least ten years post qualification experience would clearly prevent people in their twenties from applying

Age Group	Positive impact	Negative impact	Neutral	Reason/Rationale for Assessment
Children (under 16)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Age is not necessarily a barrier to technology and due to accessibility requirement text can be altered in size.
(16 to 29)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
(30 – 44)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
(45 – 59)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
(26 to 55)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
(60 – 74)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Older (over 75)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

e) Does the policy/function/project/procedure impact on people differently based on their sexual orientation, e.g. if housing policy is only to offer temporary accommodation to couples of different sex a gay or lesbian couple would be unable to be housed

Sexual Orientation	Positive impact	Negative impact	Neutral	Reason/Rationale for Assessment
Heterosexual	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Gay or Lesbian	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Bisexual	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

f) Does the policy/function/project/procedure impact on people differently based on their religion or belief e.g. would a person of the Hindu religion be able to give a binding affirmation if a procedure requires the swearing of an oath on the Bible?

Religion or Belief	Positive impact	Negative impact	Neutral	Reason/Rationale for Assessment
Christian	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Google translate is provided should people have differing language needs
Hindu	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Muslim	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Sikh	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Jewish	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Other	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
None believer	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

f) Does the policy/function/project/procedure impact on people differently based on any of the other protected characteristics where these are affected by aspects of the Equality Act ( e.g. marital status and civil partnership; pregnancy or maternity)

No
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If you conclude that there is a **negative impact** in one or more of the target groups you will need to **amend the policy/function/project and/or take further action, to minimise or remove the impact** This should be done using the 'Improvement Actions Plan' table overleaf. If you think that other actions could be taken **to increase any positive impacts**, please include these too. Where appropriate, such actions should be included in your current/proposed Service Plan.

## Impact & Needs Assessment: Improvement Actions Plan

Please list below any recommendations for action to improve the equalities performance of the policy/function/project that you plan to take as a result of this impact assessment. This could be to change the policy itself or involve other initiatives. Where appropriate, these actions should also be included in your current/proposed Service Plan.

Issue/Link to INA question number	Action Required	Lead Officer	Time-scale	Resource implications	Comments
A3. DDA compliance within website re-design implementation	<ul style="list-style-type: none"> <li>Implement the new website design in line with the standards described in the Web Content Accessibility Guidelines (WCAG 2.0).</li> <li>Test – ie automated and manual testing.</li> <li>Implement automated accessibility testing tool such as sitemorse</li> </ul>	Eileen Palmer/Paul Rogers	July 2012		
A3. Access to all online information regardless of disability.	<ul style="list-style-type: none"> <li>Ensure an accessibility review / testing is completed ensure the WAI accessibility standards have been implemented successfully within the website re-design.</li> <li>Engage with Disability Workers to identify members who will be willing to become part of an accessibility sub-group to for input into testing and ongoing online development.</li> </ul>	Eileen Palmer/Paul Rogers	July 2012		
CF. Access to information regardless of language	<ul style="list-style-type: none"> <li>Ensure google translator is integral part of new website.</li> </ul>	Eileen Palmer/Paul Rogers	July 2012		

**Please ensure that the section below is completed and signed by one or both NAMED officers as applicable:**

**NAME:** \_\_\_\_\_ (Please print name)

Signed: \_\_\_\_\_  
(Corporate/Group/Service Manager)

Date: \_\_\_\_\_

**NAME:** \_\_\_\_\_ (Please print name)

Signed: \_\_\_\_\_  
(Completing Officer)

Date: \_\_\_\_\_

Please keep a copy on record to which the public could have full access. Also send or e-mail a copy of this completed form along with documentation describing the policy/function/project it concerns to:

Alison Moran, Performance & Audit Manager