

Equality, Fairness and Rights Impact Assessment (EFRIA)

The Equality, Fairness and Rights Impact Assessment (EFRIA) is one of our specific duties to [assess the impact](#) of applying a new or revised policy or practice against the needs of the General Equality Duty. This means East Renfrewshire Council must be mindful when assessing impact against these needs to:

- ensure the policy does not discriminate unlawfully
- consider how the policy might better advance equality of opportunity
- consider whether the policy will affect good relations between different groups

The Fairer Scotland Duty places a legal responsibility on particular public bodies in Scotland to actively consider ('pay due regard' to) how they can reduce inequalities of outcome caused by socioeconomic disadvantage, when making strategic decisions. The UN Convention of the Rights of the Child (UNCRC) is an international human rights treaty which sets out the rights every child has and has been incorporated into Scottish Law as the [United Nations Convention on the Rights of the Child \(Incorporation\) \(Scotland\) Act 2024](#).

The Equality, Fairness and Rights Impact assessment considers how a policy* could impact on the needs of individuals protected by the [Public Sector Equality Duty](#), [the Fairer Scotland Duty](#) and the [UN Convention of the Rights of the Child](#).

Name of policy*:	East Renfrewshire British Sign Language Plan 2024-2030
Description of policy:	The BSL (Scotland) Act 2015 requires public bodies in Scotland to publish plans every six years, showing how they will promote and support BSL. This plan is the second of its kind under the 2015 Act and covers the period for 2024-2030
Why is the policy required?	The British Sign Language (Scotland) Act 2015 is an Act of the Scottish Parliament to promote the use of British Sign Language including by making provision for the preparation and publication of national plans in relation to British Sign Language and by requiring certain authorities to prepare and publish their own British Sign Language plans in connection with the exercise of their functions; and to provide for the manner in which such plans are to be prepared and for their review and updating.
Date EFIRA completed:	March 2024
Completed by:	Megan McIntyre
Lead officer for policy:	Julie Breslin
Department:	Business Operations and Partnerships

*The term 'policy' covers any work or function of East Renfrewshire Council i.e. customer and service delivery, staffing, criteria, practices, proposals, activities and decision-making

Guidance – please read

Section 1

This section enables you to determine if a full assessment is required. If a full assessment is not required, this must be clearly stated in **Section 9** of the form.

Section **2-8** is the full assessment covering the sections listed below:

2	Engagement and Consultation Give details of how different groups have been consulted about the policy.
3	Impact on individuals or groups with protected characteristics How will the policy impact individuals or groups who fall under one of the nine protected characteristics: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation?
4	Impact on socio-economic disadvantage How will the policy impact individuals or groups disadvantaged by poverty, low income, homelessness or lack of or low-level educational qualifications?
5	Impact on Children and Young People How will the policy impact on the rights and needs of children and young people?
6	Contractors and suppliers Will the policy be delivered by any contractors or suppliers in full or partially?
7	Outcome of assessment and action plan What is your decision based on the assessment and are there any mitigations or actions that need to be addressed?
8	Approval Details of when and who approved the policy.

Section 9 should only be completed where the screening shows no assessment is required

When completing the assessment you must consider relevant evidence, including information received from equality groups. This evidence should inform the result of your impact assessment. You're required to take action to address any issues identified, such as removing or mitigating any negative impacts, where possible, and enhancing any potential for positive impact. If any adverse impact could result in unlawful discrimination, the policy must be fully reviewed and amended.

All impact assessments will be published on the Council website

1. Screening

This section should be completed to establish if a full assessment is required.

1.1 What is the nature of the work or activity?	
Select a category from below that explains the work or activity you are doing.	
<input type="checkbox"/> Policy or Strategy <input checked="" type="checkbox"/> Programme or Plan <input type="checkbox"/> Project delivery <input type="checkbox"/> Service or Function <input type="checkbox"/> Budget proposal <input type="checkbox"/> Other please state: Click or tap here to enter text.	Is this work or activity? <input type="checkbox"/> New <input checked="" type="checkbox"/> Change or review of existing <input type="checkbox"/> Other- Please state: Click or tap here to enter text.
1.2 What will happen as a result of this policy?	
What changes will come about for individuals and groups through this policy?- Select all that apply	
<input type="checkbox"/> Change to Council, Trust or HSCP charging arrangements (including introduction, removal, increase or decrease) <input type="checkbox"/> Change to how a service is delivered (including addition, change or removal of practices/procedures/processes) <input type="checkbox"/> Change to provision of services or staffing <input type="checkbox"/> Change to entitlement or eligibility for service delivery or welfare/benefit access <input checked="" type="checkbox"/> Other. Please state: Implementation of a statutory plan	

1.3 Is there any indication or evidence the policy will discriminate unlawfully; affect equality of opportunity for different groups or affect good relations between different groups?

Will any individuals be treated less fairly than others if this policy is implemented? This includes employees, residents, community groups and visitors to the area.

- Yes
- No
- Don't Know

1.4 What groups of individuals are likely to be impacted by this policy?

Select which groups of individuals are likely to be impacted positively or negatively if this policy is implemented.

- The policy has potential to impact **individuals with protected characteristics***
- The policy has potential to impact **socioeconomic disadvantage** for individuals**
- The policy has potential to impact **children and young people up to the age of 18**
- The policy has no impact on individuals

***Protected Characteristics** are age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

****Socio-economic disadvantage** is where an individual is disadvantaged by poverty, low income, homelessness or lack of or low-level educational qualifications

1.5 What individuals will be affected?

Tick all that apply

- East Renfrewshire Council employees
- Organisations or individuals carrying out a service on behalf of the Council
- Voluntary sector groups/organisations
- People living in a specific area of East Renfrewshire. Please state: [Click or tap here to enter text.](#)
- Everyone living in East Renfrewshire
- People working, studying or volunteering in East Renfrewshire

- X Visitors to East Renfrewshire
- X A group of people with a shared interest:
 - Experiencing socioeconomic disadvantage (this includes low/no wealth, low income, area deprivation or material deprivation)
 - Being in a particular age category
 - Being from a black or minority ethnic group e.g. Gypsy/Travellers
- X Speaking a language other than English
 - Women/girls
 - Identifying as Lesbian, Gay Bisexual or Transgender
 - Belonging to a particular religion or belief
 - Pregnant women or those on maternity/paternity leave
- X Having a long term limiting health condition or disability
 - Providing unpaid care for others
 - Another group e.g. those experiencing homelessness, offenders/ex-offenders. Please detail: [Click or tap here to enter text.](#)
- X Children and young people living in East Renfrewshire
- X Children and young people using East Renfrewshire Council services
- X Children and young people visiting East Renfrewshire
 - None of the above

Review your answers above.

- If the policy has **no impact on individuals**, and you have selected 'no' to section 1.3, an impact assessment is not required. **GO TO SECTION 9**
- If the policy will have an impact on individuals and/or you have selected 'yes or don't know' to section 1.3, complete the full assessment. **GO TO SECTION 2**

2. Engagement and Consultation

This section will assess how the policy is being communicated to certain groups and how you have consulted them.

2.1 How have individuals (incl. children & young people) who might be affected by the policy been consulted or involved?

This can include a summary of findings from recent consultations, surveys, user research or customer testing that has been carried out. Include dates and information.

The BSL (Scotland) Act 2015 requires all listed authorities to consult on a draft of their Authority Plan and to take account of any responses to the consultation. The Act sets out that people who the listed authority considers are likely to be directly affected by the plan or who otherwise have an interest in the plan must be consulted. This includes BSL users and representatives of BSL users. To give an example of how this can be achieved, the Scottish Government fulfilled this duty by funding BSL organisations to host community consultation events.

Since April 2023, East Renfrewshire Council have been regularly meeting a steering group of eight residents (every 3 months initially and then monthly in 2024) that use BSL to understand their experiences of services and what their needs are. We have been working together to produce a BSL Plan that is reflective of their priorities and the changes they wish to see, in order to make East Renfrewshire a better place to live for all people that use BSL.

A multi-agency working group of lead officers for each of the priority areas was convened and will continue to meet on a regular basis throughout the lifespan of the plan to monitor delivery of actions and assess ongoing need.

Services each had the opportunity to meet with the group, discuss their experiences and views of each priority and then used this information to draft actions that are reflective of these needs. A draft was then presented to the group for final feedback and comments before being submitted for approval to CMT and Council in April. We will continue to work with people in the community that use BSL throughout the lifespan of this plan

2.2 How will you communicate information about this policy to individuals who have: hearing and/or sight loss; English as an additional language; are digitally excluded; have literacy/numeracy barriers?

Think about how you will communicate information about the policy to the above individuals. This may include printed materials being accessible in other formats, e.g. Braille, easy to read, translated in other languages. More information can be found [here](#).

The duty to publish an Authority Plan under the BSL Scotland Act also requires listed authorities to make the content of the plan publicly available in BSL, in such form and manner as the listed authority publishing it considers appropriate. The BSL version of the plan will be made available by May 6th

Communication methods will include:

- Digitally via website and email
- This document can also be made available in other languages and can be provided in alternative formats such as large print or braille. For further information, please email: listening@eastrenfrewshire.gov.uk

3. Impact on groups with protected characteristics

This section will assess if the policy has potential to impact individuals with protected characteristics. You should consider any evidence or information you have on how it will affect different groups of individuals, both positively and negatively.

Below is a suggested list of sources:

- Input from local Councillors
- Findings from engagement exercise and consultations.
- Information or feedback from groups of individuals, such as equality interest organisations or groups who speak on behalf of others
- National, regional or local statistics

- Analysis of enquiries or complaints from customers
- Recommendations from inspections or audits
- National or regional research to identify similar issues
- Comparisons with similar policies in other departments or authorities to identify similar issues

You may want to consider collecting new evidence that you don't have but think will be relevant. For example: setting up meetings or focus groups, carrying out user research.

3.1 Are there known inequalities within the policy?

For example: barriers to transport for some groups; opening hours and location, organisational pay, terms or conditions; how public information is provided?

No

3.2 Use the table below to consider how the policy may impact on a particular group with protected characteristics through reviewing the evidence, experience and needs of this group

Characteristics/circumstances	Evidence, experience and needs- outline any data or research that shows how this group may be impacted (include sources)	Will the impact on this group be positive, neutral or negative and why?
Age	<p>There is currently no local data around how many children and young people in East Renfrewshire use BSL. The number of children and young people increased by 9.9 per cent from 2011 to 2021. The proportion of 5- to 14-year-olds as a percentage of the total East Renfrewshire population is the highest across Scotland's 32 local authority areas. There are approximately 3,600 young people in Scotland with hearing loss: it is estimated that 1.1 children per 1,000 are born with permanent bilateral deafness and 0.6 per 1,000 are born with unilateral deafness (Scottish Government)</p> <p>East Renfrewshire has an increasing ageing population with an 18.1 per cent increase in the number of residents aged 75 and over during the last decade. By 2043, almost one quarter of East Renfrewshire is projected to be aged 65 or over (23.8%) (Planning for the Future). It is estimated that 70% of over 70s have some degree of hearing loss (Scottish Government).</p> <p>In the 2011 Census, over 80 per cent of people who reported having blindness or partial sight loss or deafness or partial hearing loss or a physical disability were over the age of 50</p>	Positive- the plan will aim to have a positive impact on this group as this policy has an all age, approach and will aim to target all age groups

Disability or long term health condition	In the 2011 Census, 5,614 people (6.57%) in East Renfrewshire reported “deafness and partial hearing loss”. This has been projected to increase to 10,756 by 2018 and 12,360 by 2028 (Deafness: Predicting the future for Scotland The Census and beyond)	Positive - through promoting the use and awareness of BSL, this plan will help those experiencing deafness, hearing loss and those who are deaf blind to communicate and access to services
Race	N/A	N/A
Sex	There are slightly more female (52%) BSL users in Scotland than male (48%) Census 2011 equality results Through discussions with deaf community members women have reported more concerns around discussing health issues with health professionals, for example the menopause.	Positive- increased awareness for frontline staff, in particular health professionals on needs of deaf patients
Gender reassignment	N/A	N/A
Marriage/Civil Partnership (only applicable to Council employment policy)	N/A	N/A
Pregnancy / Maternity	Research has shown “deaf women avoid seeking care, have a lack of access to health information and healthcare providers, including midwives, have a lack of deaf awareness. For deaf women, during pregnancy, birth and postnatal periods, this can mean having longer hospital stays and more complex	Positive- increased awareness for frontline staff, in particular health professionals on needs of deaf patients

	postnatal care needs in both the hospital and community setting” (Midwifery Volume 104, January 2022)	
Religion / Belief	N/A	N/A
Sexual orientation	N/A	N/A
Providing unpaid care	Members of the deaf community group have reported barriers to accessing support and advocating for people they care for due to communication issues.	Positive- through promoting the use and awareness of BSL, this plan will help BSL users to communicate and have equal access to services and information
Any other relevant groups e.g. unemployed people, people experiencing homelessness, care leavers, people involved in the criminal justice system, people with literacy/numeracy barriers, people living in rural communities.	<p>Data from the 2011 Census shows that 133 people in East Renfrewshire live in households where British Sign Language is used.</p> <p>While the data in Scotland for the 2021 Census is still to be published, the results for England and Wales show an increase of nearly 6000 BSL signers since 2011. It's estimated that there are 25,000 people who use British Sign Language as their main language across the UK. The total number of people in the UK who use British Sign language (not necessarily as their main language) is estimated to be 151,000 and, of these, 87,000 are deaf.</p>	Positive- through promoting the use and awareness of BSL, this plan will help BSL users to communicate and have equal access to services and information

3.3 In what ways, if any, would this policy help to eliminate discrimination or undermine it?

Discrimination means treating individuals differently from others. For example, not recruiting someone as they are deemed too old/young; or a support group running on an upper floor with no lift access will discriminate against people with mobility issues or wheelchair users

This policy should help to eliminate discrimination by raising awareness through staff training of the barriers that BSL users face and adjustments that should be made to help them communicate and access services fairly. More information about Council services will be made available in BSL so that it is more inclusive and enables BSL users to gain access to information in their required language. Via the Local Employability Partnership groups we will work with partners who deliver employment services, and with employer groups already supporting employability to help signpost them to specific advice on the needs of BSL users.

3.4 In what ways, if any, would this policy advance or undermine equality of opportunity?

This is when individuals from different backgrounds are treated fairly through providing an equal footing or level playfield to achieve outcomes. For example, children who have additional support needs are provided with teaching support to fully participate in the school curriculum or a deaf BSL user is provided with a BSL interpreter at health appointments.

This policy will advance equality of opportunity through working with interpreting services to ensure timely support and choice of interpreter at health appointments, selected cultural events, civil, criminal and juvenile systems, elected member surgeries and community events and any other key appointments as identified by BSL users or services. More information will be provided in BSL through videos published online to ensure people who use BSL have the same access to information as those with English as their first language.

3.5 In what ways, if any, would this policy foster or undermine good relations between groups of individuals?

Consider aspects that may tackle prejudice or promote understanding between different groups. For example, ensuring new arrivals and refugees are given supports to integrate within local communities or an LGBTQI+ youth group provide training on LGBTQI+ experiences to a local faith group

This policy will aim to foster strong intergenerational relationships between BSL users as it will explore opportunities for children and young people to foster greater visibility of deaf role models, the development of a secure sense of identity, and reduced loneliness and social isolation

4. Impact on socio-economic disadvantage

This section will assess how the policy may impact socio-economic disadvantage for individuals.

Socio-economic disadvantage is where an individual is disadvantaged by poverty, low income, homelessness or lack of or low-level educational qualifications. Socio-economic disadvantage can be experienced in both geographical communities and communities of interest i.e. a group that share a common characteristic or circumstance. In East Renfrewshire there are a number of communities, known as locality planning areas, where people are at greater risk of experiencing socio-economic disadvantage including,

- Barrhead – Dunterlie, East Arthurlie and Dovecothall
- Auchenback
- Neilston
- Thornliebank

Consider the policy itself and the way it will be implemented. How will this deliver different experiences for individuals in East Renfrewshire?

4.1 In the section below consider how the policy may impact socio-economic disadvantage through reviewing the evidence, experience and needs of this group

Characteristics/circumstances	Evidence, experience and needs- outline any data or research that shows how this group may be impacted (include sources)	Will the impact on this group be positive, neutral or negative and why?
Socio-economic	There is no local data around how many BSL users experience financial hardship, in 2011 Census, compared to the population in Scotland, BSL users were:	Positive- the plan aims to improve the experiences of learners in schools and access to employability services which should allow for better opportunities for employment for BSL users

	<ul style="list-style-type: none"> • Less likely to be economically active, and more likely to be 'permanently sick or disabled'; • Much more likely to have never worked; • More likely to work fewer hours per week; • Less likely to be in the highest AB social grade; • More likely to have no qualifications, and less likely to hold high level qualifications; • Much more likely to live in social rented accommodation, and less likely to be home owners; • Much more likely to be living in overcrowded households; • More likely to have no access to a car or van, and less likely to have multiple cars. 	
<p>4.2 Consider the impact outline in section 4.1, In what way would the policy alleviate or increase inequalities in socio-economic disadvantage?</p> <p>Consider common inequalities such as poorer skills and attainment; lower paid and less secure work; greater chance of being a victim of crime; less chance of being treated with dignity and respect; lower healthy life expectancy; lower feeling of control over decisions that affect you.</p>		
<p>National research has found that over half of the deaf children involved who communicated using spoken language and four fifths of those who used sign language had reading difficulties at least as severe as those faced by hearing children with dyslexia, and in some cases they were more severe. This can have a negative impact on employment opportunities for people who use BSL and therefore increase chances of financial difficulty (City, University of London). The plan aims to improve the experiences of learners in schools and access to employability services which should allow for better opportunities for employment for BSL users and maintain attainment.</p>		

4.3 What opportunities are there within this policy and the way it will be implemented to promote inclusion, participation, dignity and empowerment of people experiencing socio-economic disadvantage?

For example, a new health centre is being built and considers affordability of public transport options for residents.

Opportunities to promote inclusion, participation, dignity and empowerment of people experiencing socioeconomic disadvantage throughout the plans delivery will be identified where relevant.

4.4 Is there anything in particular that will be done to address the multiple inequalities experienced by some people in Auchinback, Barrhead, Neilston and Thornliebank?

N/A

5. Impact on Children and Young People

This section must be completed if any potential impact on children and young individuals up to the age of 18 have been identified in sections 1-4.

United Nations Convention on the Rights of the Child (Scotland) Act 2024 places a legal duty on public authorities to respect and protect children's rights in the work they do.

There are a range of elements that the Council must consider in supporting these rights including:

- Ensuring that children and young people have a voice in decisions that affect them – both directly and indirectly;
- Undertaking assessments of how well the Council is protecting children, including children's rights and wellbeing impact assessments and considering how budget planning supports better outcomes for children and young people

5.1 Are there known impacts on children and young people within the subject matter of the policy?

For example, changes to out-of-school services, employment support for parents, play parks.

Yes, the BSL plan has a specific priority area around children, young people and their families. The plans actions include:

- Promote and facilitate participation of teachers and other school-based staff in deaf awareness training where available
- Seek to provide opportunities for education staff to engage in relevant training in BSL to support deaf and deafblind learners
- Ensure parents, carers, children and young people are aware of pathways to accessing support and that education staff are equipped with the knowledge and skills to refer to these as appropriate
- Support the development of opportunities for deaf and deafblind children, young people, and their families to learn about the heritage and culture of BSL
- Increase opportunities for children and young people that foster the development of a secure sense of identity, reduce loneliness and social isolation and increase visibility of deaf role models
- Collaborate with Children & Young People to ensure health services are accessible and health & wellbeing information is provided in a timely and appropriate format.
- Continue to ensure the United Nations Convention on the Rights of the Child underpins our collective work

If there is no impact on children and young people GO TO SECTION 6

5.2 In the section below outline the UN Convention on the Rights of the Child (UNCRC) General principle that is relevant, the particular groups of children that will be affected and how this will impact them

Which [General Principles of UNCRC](#) are relevant to this policy/measure?

Tick all that apply

Which particular groups of children and young people are affected by this policy?

(e.g. young children, children with disabilities, children living in poverty, children in care, young people who offend).

<p>Article 2 Non-discrimination Children should not be discriminated against in the enjoyment of their rights. No child should be discriminated against because of the situation or status of their parent/carer(s).</p>	X	Children with disabilities, children with parents/guardian with disabilities
<p>Article 3 Best interests of the child Every decision and action taken relating to a child must be in their best interests. Governments must take all appropriate legislative and administrative measures to ensure that children have the protection and care necessary for their wellbeing - and that the institutions, services and facilities responsible for their care and protection conform with established standards.</p>	X	Children with disabilities, children with parents/guardian with disabilities
<p>Article 6 Life, survival and development Every child has a right to life and to develop to their full potential.</p>	X	Children with disabilities, children with parents/guardian with disabilities
<p>Article 12 Respect for the views of the child Every child has a right to express their views and have them given due weight in accordance with their age and maturity. This includes involving children in budget decisions that affect them. Children should be provided with the opportunity to</p>	X	Children with disabilities, children with parents/guardian with disabilities

be heard, either directly or through a representative or appropriate body.		
Which additional articles are relevant to this policy/measure? List all that apply Article 23 Article 24		

In relation to the articles identified above, explain how the impact will be positive, negative or neutral.

Relevant identified Article of UNCRC	Impact category (Positive/Negative/Neutral)	Assessment of impact (including consideration of whether the policy might impact different groups of children and young people in any other way).
Article 2	Positive	This policy aims to ensure that children are not discriminated against by raising awareness of the needs of children and their parents who use BSL so that frontline staff are more understanding and supportive of these needs when working with these groups.
Article 3	Positive	By committing to ensure that the UNCRC underpins our collective work in the BSL plan, we have considered the best interests of children and young people throughout the drafting of actions in the BSL plan
Article 6	Positive	Our aim for the plan is the Getting it Right for Every Child (GIRFEC) approach will be fully embedded, with a deaf or deafblind child and their family offered the right information and support at the right time to engage with BSL. We will strengthen partnerships between relevant organisations to overcome barriers for BSL users and deaf/deafblind children to ensure they have the support they need at all stages of their learning, so that they can reach their full potential.
Article 12	Neutral	We met with a representative group of children and young people. They shared what makes them feel included and

		successful in school and other settings and they also described some of the barriers they face day-to-day. Consultation with our Teachers of the Deaf and a small group of parents and carers further informed our plan as it relates to children, young people and their families. We would hope to continue this dialogue throughout the plan's lifespan
Article 23	Positive	This aims to have a positive impact on article 23 by ensuring parents, carers, children and young people are aware of pathways to accessing support and that staff are equipped with the knowledge and skills to refer to these as appropriate.
Article 24	Positive	We are hoping to have a positive impact on Article 24 by collaborating with Children & Young People to ensure health services are accessible and health & wellbeing information is provided in a timely and appropriate format

5.3 What opportunities are there within this policy to advance or undermine the rights of children and young people?

Explain how the policy can strengthen or weaken the rights of children and young individuals

We are seeking to strengthen the rights of children and young individuals as we have made a commitment to ensure that UNCRC underpins our collective work and actions in the BSL plan

5.4 What opportunities are there within this policy to protect and promote the wellbeing of children and young people?

For example promoting physical activity and healthy eating.

We are looking to support the development of opportunities for deaf and deafblind children, young people, and their families to learn about the heritage and culture of BSL. We will increase opportunities for children and young people that foster the development of a secure sense of identity, reduce loneliness and social isolation and increase visibility of deaf role models. Our policy also aims to raise awareness with HSCP staff on ways to support BSL users and understand service responsibilities through training and information sharing, ensure services are inclusive and accessible with a choice of options for BSL community to access health & wellbeing activities and services and liaise with interpreting services to ensure timely support and choice of interpreter where possible. These developments should thereby promote and protect the wellbeing of children and young people.

6. Contractors and suppliers

6.1 Will the policy be carried out by contractors or suppliers?

This includes fully or partially. If yes, how will you incorporate equality expectations into the contract?

N/A

7. Outcome of assessment and action plan

You have completed sections 1-6 above and assessed the impact of the policy on individuals with protected characteristics, those experiencing socio-economic disadvantage and children and young people. The following section outlines your decision based on this assessment, mitigations and actions that can be taken to reduce any negative impacts.

7.1 Having assessed the impact of the policy under sections 3,4 and 5 select the most appropriate outcome

Which option below best describes your next steps?

Continue the policy as is

Adjust the policy

Stop the policy

7.2 Are there any significant and relevant information gaps that have not been filled during the development of this policy and how do you plan to address these during the life of the policy?

We would look to consult with BSL users in the community that are deafblind, as although their needs have been taken into consideration in the plans drafting we have not had any direct consultation with those with lived experience of these issues. We also hope to continue the work with consulting the wider BSL community including children and young people to continue to develop our knowledge around the needs and priorities of these issues during the life of the policy

7.3 Briefly summarise how your evidence and assessment demonstrates any potential impacts, both positive and negative, on groups with protected characteristics from this policy?

Through the actions set out in our plan this policy will have positive impacts on older and children and young people, those with long term health conditions and disabilities and people who use BSL through promoting the use and awareness of BSL, this plan will help BSL users to communicate and have equal access to services and information

7.4 Briefly summarise how your evidence and assessment demonstrates any potential impact, both positive and negative, on individuals and communities experiencing socio-economic disadvantage from this policy?

Positive- the plan aims to improve the experiences of learners in schools and access to employability services which will hopefully allow for better opportunities for employment for BSL users

7.5 Briefly summarise how your evidence and assessment demonstrates any potential impacts, both positive and negative, on the rights of children and young people from this policy?

We are seeking to strengthen the rights of children and young individuals as we have made a commitment to ensure that UNCRC underpins our collective work and actions in the BSL plan

7.6 How long will this policy be in place and when is it scheduled for review?

Is this a temporary or permanent change and are there plans to review the policy?

This plan will be in place for the next 6 years and progress will be reported at the midway point in 2027.

The legislation allows listed authorities, if they so wish, to revise their most recently published Authority Plan at any time. If a listed authority revises its Authority Plan, it must, as soon as is reasonably practicable, publish the revised version in a form in which the changes made are clearly indicated. There is also a requirement for listed authorities to publish the revised version, including an explanation of the changes made, in BSL, in such form and manner as the listed authority publishing it considers appropriate.

7.7 Based on the findings from this impact assessment, outline any mitigating actions that will reduce the impact caused by the policy on individuals, including children and young people. The actions should also outline the communication and implementation of the policy.

Identified adverse impact	Mitigating actions	Timeline	Responsible person

8. Approval

If the full impact assessment has been completed, complete below.

Name of policy:	East Renfrewshire British Sign Language Plan 2024-2030
Date approved:	8/4/24

Approved by: (Head of Service/Director level)	Louise Pringle Director
Department:	Business Operations & Partnerships

9. No assessment required

If the screening has indicated a full assessment is not required, complete below.

Policy/Decision Title	
Department/ Service	
Responsible officer for taking decision	
Rationale for decision	<p>Please record why an assessment is not required and what your justification is for making that decision. This must include confirmation that the policy has no relevance for people with protected characteristics or impact on human rights or socio-economic inequalities.</p>

Declaration:

I confirm the decision not to carry out an Equality, Fairness and Rights Impact Assessment has been authorised by:

Name and Job Title:

Date Authorisation given:

Version Control

Date of change	Amendment	Owner
Feb 2021	First publication	C Coburn
June 2023	Introduction and Guidance sections added and formatting changes throughout	C Coburn
Feb 2024	Updating UNCRC section following legislative change	J Breslin