

## Summary Fair Treatment Assessment (FTA)

<b>Area for Assessment:</b>	
<b>Name of service or function etc</b>	Integrated Working LINCS (Local Integrated Needs-led Co-ordinated Support) Training Strategy
<b>Which Service does this affect?</b>	Children & Young People's Trust Team
<b>Is this a new, existing or revised function?</b>	Ongoing for 5 years
<b>Summary of findings:</b>	
<b>Main conclusions on the likely impact of the function on different equality groups (protected characteristics):</b>	
<p>Going through the assessment has been useful in reflecting on our practice. We have already been informally learning from participant feedback about what has worked well or not in terms of our planning. We are now aware of the changes we need to make in order to improve what we offer. Some of the changes required are easy to put into place, but others may take time due to capacity, to put in place.</p> <p>Ideally the training should be accessible to all groups of workers identified as being relevant in this assessment i.e. younger aged workers; workers with caring responsibilities; workers with disabilities; workers who have been on maternity leave; volunteers and workers with any qualifications, knowledge and skills. Some of the evidence that has been presented as a result of this assessment shows that:</p> <ul style="list-style-type: none"> <li>• Many younger aged workers have found the training beneficial as they have learnt more from their more experienced counterparts during the training interactions. A few younger workers may feel overwhelmed by the more experienced colleagues during some sector specific training sessions.</li> <li>• Caring responsibilities have impacted on when training is delivered and for how long. In some cases, those with training responsibilities have had to miss part or the entire training session.</li> <li>• The training sessions continue to take into account the needs of participants with different disabilities which may for example, affect their sight, hearing, physical disability and so on.</li> <li>• The location of the free training venue may impact negatively on some low paid workers those volunteers (especially from the voluntary sector) who may not afford to reach it due to lack of bus fare.</li> <li>• Some highly academically qualified workers may believe that they have enough skills/knowledge and hence do not need the free training that is on offer.</li> </ul> <p>Some of the key actions we plan to take to minimise any negative impacts include:</p> <ul style="list-style-type: none"> <li>• Ensuring that the quality of the training and trainers is able to address issues of equality</li> <li>• Ensuring that trainers are trained in anti-discriminatory practice/behaviour and demonstrate this within the actual training course.</li> <li>• Ensuring that timings for delivery of training are accessible to all groups of staff.</li> <li>• Ensuring that venues are accessible to all groups of staff.</li> <li>• Consideration of the limitations of particular audience to access the training on offer and therefore to look at appropriate methods for practitioners to access it, including distance learning and e-learning.</li> </ul> <p>These findings will be fed into the Integrated Working Strategy as well as the wider training</p>	

programmes we are involved in.

**Actions:**

**Actions identified to address negative impacts identified or to better promote equality, human rights, cohesive and sustainable communities and safeguarding issues**

Action	Outcome	Timescale
Oracle Learning Management System reports to be produced on a regular basis.	Ensure training statistics can be collated	Dec 2010
Ask on evaluation form questions about access to training requirements and adapt confirmation email to all groups of staff.	Ensure accessibility to training by all groups of participants.	Dec 2010
Review content of training with different stakeholders to ensure cross section of issues	Ensure training is accessible to a range of participants	March 2011
Continue to offer bespoke in-house training that is targeted at a certain sectors.	Training is more accessible and therefore more trainees can access it.	March 2011
Ensure a range of trainers are used with different experiences and backgrounds	Training is accessible to diverse audience	March 2011
Ensure case studies used in training reflect a significant range of different equality groups – ethnicity, age, race, religion and culture and so on.	Training reflects a diverse range of children and young people that trainees could engage with.	March 2011
<b>Date Assessment Signed Off</b>	January 2011	