

**Name:** Laura Ellis-Philip

**Policy/Service:** Remote Access Policy

<p><b>Background</b></p> <ul style="list-style-type: none"> <li>• Description of the aims of the policy</li> <li>• Context in which the policy operates</li> <li>• Who was involved in the Equality Impact Assessment</li> </ul>
<p>See Section 1 <a href="#">Introduction</a> and Section 2 <a href="#">Scope</a>                  The EIA was performed by the IT Manager and the Head of IT Services</p>
<p><b>Methodology</b></p> <ul style="list-style-type: none"> <li>• A brief account of how the likely effects of the policy was assessed (to include race and ethnic origin, disability, gender, culture, religion or belief, sexual orientation, age)</li> <li>• The data sources and any other information used</li> <li>• The consultation that was carried out (who, why and how?)</li> </ul>
<p>The policy was examined and reviewed.</p>
<p><b>Key Findings</b></p> <ul style="list-style-type: none"> <li>• Describe the results of the assessment</li> <li>• Identify if there is adverse or a potentially adverse impacts for any equalities groups</li> </ul>
<p>There is no impact on equality.</p>
<p><b>Conclusion</b></p> <ul style="list-style-type: none"> <li>• Provide a summary of the overall conclusions</li> </ul>
<p>The policy applies to all regardless of race, ethnic origin, gender, culture, religion or belief, sexual orientation and age.</p>
<p><b>Recommendations</b></p> <ul style="list-style-type: none"> <li>• State recommended changes to the proposed policy as a result of the impact assessment</li> <li>• Where it has not been possible to amend the policy, provide the detail of any actions that have been identified</li> <li>• Describe the plans for reviewing the assessment</li> </ul>
<p>The policy should be approved.</p>

## Guidance on Equalities Groups

<p><b>Race and Ethnic origin</b> (includes gypsies and travellers) (consider communication, access to information on services and employment, and ease of access to services and employment)</p>	<p><b>Religion or belief</b> (include dress, individual care needs, family relationships, dietary requirements and spiritual needs for consideration)</p>
<p><b>Disability</b> (consider communication issues, access to employment and services, whether individual care needs are being met and whether the policy promotes the involvement of disabled people)</p>	<p><b>Sexual orientation including lesbian, gay and bisexual people</b> (consider whether the policy/service promotes a culture of openness and takes account of individual needs)</p>
<p><b>Gender</b> (consider care needs and employment issues, identify and remove or justify terms which are gender specific)</p>	<p><b>Age</b> (consider any barriers to accessing services or employment, identify and remove or justify terms which could be ageist, for example, using titles of senior or junior)</p>
<p><b>Culture</b> (consider dietary requirements, family relationships and individual care needs)</p>	<p><b>Social class</b> (consider ability to access services and information, for example, is information provided in plain English?)</p>