
Report to: Clackmannanshire Council

Date of Meeting: 21st May 2026

Subject: British Sign Language Plan 2026-32

Report by: Head of Corporate Services

1.0 Purpose

- 1.1. This report presents for approval the draft British Sign Language Plan 2026-2032

2.0 Recommendations

Council is asked to

- 2.1. Note the steps taken to develop a new British Sign Language; and
- 2.2. Approve the draft British Sign Language Plan 2026-2032 to replace the Clackmannanshire Council's British Sign Language Plan 2018-2023.

3.0 Considerations

- 3.1. British Sign Language (BSL) is a language with its own grammar, syntax and vocabulary. It is how the BSL community participate in and contribute to local life, culture and work. For a small percentage of the Clackmannanshire population, it is their first language.
- 3.2. The British Sign Language (Scotland) Act 2015 requires public bodies in Scotland to produce plans that set out how they will promote and raise awareness of the language.
- 3.3. Clackmannanshire Council approved its first British Sign Language (BSL) Plan 2018-2023 on 25th October 2018 in accordance with statutory requirements. Subsequently, the Scottish Government published its second National British Sign Language Plan in 2023, requiring local authorities to produce BSL Plans to meet local needs.
- 3.4. In the time since our first plan was approved, we have adopted the use of BSL interpretation available from external as well as internal resources to help improve access to our Services for the BSL community; we have introduced BSL to the 1+ 2 programme in our schools; and we have raised awareness amongst frontline services of the support, resources and information available

to promote communication and facilitate access to services for the BSL community.

- 3.5. In updating our BSL Plan, we considered the learning and progress made since the publication of our first Plan; the communication preferences and experiences of local BSL users; and what can realistically be achieved within resources. The consultation period ran from the end of November 2025 until the start of March 2026. We consulted colleagues, officers in partner agencies and the organisations which provide direct support to our BSL community, including British Deaf Association who are funded by Scottish Government to support local authorities in the development of their BSL Plans. We also spoke directly to some of our citizens who are BSL users and gathered meaningful insight into their direct experiences of accessing Council Services. The results of the consultation are available publicly on the Council's consultation platform (Citizen Space).
- 3.6. The Plan responds to the barriers that BSL users face, setting out key action areas for Clackmannanshire Council which aim to improve equality and outcomes. They are:
- Improving the location and format of information for BSL users about Council services
 - Ongoing staff training and awareness-raising
 - Signposting to support and the services of other organisations most used by BSL users
 - Exploring partnership working to maximise resources and prevent gaps in services for BSL users
 - Exploiting dedicated resources available from the Scottish Government, and other public agencies.
- 3.7. Upon approval of the Plan, it will be translated into BSL and both versions will be published on the Council's website. The final Plan will also be submitted to Scottish Government.
- 3.8. The Scottish Government will publish a progress report later this year to coincide with the midway point for the national plan. This is an opportunity for Clackmannanshire Council to review and evaluate the success of the actions in the Plan in achieving the long-term goals.

4.0 Sustainability Implications

- 4.1. None

5.0 Resource Implications

5.1. Financial Details

- 5.2. The full financial implications of the recommendations are set out in the report. This includes a reference to full life cycle costs where appropriate.

Yes

5.3. Finance have been consulted and have agreed the financial implications as set out in the report. Yes

5.4. *Staffing* – the implications for staffing will be accommodated within existing staffing levels and resources.

6.0 Exempt Reports

6.1. Is this report exempt? Yes (please detail the reasons for exemption below) No

7.0 Declarations

The recommendations contained within this report support or implement our Corporate Priorities and Council Policies.

(1) Our Priorities

Clackmannanshire will be attractive to businesses & people and ensure fair opportunities for all

Our families; children and young people will have the best possible start in life

Women and girls will be confident and aspirational, and achieve their full potential

Our communities will be resilient and empowered so that they can thrive and flourish

(2) Council Policies

Complies with relevant Council Policies

8.0 Impact Assessments

8.1 Have you attached the combined equalities impact assessment to ensure compliance with the public sector equality duty and fairer Scotland duty? (All EFSIAs also require to be published on the Council's website)

Yes

8.2 If an impact assessment has not been undertaken you should explain why:

9.0 Legality

9.1 It has been confirmed that in adopting the recommendations contained in this report, the Council is acting within its legal powers. Yes

10.0 Appendices

10.1 Please list any appendices attached to this report. If there are no appendices, please state "none".

- Clackmannanshire Council's draft BSL Plan 2026-2032

11.0 Background Papers


11.1 Have you used other documents to compile your report? (All documents must be kept available by the author for public inspection for four years from the date of meeting at which the report is considered)

Yes (please list the documents below) No

Author(s)

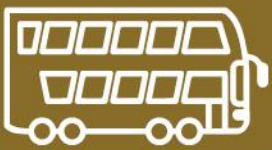
| NAME | DESIGNATION | TEL NO / EXTENSION |
|----------------|------------------------------|--------------------|
| Lesley Baillie | Strategy Performance Adviser | X2012 |

Approved by

| NAME | DESIGNATION | SIGNATURE |
|----------------|----------------------------|---|
| Chris Alliston | Head of Corporate Services |  |



British Sign Language (BSL) Plan 2026-2032



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Introduction and background

The Scottish Government has stated its commitment to make Scotland the best place in the world for BSL users¹ to live, work and visit, and has set out how it aims to achieve this in the British Sign Language National Plan 2023-2029, which was published in November 2023. The Plan focuses on ten priority themes developed to respond to the barriers identified by BSL users as important to them.

The BSL (Scotland) Act 2015 requires a range of Scottish public bodies, including local authorities, health boards, colleges and universities, to publish plans showing how they will support BSL users and promote the use of BSL locally.

Of the ten national priorities, we have identified seven which are most relevant to Clackmannanshire Council, and on which we will focus over the next 6 years. In setting out the actions under those long-term goals that Clackmannanshire Council will take over the period 2026 – 2032, this plan fulfils that requirement.

To refresh our Plan, we consulted with local BSL users and their representatives to find out more about the barriers they face actively accessing our services and how best we can remove them.

In the development of this Plan, we worked closely with BDA who provided their knowledge and advice and connected us directly with some of Clackmannanshire's BSL users.

BSL in Clackmannanshire

BSL is recognised as a language, with its own grammar, syntax and vocabulary, distinct from spoken or written English. Whilst it is possible for d/Deaf² and deafblind BSL users to read and write English, we acknowledge that a sizeable proportion of the community find this very difficult, especially when more complex concepts, grammar or less common words are used.

Reliable data on the use of BSL as a first language specifically in Clackmannanshire is limited. The 2022 Census shows that people whose first language is BSL make up just under 0.05% of Clackmannanshire's population aged 3 years or over. has 24. Census results also show that just under 2.4% of our population aged over 3 years are BSL users. Across Scotland the percentage of BSL users is just over 2.2% of the population. However, the organisations supporting and advocating on behalf of BSL users have reason to believe that the wording of the Census question may have generated a higher number of responses to the question about first language BSL than the reality, and figures for Clackmannanshire may in fact be slightly lower than given.

There is no local Deaf Group although the Forth Valley Sensory Centre Deaf Club is open to Clackmannanshire's BSL users. Classes in conversational BSL are available locally.

We are providing services to BSL users often without the need for the use of BSL as many transactions with the general public succeed with little or no oral communication required. However, we cannot assume that there are no barriers to accessing services or that there is external support to help overcome them.

This plan sets out our approach to mainstreaming BSL in Council functions. Making best use of the resources and expertise available to us, we are taking a phased approach focusing on what can be realistically achieved to make a difference within the lifespan of the Plan.

¹ Throughout this plan "BSL users" includes all people whose first or preferred language is BSL, including those who receive the language in a tactile form due to sight loss.

² A capital D denotes deafness from birth. A small d denotes acquired deafness.

Summary of Progress since 2018

In the time since our first BSL Plan came into operation, we have installed arrangements for translation and interpretation and updated our website linking to our BSL plan from our Equality and Diversity webpage.

We have mainstreamed our commitment to BSL which is embedded in our Mainstreaming Equality, Diversity & Human Rights Outcomes 2024-2029. This integration into our strategic planning acknowledges that BSL is not an additional function with its own dedicated resources and objectives, but an improvement to existing functions.

We have made progress in raising awareness of BSL culture amongst our Early Years workforce and in providing learning opportunities to raise capacity so that we are able to provide relevant information to children and families at the point of diagnosis.

As with most of our handling of transactions with the public, our frontline staff have worked flexibly with BSL users who access our Services regularly and adopted the preferred method of communication of the person in question.

We are collaborating across the Forth Valley area and have well-established links with Windsor Park School and Forth Valley Sensory Service.

We have adopted British Sign Language (BSL) as a language as part of '1 plus 2 languages' in selected schools.

We have made personal contact with some of our BSL users and made interim arrangements for ongoing contact

Name and contact details of lead officer

Cherie Jarvie
Strategy & Performance Manager
E-mail equalities@clacks.gov.uk

Engagement and Consultation

We promoted engagement on the plan through our website and social media. We also shared our messages and draft actions with local and national partner organisations, including community councils, Clackmannanshire Third Sector Interface, Forth Valley Sensory Centre, the Health & Social Care Alliance and the British Deaf Association.

We gathered views in different ways:

- An online survey in February 2026
- A public drop-in at Kilncraigs, Alloa in March 2026
- A meeting with Clackmannanshire members of Falkirk Deaf Club at their premises

What you told us

We received feedback from individuals who are BSL users and their families, as well as people with a professional interest in BSL.

Alongside positive comments about how accessible Council services already are for BSL users we received constructive suggestions on further steps we could take to improve the experience for BSL users.

Key messages

- We should not presume that BSL users will find information on our website or that interaction with us through digital means is a preferred alternative. Written information should be in Plain English and BSL videos as an alternative to written information are appreciated.
- BSL awareness training should be mandatory at least for staff in some services and, although online interpretation is available, there needs to be more people who could provide interpretation in person.
- The BSL community welcomes the inclusion of BSL in the school curriculum, placing less value on Makaton, and there is interest in BSL classes in the area for local people.
- There needs to be more work with employers to support reasonable adjustments for communication with potential BSL employees
- Further awareness-raising for staff in health and social care is critical in ensuring children who are born deaf are not missed and to ensure adequate mental health provision for people for whom sensory loss has been traumatising.
- The scope that culture offers for non-verbal expression and in enriching the lives of Deaf/deafblind people should be further exploited.
- BSL users are seldom faced with barriers they cannot work around when accessing Council Services and they generally feel supported in matters relating to the Council.
- There is local interest amongst Council staff and the public for conversational BSL classes.

Summary - Clackmannanshire Council's BSL Plan



This plan shows our commitment to meeting the needs of Clackmannanshire's BSL users and contributing to the aspirations set out in the Scottish Government's BSL National Plan.

We will build on the work undertaken since the first Plan was put in place, continuing to raise staff awareness and understanding of Clackmannanshire's BSL needs.

As well as what is visible to the public, much of the improvement in communication and access to services for Clackmannanshire's BSL users involves improvements to internal systems, service delivery planning and corporate training.

Key Action Areas

- Improving the location and format of information for BSL users about Council services
- Ongoing staff training and awareness-raising
- Signposting to support and the services of other organisations most used by BSL users
- Exploring partnership working to maximise resources and prevent gaps in services for BSL users
- Exploiting dedicated resources available from the Scottish Government, and other public agencies.

Please note, whenever we refer to 'BSL users' we mean Deaf and /or Deafblind people (those who receive the language in tactile form due to sight loss) whose first or preferred language is British Sign Language (BSL).

CLACKMANNANSHIRE COUNCIL BSL PLAN

Final Draft Priority Actions



1. BSL Accessibility

We share the long-term goal set out in the BSL National Plan, which is:

To remove accessibility as a barrier for BSL users in all aspects of life, recognising the importance of having accessible information in the right format at the right time, utilising technology and increasing people's awareness of communication tools.

By 2032, we will:

- 1.1. Make it easier for BSL users to find the information that relates to them on our website by creating a dedicated 'BSL page'.
- 1.2. Demonstrate recognition of the needs of BSL users at all stages of BSL learning by raising awareness among front-line staff of the range of communication support available.
- 1.3. Work with community planning partners and other relevant third sector support organisations, to streamline strategic BSL planning and delivery where appropriate.
- 1.4. Promote the use of the Scottish Government's nationally funded BSL online interpreting video relay service '[contactSCOTLAND-BSL](#)' and the '999 BSL Service', to staff and to local BSL users³.
- 1.5. Train frontline staff who come into contact with BSL users in BSL or BSL awareness training, as appropriate.
- 1.6. Review and maintain up-to-date arrangements for accessing interpretation, translation services and other support with communication.

2. Children, Young People and their Families



We share the long-term goal set out in the BSL National Plan, which 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.

By 2032, we will:

- 2.1. Implement pathways to information and practical support that respond appropriately to the needs of children, young people and their families at the right time.

³ These are free services that enable BSL users to communicate, in real-time, with public and emergency services via a video link with a BSL/English interpreter

- 2.2. Respond to the needs of early years staff for information about BSL and Deaf culture, resources that are available in BSL and tools, such as [Education Scotland's BSL Toolkit for Practitioners](#), that help them engage effectively with families with a BSL user.
- 2.3. Continue to offer information on additional support for children with hearing loss to make it easier for parents to access the support they need for their child.

3. Access to Employment



We share the long-term goal set out in the BSL National Plan, which is:

BSL users will receive person-centred support to develop their skills, consider what route to employment is right for them and enter the workforce so that they can fulfil their potential, and improve Scotland's economic performance. They will be provided with support to enable them to progress in their chosen career.

By 2032, we will:

- 3.1. Signpost pupils and students to a wide range of nationally available information, advice and guidance in BSL about their career and learning choices and the transition process.
- 3.2. Continue to work with partners and organisations who deliver employability support and services (both in-house and externally commissioned support), and with employers and business support organisations, to ensure the needs of BSL users are accommodated in routes to employment.
- 3.3. Continue to raise awareness with BSL users locally of the support available under national programmes such as the UK Government's [Access to Work](#) (AtW) and [No One Left Behind](#).

4. Health and Wellbeing



We share the long-term goal set out in the BSL National Plan, which is:

BSL users will have access to the information and services they need to live active, healthy lives, and to make informed choices at every stage of their lives.

By 2032, we will:

- 4.1. Recognising the reliance of BSL users of all ages on services such as newborn hearing screening, audiology, education support, speech and language therapy, and support for transitions throughout life, we will direct BSL users to appropriate accessible information through the communication channels of relevant Services and organisations, and ensure we provide accessible social care services to BSL users
- 4.2. Ensure that local work to tackle mental ill health and social isolation explicitly considers the needs of BSL users.

5. Celebrating BSL Culture



We share the long-term goal set out in the BSL National Plan, which is:

BSL users will have full access to the cultural life of Scotland, an equal opportunity to enjoy and contribute to culture and the arts and are encouraged to share BSL and Deaf Culture with the people of Scotland.

By 2032, we will:

- 5.1. Build links with the existing expertise in the various organisations that can help us improve access to and integration with culture and the arts locally for BSL users.

6. BSL Data



We share the long-term goal set out in the BSL National Plan, which is:

To strengthen the evidence and data on the BSL community in Scotland to better inform decision making in public policy and service design

By 2032, we will:

- 6.1. Build our Client Record System to include a 'BSL flag' to enable us to tailor services to the needs of BSL users who need our Services
- 6.2. Build working relationships with organisations and within networks which will help improve our understanding of the needs of our BSL users with regard in particular to how we deliver our services inclusively in communities.

7. Democratic Participation



We share the long-term goal set out in the BSL National Plan, which is:

BSL users will be fully involved in democratic and public life in Scotland, as active and informed citizens, as voters, as elected politicians and as board members of our public bodies

By 2032, we will:

- 7.1. Continue to work with the Electoral Registration Office, and local support organisations, to maximise use of resources which support BSL users to participate in democratic and public life, including providing the necessary adaptations during elections.
- 7.2. Circulate information on democratic participation to relevant groups, promoting the Access to Elected Office Fund locally, which can meet the additional costs of BSL users wishing to stand for selection or election in local or Scottish Parliament elections.

DRAFT



Equality and Fairer Scotland Impact Assessment (EFSIA) Summary of Assessment

Title: British Sign Language Plan

Name of your decision, activity, policy, strategy or proposal. Referred to throughout as 'proposal' in this document.

Key findings from this assessment (or reason why an EFSIA is not required):

No negative impact on equality groups. It is recognised that not all Deaf/deafblind BSL users identify as having a disability; however, they are included here to ensure impacts are fully assessed in line with legal duties.

Summary of actions taken because of this assessment:

No additional action required

Ongoing actions beyond implementation of the proposal include:

The proposal will be subject to review after three years

Lead person(s) for this assessment:

Lesley Baillie

Senior officer approval of assessment:

.....

DATE: 24th March 2026

Equality and Fairer Scotland Impact Assessment (EFSIA)

An Equality and Fairer Scotland Impact Assessment (EFSIA) must be completed in relation to any decisions, activities, policies, strategies or proposals of the Council (referred to as 'proposal' in this document). The first stage of the assessment process will determine the level of impact assessment required.

This form should be completed using the guidance contained in the document: ['NAME']. Please read the guidance before completing this form.

The aim of this assessment is to allow you to critically assess:

- the impact of the proposal on those with protected characteristics and, where relevant, affected by socio-economic disadvantage (referred to as 'equality groups' in this document);
- whether the Council is meeting its legal requirements in terms of Public Sector Equality Duty and the Fairer Scotland Duty;
- whether any measures need to be put in place to ensure any negative impacts are eliminated or minimised.

The Fairer Scotland Duty requires public authorities to pay 'due regard' to how they can reduce inequalities of outcome caused by socio-economic disadvantage, when making **strategic decisions**. Strategic decisions are key, high-level decisions such as decisions about setting priorities, allocating resources, delivery or implementation and commissioning services and all decisions that go to Council or committee for approval.

Step A – Confirm the details of your proposal

1. Describe the aims, objectives and purpose of the proposal.

To approve the British Sign Language (BSL) Plan 2023-32

2. Why is the proposal required?

The Council has a duty under the British Sign Language (Scotland) Act 2015 to have a local BSL Plan.

3. Who is affected by the proposal?

BSL first language users

4. What other Council policies or activities may be related to this proposal? The EFSIAs for related policies might help you understand potential impacts.

Mainstreaming Equality, Diversity and Human Rights Outcomes 2025-29

5. Is the proposal a strategic decision? If so, please complete the steps below in relation to socio-economic disadvantage. If not, please state why it is not a strategic decision:

No – this is not a strategic decision, as the proposal is a statutory requirement and must be implemented in line with legal duties.

Step B – Consider the level of EFSIA required

You should consider the available evidence and data relevant to your proposal. You should gather information in order to:

- *help you to understand the importance of your proposal for those from equality groups,*
- *inform the depth of EFSIA you need to do (this should be proportionate to the potential impact), and*
- *provide justification for the outcome, including where it is agreed an EFSIA is not required.*

6. What information is available about the experience of those with protected characteristics in relation to this proposal? Does the proposal relate to an area where there are already known inequalities? Refer to the guidance for sources of evidence and complete the table below.

| Equality Group | Evidence source (e.g. online resources, report, survey, consultation exercise already carried out) | What does the evidence tell you about the experiences of this group in relation to the proposal? NB Lack of evidence may suggest a gap in knowledge/ need for consultation (Step C). |
|---|--|---|
| Age | Evidence comes from online and in-person consultations with BSL users, engagement with the British Deaf Association, and work with the Forth Valley Sensory Centre, providing insight into how people of all ages experience barriers to accessing information and services. | Positive Impact - Promotes equitable access to information and services across all age groups by improving communication methods, ensuring people can engage with services at every stage of life. |
| Disability | Evidence comes from online and in-person consultations with BSL users, engagement with the British Deaf Association, and work with the Forth Valley Sensory Centre, providing insight into how people of all ages experience barriers to accessing information and services. | It is recognised that some Deaf and Deafblind BSL users identify as a linguistic minority; however, they are included here to ensure impacts are fully assessed in line with legal duties Positive Impact - Improves accessibility, communication and inclusion for Deaf and Deafblind BSL users, enabling more equitable access to information, services, employment, and participation in community and public life. |
| Race | | Neutral Impact |
| Sex | | Neutral Impact |
| Gender Reassignment | | Neutral Impact |
| Sexual orientation | | Neutral Impact |
| Religion or Belief | | Neutral Impact |
| Pregnancy or maternity | | Neutral Impact |
| Marriage or civil partnership (only the first aim of the Duty is relevant to this protected characteristic and only in relation to work matters) | | Neutral Impact |
| Socio economic disadvantage (if required) | | Not required |

7. **Based on the evidence above, is there relevance to some or all of the equality groups? Y/ N/ unclear**

If yes or unclear, proceed to further steps and complete full EFSIA

If no, explain why below and then proceed to Step E:

Yes – disability and age.

Step C – Stakeholder engagement

This step will help you to address any gaps in evidence identified in Step B. Engagement with people who may be affected by a proposal can help clarify the impact it will have on different equality groups. Sufficient evidence is required for you to show 'due regard' to the likely or actual impact of your proposal on equality groups.

8. **Based on the outcome of your assessment of the evidence under Step B, please detail the groups you intend to engage with or any further research that is required in order to allow you to fully assess the impact of the proposal on these groups. If you decide not to engage with stakeholders, please state why not:**

Engagement has been undertaken with Deaf and Deafblind BSL users and relevant partner organisations during development of the proposal, so no further research is required at this stage.

9. **Please detail the outcome of any further engagement, consultation and/or research carried out:**

Engagement confirmed the need for improved access to information, communication support, and increased awareness of BSL across services. Feedback highlighted the importance of accessible formats, trained staff, and clear pathways to services, which are reflected in the proposed actions.

Step D - Impact on equality groups and steps to address this

10. Consider the impact of the proposal in relation to each protected characteristic under each aim of the general duty:

- Is there potential for discrimination, victimisation, harassment or other unlawful conduct that is prohibited under the Equality Act 2010? How will this be mitigated?
- Is there potential to advance equality of opportunity between people who share a characteristic and those who do not? How can this be achieved?
- Is there potential for developing good relations between people who share a relevant protected characteristic and those who do not? How can this be achieved?

If relevant, consider socio-economic impact.

| Age | Place 'X' in the relevant box(es) | | | Describe any actions you plan to take, eg. to mitigate any impact, maximise positive impact, or record your justification to not make changes |
|--|-----------------------------------|------------------|-----------|--|
| | Positive impacts | Negative impacts | No impact | |
| risk of discrimination | X | | | The plan reduces the risk of age-related discrimination by ensuring BSL users of all ages, including children, adults, and older people, have access to information, services, and support tailored to their needs |
| potential for developing good relations | X | | | The plan promotes positive relations across age groups by encouraging participation of BSL users in community, cultural, and civic activities, fostering intergenerational engagement. |
| potential to advance equality of opportunity | X | | | The plan advances equality of opportunity by providing age-appropriate BSL-accessible information and support in education, employment, health, and democratic participation, enabling all age groups to reach their potential |

| Disability | Place 'X' in the relevant box(es) | | | Describe any actions you plan to take, eg. to mitigate any impact, maximise positive impact, or record your justification to not make changes |
|--|-----------------------------------|------------------|-----------|---|
| | Positive impacts | Negative impacts | No impact | |
| risk of discrimination | X | | | The plan reduces the risk of discrimination by providing tailored support for Deaf and Deafblind BSL users, ensuring equal access to information, services, and communication support. |
| potential for developing good relations | X | | | The plan fosters positive relations by supporting inclusive participation of Deaf and Deafblind people in community, cultural, and civic activities, promoting understanding and collaboration across groups. |
| potential to advance equality of opportunity | X | | | The plan advances equality of opportunity by removing communication barriers, providing accessible information and services, and supporting participation in education, employment, health, and democratic processes for BSL users with disabilities. |

| Race | Place 'X' in the relevant box(es) | | | Describe any actions you plan to take, eg. to mitigate any impact, maximise positive impact, or record your justification to not make changes |
|--|-----------------------------------|------------------|-----------|---|
| | Positive impacts | Negative impacts | No impact | |
| risk of discrimination | | | | |
| potential for developing good relations | | | | |
| potential to advance equality of opportunity | | | | |

| Sex | Place 'X' in the relevant box(es) | | | Describe any actions you plan to take, eg. to mitigate any impact, maximise positive impact, or record your justification to not make changes |
|--|-----------------------------------|------------------|-----------|---|
| | Positive impacts | Negative impacts | No impact | |
| risk of discrimination | | | | |
| potential for developing good relations | | | | |
| potential to advance equality of opportunity | | | | |

| Gender Reassignment | Place 'X' in the relevant box(es) | | | Describe any actions you plan to take, eg. to mitigate any impact, maximise positive impact, or record your justification to not make changes |
|--|-----------------------------------|------------------|-----------|---|
| | Positive impacts | Negative impacts | No impact | |
| risk of discrimination | | | | |
| potential for developing good relations | | | | |
| potential to advance equality of opportunity | | | | |

| Sexual Orientation | Place 'X' in the relevant box(es) | | | Describe any actions you plan to take, eg. to mitigate any impact, maximise positive impact, or record your justification to not make changes |
|--|-----------------------------------|------------------|-----------|---|
| | Positive impacts | Negative impacts | No impact | |
| risk of discrimination | | | | |
| potential for developing good relations | | | | |
| potential to advance equality of opportunity | | | | |

| Religion or Belief | Place 'X' in the relevant box(es) | | | Describe any actions you plan to take, eg. to mitigate any impact, maximise positive impact, or record your justification to not make changes |
|--|-----------------------------------|------------------|-----------|---|
| | Positive impacts | Negative impacts | No impact | |
| risk of discrimination | | | | |
| potential for developing good relations | | | | |
| potential to advance equality of opportunity | | | | |

| Pregnancy/maternity | Place 'X' in the relevant box(es) | | | Describe any actions you plan to take, eg. to mitigate any impact, maximise positive impact, or record your justification to not make changes |
|--|-----------------------------------|------------------|-----------|---|
| | Positive impacts | Negative impacts | No impact | |
| risk of discrimination | | | | |
| potential for developing good relations | | | | |
| potential to advance equality of opportunity | | | | |

| Marriage/civil partnership | Place 'X' in the relevant box(es) | | | Describe any actions you plan to take, eg. to mitigate any impact, maximise positive impact, or record your justification to not make changes |
|--|-----------------------------------|------------------|-----------|---|
| | Positive impacts | Negative impacts | No impact | |
| risk of discrimination (only the first aim of the Duty is relevant to this protected characteristic and only in relation to work matters) | | | | |

| Socio-economic disadvantage | Place 'X' in the relevant box(es) | | | Describe any actions you plan to take, eg. to mitigate any impact, maximise positive impact, or record your justification to not make changes |
|---|-----------------------------------|----|-----------|---|
| | Yes | No | No impact | |
| (If required) Will the proposal reduce inequalities of outcome caused by socio-economic disadvantage? | | | | |

11. Describe how the assessment might affect the proposal or project timeline?

Examples of the items you should consider here include, but are not limited to:

- **Communication plan:** do you need to communicate with people affected by proposal in a specific format (e.g. audio, subtitled video, different languages) or do you need help from other organisations to reach certain groups?
- **Cost:** do you propose any actions because of this assessment which will incur additional cost?
- **Resources:** do the actions you propose require additional or specialist resource to deliver them?
- **Timing:** will you need to build more time into the project plan to undertake research, consult or to complete any actions identified in this assessment?

The assessment requires additional time and resources to ensure BSL users can access information and services, including producing accessible materials, providing staff training, and consulting with BSL users. These actions may slightly extend the project timeline and incur extra costs but are necessary to mitigate discrimination and promote equality of opportunity for all age groups and people with disabilities.

12. **Having considered the potential or actual impacts of your proposal, you should now record the outcome of this assessment.** Choose from one of the following:

| Please select (X) | Implications for the proposal |
|-------------------|--|
| X | <p>No major change Your assessment demonstrates that the proposal shows no risk of unlawful discrimination and that you have taken all opportunities to advance equality of opportunity and foster good relations, subject to continuing monitoring and review.</p> |
| | <p>Adjust the proposal and/or implement mitigations You have identified ways of modifying the proposal to avoid discrimination or to better advance equality of opportunity or foster good relations. In addition, or alternatively, you will introduce measures to mitigate any negative impacts. Adjustments and mitigations should be recorded in the tables under Step D above and summarised in the summary sheet at the front of the document.</p> |
| | <p>Continue the proposal with adverse impact The proposal will continue despite the potential for adverse impact. Any proposal which results in direct discrimination is likely to be unlawful and should be stopped and advice taken. Any proposal which results in indirect discrimination should be objectively justified and the basis for this set out in the tables under Step D above and summarised in the summary sheet at the front of the document. If objective justification is not possible, the proposal should be stopped whilst advice is taken.</p> |
| | <p>Stop the proposal The proposal will not be implemented due to adverse effects that are not justified and cannot be mitigated.</p> |

Step E - Discuss and review the assessment with decision-makers

13. **You must discuss the findings of this assessment at each stage with senior decision makers during the lifetime of the proposal and before you finalise the assessment.** Record details of these discussions and decisions taken below:

Step F – Post-implementation actions and monitoring impact

It is important to continue to monitor the impact of your proposal on equality groups to ensure that your actual or likely impacts are those you recorded. This will also highlight any unforeseen impacts.

14. **Record any post-implementation actions required.**

The impact of the proposal will be monitored at the mid-point of the Plan.

15. **Note here how you intend to monitor the impact of this proposal on equality groups.**

The impact of the proposal will be monitored through ongoing dialogue with the BSL community and relevant support organisations.

16. **Note here when the EFSIA will be reviewed as part of the post-implementation review of the proposal:**

The EFSIA will be reviewed at the next scheduled review of the Plan.

Step G – Assessment sign off and approval

Lead person(s) for this assessment:

Signed: Lesley Baillie

Date: 24th March 2026

Senior officer approval of assessment:

Signed:.....

Date:

All full EFSIAs must be published on the Council's website as soon as possible after the decision is made to implement the proposal.