



## EQUALITY IMPACT ASSESSMENT

### BACKGROUND

<b>Date of Assessment:</b> <b>(dd/mm/yyyy)</b>	<b>03/06/20</b>
<b>Title of document being assessed:</b>	Learning Disability Priority Improvements
<p>1. <b>This is a new policy, procedure, strategy or practice being assessed.</b>          (If <b>Yes</b> please check box) <input type="checkbox"/></p> <p><b>This is a new budget saving proposal</b>          (If <b>Yes</b> please check box) <input type="checkbox"/></p>	<p><b>This is an existing policy, procedure, strategy or practice being assessed?</b>          (If <b>Yes</b> please check box) <input checked="" type="checkbox"/></p> <p><b>This is an existing budget saving proposal being reviewed</b>          (If <b>Yes</b> please check box) <input checked="" type="checkbox"/></p>
<p>2. <b>Please give details of the Lead Officer and the group responsible for considering the Equality Impact Assessment (EQIA)</b></p>	Fiona Rennie, Principal Officer. LD Improvements group
<p>3. <b>Please give a brief description of the policy, procedure, strategy or practice being assessed, including its aims and objectives, actions and processes.</b></p>	<p>The implementation of a service-wide approach to current and future priorities for the learning disability service until March 2021 has been in place and the development of an updated learning disability improvement plan which reflects our future priorities is now being developed.</p> <p>This is intended to address current challenges facing the service and aims to implement efficiency and sustainability actions in response to inflationary and demographic changes and capacity demands, thus delivering sustainable services within available resources.</p> <p>Key actions include addressing current demands and pressures relating to demographics and changing need, accommodation and residential and non-residential care.</p>
<p>4. <b>What are the intended outcomes of this policy, procedure, strategy or practice and who are the intended beneficiaries?</b></p>	<p>There has been significant change in the shape of services for people with a learning disability and/or autism in Angus over the past 15 years following the implementation of the national policy, 'The Same as you' in 2000 and latterly, the new national policy 'The</p>

	<p>Keys To Life' in 2013. This has included a shift in the balance of care from institutional to more personalised, community services and support. This shift towards greater independence for individuals continues to be at the forefront of national policy.</p> <p>Ten years after its implementation, the Scottish Government undertook an evaluation of the 'Same as You' following two years of public consultation. The 'Keys to Life' was published in 2013, a new strategy for people with learning disabilities and/or autism. This improvement plan is focused on continuing the progress towards greater independence, choice and control delivered by the 'Same as You' bringing together the Government's personalisation agenda as it applies to people with a learning disability and/or autism.</p> <p>The learning disabilities improvements are informed by this national policy and direction and aim to implement a service-wide approach to current and future priorities for the learning disability service in order to address some of the demographic challenges for the future and resulting capacity demands and deliver sustainable services within available resources.</p> <p>This relates specifically to adults with a learning disability/autism who are Angus residents and their carers who have an assessed need for carer support.</p>
<p><b>5. Has any local consultation, improvement or research with protected characteristic communities informed the policy, procedure, strategy or practice being EQIA assessed here?</b></p> <p><b>If Yes, please give details.</b></p>	<p>Unfortunately, planned engagement events have had to be cancelled due to the COVID 19 pandemic. Prior to the cancellation of the engagement events, several events were held for key staff. A survey was made available to all members of the public and staff on the AHSCP website. Supported people, carers and family members were also sent individual letters inviting them to the planned engagement events. The letter included a link to the survey which they were invited to use to feedback their views. The survey was available for several weeks and 58 responses were received prior to the survey closing. Due to social restrictions caused by the COVID 19 pandemic we are unable to reschedule face to face events. The survey has therefore be reopened and stakeholders have been informed and encouraged to provide feedback to inform the draft improvement plan.</p> <p>This approach has supported individuals and communities to be at the heart of service planning, delivery and review and to</p>

	<p>have the opportunity to be involved in the planning, development, delivery and continuous improvement of services.</p> <p>Feedback from the engagement activities will be used to inform a draft of an updated Learning Disability Improvement Plan that will be brought to the IJB board in August 2020. In line with the national engagement standards, it is intended that the draft plan will then be available to the general public and all key stakeholders for further comment prior to being finalised.</p> <p>National statistics recorded in the Scottish Consortium for Learning Disabilities statistical release have been used to inform the plan as has local and national data from Carefirst, ISD and financial expenditure records.</p>
<p><b>6. Fairer Scotland duties:</b></p> <p><b>1) Does this report have an impact for Angus citizens under Fairer Scotland? No</b></p> <p><b>2) If Yes, what are these implications and how will they be addressed?</b></p>	<p>There are no negative implications for Angus citizens under Fairer Scotland duties.</p>

## EQUALITY IMPACT ASSESSMENT (EQIA) - RELEVANCE SCREENING

**1. Has the proposal already been assessed via an EQIA process for its impact on ALL of the protected characteristics of: age; disability; gender; gender re-assignment; pregnancy/maternity; marriage and civil partnership; race; religion and belief; and sexual orientation?**

**YES**

**1 a. Does the proposal have a potential to impact in ANY way on the public and/or service users holding any of the protected characteristics of age; disability; gender; gender re-assignment; pregnancy/maternity; marriage and civil partnership; race; religion and belief; and sexual orientation?**

**Yes** - Proceed to the Full Equality Impact Assessment (EQIA).

**No** - please state why not (specify which evidence was considered and what it says)?

**1 b. Does the proposal have a potential to impact in ANY way on employees holding any of the protected characteristics of age; disability; gender; gender re-assignment; pregnancy/maternity; marriage and civil partnership; race; religion and belief; and sexual orientation?** This applies to employees of not only NHS Tayside and Angus Council, but also the 3<sup>rd</sup> sector.

**Yes** - Proceed to the Full Equality Impact Assessment (EQIA).

**No** - please state why not (specify which evidence was considered and what it says)?

The Learning Disabilities Improvements specifically promote the rights and upholds our legal responsibilities for people with a learning disability and/or autism. Although improvements may have an impact on staff, this will be in relation to service changes and ways of working and are not related to protected characteristics.

**2. Name:** Fiona Rennie

**Position:** Principal Officer

Date: 03/06/20



## FULL EQUALITY IMPACT ASSESSMENT (EQIA)

### Step 1.

**Is there any reason to believe the proposal could affect people differently due to their protected characteristic?** Using evidence (e.g. statistics, literature, consultation results, etc.), justify whether yes or no. If yes, specify whether impact is likely to be positive or negative and what actions will be taken to mitigate against the undesired impact of a negative discrimination. When considering impact, please consider impact on: health related behaviour; social environment; physical environment; and access to & quality of services of NHS Tayside, Angus Council or 3<sup>rd</sup> sector social justice.

### 1a. The public and/or service users holding the Protected Characteristics:

	POSITIVE IMPACT	NEGATIVE IMPACT	Intended mitigating actions against the b) Negative Discrimination
	a) Positive Action	b) Negative discrimination	
<b>AGE</b>	√		
<b>GENDER</b>			
<b>DISABILITY</b>	√		
<b>ETHNICITY/ RACE</b>			
<b>SEXUAL ORIENTATION</b>			
<b>RELIGION/ BELIEF</b>			
<b>GENDER REASSINGMENT</b>			
<b>PREGNANCY/ MATERNITY</b>			
<b>OTHER: CARERS OF OLDER AND/OR DISABLED PEOPLE</b> (Although carers are not considered as a PC in itself, they are protected by the Equality Act 2010 from “discrimination by association” with the PCs of age and disability)	√		

**1b. The employees holding the Protected Characteristics:**

	<b>POSITIVE IMPACT</b> a) Positive Action	<b>NEGATIVE IMPACT</b> b) Negative discrimination	<b>Intended mitigating actions against the b) Negative Discrimination</b>
<b>AGE</b>			
<b>GENDER</b>			
<b>DISABILITY</b>			
<b>ETHNICITY/ RACE</b>			
<b>SEXUAL ORIENTATION</b>			
<b>RELIGION/ BELIEF</b>			
<b>GENDER REASSIGNMENT</b>			
<b>MARRIAGE/CIVIL PARTNERSHIP</b>			
<b>PREGNANCY/ MATERNITY</b>			
<b>OTHER: CARERS OF OLDER AND/OR DISABLED PEOPLE</b> (Although carers are not considered as a PC in itself, they are protected by the Equality Act 2010 from “discrimination by association” with the PCs of age and disability)			

**1c. Does the proposal promote good relations between any of the Protected Characteristics?**

YES  ✓                      NO                       NOT SURE

Specify further (e.g. between which of the PCs, and in what way, or why not or not sure)

The Learning Disabilities Improvements specifically promote the rights and upholds our legal responsibilities for people with a learning disability and/or autism.

**1d. What steps will you take to collect the Equality Monitoring information needed to monitor impact of this proposal on PCs, and when will you do this?**

Equality monitoring information is collected annually in line with the equalities mainstreaming outcomes and monitoring arrangements.

**Step 2**

Publish The Equality Impact Assessment.

**Where will the Equality Impact Assessment (EQIA) be published?**



Angus Health and Social Care Partnership page on Angus Council website

**CONTACT INFORMATION**

<b>Name of Department or Partnership:</b>	<b>Angus Health and Social Care Partnership</b>
---	---

<b>Type of Document</b>	
Human Resource Policy	<input type="checkbox"/>
General Policy	<input type="checkbox"/>
Strategy/Service	<input checked="" type="checkbox"/>
Change Papers/Local Procedure	<input type="checkbox"/>
Guidelines and Protocols	<input type="checkbox"/>
Other (please specify):	<input type="checkbox"/>

<b>Manager Responsible</b>	<b>Author Responsible</b>
<b>Name: George Bowie</b>	<b>Name: Fiona Rennie</b>
<b>Designation: Head of Community Health and Care Services</b>	<b>Designation: Principal Officer</b>
<b>Base: Angus House, Forfar</b>	<b>Base: Angus House, Forfar</b>
<b>Telephone 01307 491806</b>	<b>Telephone: 01307 492404</b>
<b>Email: BowieGS@angus.gov.uk</b>	<b>Email: RennieF@angus.gov.uk</b>

<b>Signature of author of the policy:</b> 	<b>Date: 03/06/2020</b>
<b>Signature of Director/Head of Service:</b> 	<b>Date: 03/06/2020</b>

<b>Name of Director/Head of Service: George Bowie</b>
<b>Date of Next Plan Review: December 2020</b>

**For additional information and advice please contact:**

[hsciangus.tayside@nhs.net](mailto:hsciangus.tayside@nhs.net)

**For assistance with accessing equalities evidence please contact:**

[akaczmarek@nhs.net](mailto:akaczmarek@nhs.net)