

# Development of Learning Disabilities Strategy 2014 - 2019

Equality Impact Assessment

22<sup>nd</sup> October 2013

## Equalities Screening Record Form

<b>Date of Screening:</b> 19 October 2011	<b>Directorate:</b> ADULT SOCIAL CARE, HEALTH & HOUSING	<b>Section:</b> JOINT COMMISSIONING (LEAD SECTION)
<b>1. Activity to be assessed</b>	Development of Joint Commissioning Strategy for People with Learning Disabilities in Bracknell Forest	
<b>2. What is the activity?</b>	<input checked="" type="checkbox"/> Policy/strategy <input type="checkbox"/> Function/procedure <input type="checkbox"/> Project <input type="checkbox"/> Review <input type="checkbox"/> Service <input type="checkbox"/> Organisational change	
<b>3. Is it a new or existing activity?</b>	<input checked="" type="checkbox"/> New <input type="checkbox"/> Existing	
<b>4. Officer responsible for the screening</b>	Alysoun Asante, Joint Commissioning Officer	
<b>5. Who are the members of the EIA team?</b>	Nick Ireland, Head of Learning Disabilities	
<b>6. What is the purpose of the activity?</b>	<p>The current Joint Commissioning Strategy for People with Learning Disabilities expires in April 2014. A new strategy needs to be developed for the next 5 years.</p> <p>Whilst the government strategy “Valuing People Now (2009)” is now out of date the key principle of people with learning disabilities and their family and carers must have their human rights respected, still needs to be taken into account.</p> <p>The new strategy also needs to take into account social policy including the Health and Social Care Act 2012 and the Care Bill 2013. The findings from the following investigations also need to be taken into consideration: Winterbourne View – Government Response 2012, Mid Staffordshire Hospital Public Enquiry (2013) and the Confidential Enquiry into (Premature) Deaths of People with Learning Disabilities (2013).</p> <p>Bracknell Forest Council completed a 12 week consultation with their residents between May – August 2013 which involved people with learning disabilities, their family and carers, support providers, health and social care practitioners, the voluntary sector and statutory services. Approximately 30% of people with a learning disability who were known to the service, contributed to the consultation.</p> <p>Themes that emerged from the Strategy Consultation:</p> <ul style="list-style-type: none"> <li>• People want their support and services to continue.</li> <li>• Having even more flexible support including weekends, evenings and during holiday times and support that is designed around the persons needs. This was important to people with learning disabilities and their carers.</li> <li>• Finding affordable and suitable accommodation with a choice of whom people can live with – people feel limited by where houses are available and proximity to local community services.</li> </ul>	

	<ul style="list-style-type: none"> <li>• Economic well being – one of the biggest barriers to this is finding paid employment. People were positive about the work of Breakthrough (employment support services) but were concerned about job availability. People also wanted more control over their money. Finally, many people made comments on the affordability of activities.</li> <li>• To work with children and young people to prevent people with Learning Disabilities from being bullied.</li> <li>• Enabling people with complex needs (for example people with communication difficulties, challenging behaviour and physical disabilities) to have more choice and control. This included developing the competencies of people supporting individuals with such needs as well working with local services to better respond.</li> <li>• Ensuring young people approaching adulthood are supported to make their own choices in planning and developing their future. The need for this has been identified previously and the Approaching Adulthood Strategy 2013- 2018 is currently being implemented.</li> </ul>
<p><b>7. Who is the activity designed to benefit/target?</b></p>	<ul style="list-style-type: none"> <li>• Adults (aged 18 or older) with a learning disability</li> <li>• Young people with learning disabilities approaching adulthood and their families</li> <li>• Carers</li> <li>• Voluntary, Community and Social Enterprise organisations</li> <li>• Social care and health care practitioners</li> <li>• Commissioners of advocacy services</li> <li>• Organisations delivering advocacy service</li> </ul>

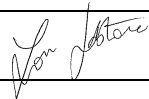
Protected Characteristics	Please tick yes or no		Is there an impact?	<p><b>What evidence do you have to support this?</b></p> <p>E.g equality monitoring data, consultation results, customer satisfaction information etc. Please add a narrative to justify your claims around impacts and describe the analysis and interpretation of evidence to support your conclusion as this will inform members' decision making, include consultation results/satisfaction information/equality monitoring data.</p>
<p><b>8. Disability Equality</b></p>	<p>Y X</p>	<p>N</p>	<p>Yes. The impact of the strategy will be positive.</p>	<p>The ethos of learning disability services is that people with learning disabilities have the same rights and responsibilities as everyone else. This is demonstrated in how people with learning disabilities have been engaged in partnership working – including being members of the Learning Disability Partnership Board, being a part of interview panels and completing quality checks on providers. Support is designed around the persons needs and wishes through the use of person centred planning and personal budgets.</p> <p>The strategy is also being developed in line with this ethos.</p> <p>It is recognised that people with more complex needs such as communication difficulties, challenging behaviour and multiple or profound disabilities have more difficulties in exercising these rights; further work is required enable this to happen. It also remains important for people who do not have capacity to make a decision, that all decisions are made using best interest principles.</p> <p>Statistical 2014/5 estimates for the Bracknell Forest Council area indicate:</p>

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				<ul style="list-style-type: none"> <li>• 2,110 people aged 18+ with a learning disability.</li> <li>• 459 people aged 18+ with a moderate to severe learning disability.</li> <li>• 109 people aged 18+ with a severe learning disability.</li> </ul> <p>Of the estimated population 338 people are known to social care. The majority of people who are not known are likely to have mild learning disabilities. They may not need support from social care but will have access to universal and preventative services such as housing, employment, leisure, citizens advice. The specialist teams are able to assist in providing information and advice to universal services for people not known to specialist services.</p>
<b>9. Racial equality</b>	Y	N	Neutral Impact	<p>The total population of Bracknell Forest is 115,058.</p> <p>The percentage population of people within Bracknell who have identified themselves as not being white in the 2011 census was 10.43%. The percentage of people within learning disability services 2012/13 who identified themselves as not being white was 8.88%. As the numbers of people that this represents is low, any small variances have more significant proportional impact.</p> <p>There are increased incidents of learning disabilities in people from the Bangladeshi and Pakistani communities. The Centre for Disability Research CeDR report "People with Learning Disabilities in England", Eric Emerson and Chris Hatton 2008, notes that evidence suggests a 2-3 fold increase in the numbers of young people with learning disabilities in these communities.</p> <p>The total number of people receiving a service from Community Team for People with Learning Disabilities as a percentage of the population was 0.29%. In the Bangladeshi and Pakistani community the number of people with learning disabilities receiving support from Adult Social Care, expressed as a percentage of that population was 0.46%. The actual number of people from the Bangladeshi and Pakistani community is 3. With this small number, an increase or decrease even by one would have a large proportional impact. However the figure does possibly suggest that the number of people with learning disabilities known to the learning disability services is proportionally higher than in other communities.</p> <p>Monitoring of ethnicity needs to continue to ensure that the development of services for people with learning disabilities continues to benefit all groups.</p>
<b>10. Gender equality</b>	Y x	N	Positive impact	<p>The predicted ratio of men to women with a learning disability in Bracknell Forest is 59:41 (ihal, <a href="http://www.improvinghealthandlives.org.uk/numbers/howmany/laestimates/">http://www.improvinghealthandlives.org.uk/numbers/howmany/laestimates/</a> visited web site 22/10/13).</p> <p>The actions identified in the strategy are designed to benefit everyone.</p>

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<b>11. Sexual orientation equality</b>	Y X	N	Yes. The impact of the strategy will be positive.	<p>We do not collect any data on sexual orientation. However, Stonewall advises that “research has demonstrated that significant barriers exist for disabled people. Health care practitioners are generally only concerned with medical and functional support for disabled people, and generally fail to recognise the personal and emotional needs. The health sector also fails to provide advice and guidance about safer sex to disabled people, generally assuming that disabled people are asexual. Barriers can also exist for people with learning difficulties, who are often not fully informed about sexual orientation issues or their rights in relation to sexual activity. Supporting disabled people who are LGB requires a primary acknowledgement that they might be gay, rather than assuming that sexual orientation inclusion does not concern them.”</p> <p><a href="https://www.stonewall.org.uk/what_we_do/research_and_policy/health_and_healthcare/3478.asp">https://www.stonewall.org.uk/what_we_do/research_and_policy/health_and_healthcare/3478.asp</a> (18/10/13)</p> <p>When considering relationships, the strategy action plan will consider how people are informed about sexual orientation and people’s rights to sexual activity and sexual health.</p>
<b>12. Gender re-assignment</b>	Y x	N	Positive	<p>The stonewall advice above, also applies to this group of people and again when considering relationships the strategy action plan will consider gender re-assignment information and advice.</p>
<b>13. Age equality</b>	Y	N	Neutral	<p>There are 14,307 people aged over 65 in Bracknell Forest.</p> <p>Population statistics for 2014 estimate that there will be 333 people with a learning disability living in Bracknell Forest, The population estimates for 2015 predict that there will be 46 people over 65 with a moderate or severe learning disability.</p> <p>People in the older age group are less likely to be known to CTPLD (as a proportion of the population). The actions in the strategy are designed to benefit everyone.</p> <p>However, there is no evidence at this time to suggest an adverse or positive impact is experienced on the basis of age alone.</p>
<b>14. Religion and belief equality</b>	Y x	N	Positive	<p>There are wide ranging beliefs across cultures and within cultures, affecting people’s perceptions of people with disabilities. These are often based on the remnants of tradition and past belief and also how the society sees their responsibility towards their citizens. For example, Scandinavian countries accept social responsibility for all members of society. The way disabled people are perceived can vary from being hated to loved, feared to tolerated, from revered to reviled. Views are not set within cultures and can change over time.</p> <p><a href="http://dsq-sds.org/article/view/3197/3068">http://dsq-sds.org/article/view/3197/3068</a> (22/10/13) Past and Present Perceptions Towards Disability: A Historical Perspective; Chomba Wa Munyi Kenyatta University (2012)</p>

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				<p>Within the complex structure of societies, it is important that positive steps are taken raise awareness of people with learning disabilities to prevent ignorance, neglect, superstition and fear and raise awareness of the rights of people with learning disabilities. It is also important for people with learning disabilities to exercise their right to express their beliefs.</p> <p>The strategies intention is to promote equality through raising awareness and ensure that people with learning disabilities have the same rights and responsibilities as everyone else.</p>
15. Pregnancy and maternity equality	Y x	N	Positive	<p>Data is not collated on the number of people with learning disabilities who are pregnant.</p> <p>During the learning disabilities consultation, one of the groups identified more support is needed with parenting to develop the knowledge and skills they need. Again this needs to be considered in the strategy action plan.</p>
16. Marriage and civil partnership equality	Y x	N	Positive	<p>Data is not collated on the number of people with learning disabilities in a marriage or civil partnership. Generally, people with learning disabilities find developing relationships harder and support is required to help them with this.</p> <p>Developing and supporting positive relationships will be an integral part of the learning disabilities strategy.</p>
<b>17. Please give details of any other potential impacts on any other group (e.g. those on lower incomes/carer's/ex-offenders) and on promoting good community relations.</b>				<p><b>Carers</b> Yes. The impact of carers roles and their needs will be considered as part of the strategy. Carers also have a strategy specific to their needs.</p> <p>Also need to consider the fact that carers should not be discriminated against because of their association to people from the protected characteristic groups.</p> <p><b>People on lower incomes</b> Yes Economic well-being and difficulties in finding jobs was a major theme identified through the consultation. Support with this will be addressed in the strategy action plan.</p>
<b>18. If an adverse/negative impact has been identified can it be justified on grounds of promoting equality of opportunity for one group or for any other reason?</b>				<p>No adverse impacts have been identified.</p>

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<b>19. If there is any difference in the impact of the activity when considered for each of the equality groups listed in 8 – 14 above; how significant is the difference in terms of its nature and the number of people likely to be affected?</b>			The protected characteristic groups are not discrete communities, for example, people with learning disabilities cannot be clustered together on the basis of their disability alone. The numbers of people with learning disabilities are relatively small compared to the general population within Bracknell Forest and the numbers of people with learning disabilities from other protected characteristic groups are relatively smaller.  The volume of evidence gathered for the development of this strategy can only suggest priorities for action, but consideration must be made that the lack of evidence in some areas does not imply needs do not exist, but rather that additional and ongoing research is necessary to explore needs and their extent in more detail.		
<b>20. Could the impact constitute unlawful discrimination in relation to any of the Equality Duties?</b>				N	No adverse impacts have been identified.
<b>21. What further information or data is required to better understand the impact? Where and how can that information be obtained?</b>			The lack of national evidence, in some areas and the small sample sizes in this local research means the ability to disaggregate findings to give statistically significant findings is not possible.  The Council has an ongoing commitment in engagement practice to secure views which are representative of the population as a whole.		
<b>22. On the basis of sections 7 – 17 above is a full impact assessment required?</b>			Y	N X	There is sufficient evidence from the consultation, national and local data and research and national and local policy.  The strategy will have a positive impact on all individuals with Learning Disabilities and will help to ensure that people with learning disabilities have the same rights and responsibilities as everyone else.
<b>23. If a full impact assessment is not required; what actions will you take to reduce or remove any potential differential/adverse impact, to further promote equality of opportunity through this activity or to obtain further information or data? Please complete the action plan in full, adding more rows as needed.</b>					
<b>Action</b>			<b>Timescale</b>	<b>Person Responsible</b>	<b>Milestone/Success Criteria</b>
To develop the Learning Disability Strategy			January 2014	Nick Ireland/ Alysoun Asante	Learning Disabilities Strategy is published.
<b>24. Which service, business or work plan will these actions be included in?</b>			This strategy will be supported by an implementation plan.  The findings of this strategy may help inform the following strategies:		

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			<ul style="list-style-type: none"> <li>• Joint Strategic Needs Assessment</li> <li>• Joint Health and Wellbeing Strategy</li> </ul> The findings may also help in the implementation of the following strategies: <ul style="list-style-type: none"> <li>• Older People's Strategy</li> <li>• Dementia Strategy</li> <li>• Carers Strategy</li> <li>• Long Term Conditions Strategy</li> <li>• Young People Approaching Adulthood Strategy.</li> </ul>
<b>25. Please list the current actions undertaken to advance equality or examples of good practice identified as part of the screening?</b>			
<b>26. Chief Officer's signature</b>			Signature:  Date: 6 February 2014
<b>27. Which PMR will this screening be reported in?</b>			<b>4<sup>th</sup> quarter 2013/14</b>

When complete please send to [abby.thomas@bracknell-forest.gov.uk](mailto:abby.thomas@bracknell-forest.gov.uk) for publication on the Council's website.