

COUNTY COUNCIL FULL EQUALITY IMPACT ASSESSMENT TEMPLATE

Stage of EIA	Description of Step	Checklist	Checklist
	<p>The proposed activity is to develop a new approach to meeting an existing statutory duty towards people with a learning disability and their family carers.</p>		<p>The new Public Sector Equality Duty (PSED) came into force on 5 April 2011. The Equality Duty replaces previous Public Equality Duties covering race, disability and gender, bringing them together into a single duty, and extends it to cover age, sex, sexual orientation, religion or belief, and pregnancy/ maternity. This new Equality Duty requires public bodies such as the Council to have due regard to the need to eliminate discrimination, advance equality of opportunity, and foster good relations in the course of developing policies and delivering services. The aim is for public bodies to consider the needs of all individuals in their day to day work, in developing policy, in delivering services, and in relation to their own employees.</p> <p>In line with this important duty an Equality Impact Assessment</p>

			<p>(EIA) has been undertaken as part of the planning process. This enabled commissioners to understand whether any of the residents would be affected by the proposals due to their disability, age gender etc. All the individuals using the Council's day opportunities fall within one or more of the protected groups covered by the PSED.</p>
<p>Stage 1</p>	<p>By remodelling the County Council's directly provided daytime support for people with learning disabilities, we aim to:</p> <ul style="list-style-type: none"> • Increase opportunities for people with learning disabilities to have more choice and control over their daytime support • Provide services that offer better outcomes for people growing old with a learning disability and for people with profound and multiple learning disabilities • Increase opportunities for paid employment and meaningful work preparation for people with learning 	<ul style="list-style-type: none"> • More people with learning disabilities will use Personal Budgets to purchase daytime support • People with learning disabilities will have more choice of daytime support activities from the statutory and independent sector • People will have improved access to local daytime support able to meet specific needs related to health, physical disability or age-related conditions such as dementia 	<ul style="list-style-type: none"> • By ensuring, through the use of commissioned and universal services, there is an appropriate choice of daytime support activities, which are: <ul style="list-style-type: none"> ○ Affordable within an individual's allocated resource ○ Available locally ○ Safe and quality assured ○ Able to meet a range of needs ○ Reliable ○ Purchasable directly or through a broker • By ensuring that information

	<p>disabilities</p> <ul style="list-style-type: none"> • Through the provision of a community-based model of daytime support, to improve the integration and social role of people with a learning disability • To develop a more financially sustainable model of daytime support for people with a learning disability • To continue to meet the needs of family carers to balance their caring role with the right to work and live an ordinary life • To ensure that people with learning disabilities receive the appropriate level of support to meet their eligible needs, whilst achieving positive outcomes as part of a meaningful day • To ensure that the proposed model does not reduce people with learning disabilities' ability to maintain friendships and personal relationships 	<ul style="list-style-type: none"> • People with learning disabilities will have more opportunity to access paid employment and training leading to paid employment • The overall model of daytime support will be provided within the available budget • To provide structured and reliable respite for family carers as part of their assessed needs 	<p>about daytime support activities is available, accessible, accurate and comprehensive for people with learning disabilities and their family carers</p> <ul style="list-style-type: none"> • Through the use of structured care planning and individual brokerage to ensure each individual has a programme of activities that maximises their potential and meets the needs of family carers • Through ongoing commissioning activity to attract independent providers into the Worcestershire social care market • By supporting existing statutory and independent providers to extend their service offer to provide daytime support • By working with providers of mainstream or universal services, e.g. leisure centres, arts centres, libraries, cultural
--	---	---	--

	<ul style="list-style-type: none"> To increase the opportunities for people with learning disabilities to access support and social / recreational activities during evenings and weekends 		<p>services etc. To develop activities and service that people with learning disabilities may wish to purchase or access as part of their daytime support</p> <ul style="list-style-type: none"> By continuing to develop traditional routes to paid employment By developing alternative routes to employment through the use of social enterprises, self-employment, micro-enterprise etc. Through the development of specialist services that recognise the specific needs of people with complex learning disabilities and have the staff, equipment and environment to meet those needs By ensuring that there is sufficient connectivity between different parts of the proposed model to ensure that everyone has access to integrated
--	---	--	---

			<p>opportunities as appropriate</p> <ul style="list-style-type: none"> • By commissioning a social hub, possibly based around a community cafe, within the community-based model to ensure that people have access to support, space and facilitation to maintain and pursue friendships.
<p>Stage 2</p>	<p>There are two primary data sources for this project.</p> <p>Firstly, the project is based on a detailed assessment of various quantitative data sources held by the Council or national data sets used within Health or Adult Social Care.</p> <p>Secondly the project is based on direct qualitative consultation with staff, service users and family carers. The consultation was undertaken over a three month period during April, May, June and July 2011, during which time commissioners met with approximately 430 people face-to-face. Senior Council Officers met with staff during the same time period.</p>	<ul style="list-style-type: none"> • Current service usage; • Geographic location of service users; • Age profiling; • Support ratio (i.e. no. of service users per staff member) profiling; • Current service costs; projection of expected efficiencies • Demographic projection using POPPI / PANSI (i.e. projection of future needs 	<p>The first data source shows us that demand for day time support is likely increase. This increase is particularly prevalent for people with complex learning disabilities and for people growing older with a learning disability, with significant growth in the latter group over the next 25 years..</p> <p>Data indicates that the demand for services from the BME community will not grow in terms of population but that existing communities are likely to use services more frequently as patterns of family care change.</p> <p>The geographic data indicates</p>

		<p>according to age or condition)</p> <ul style="list-style-type: none"> • Output from consultation with people with learning disabilities currently using Council day services • Output from consultation with family carers with relatives using Council run day services • Output from consultation with staff working in Council-run day services • Output from consultation with family carers from the BME community across Worcestershire, some of whom had relatives using Council run day services. • Output from consultation with providers of residential homes whose residents use Council-run day services 	<p>where we should commission services and gives an indication as to local demand, particularly when independent provision is also mapped alongside statutory services.</p> <p>Approximately half of the learning disability population of Worcestershire live with members of their family. Family members perform a wide range of caring responsibilities. Output from consultation with family carers with relatives using Council run day services indicates that daytime support meets an essential need and that family carers would be disadvantaged if the service was withdrawn.</p> <p>People with learning disabilities value the social interaction offered by use of the existing resource centres but around 40% of the people consulted wanted greater choice of activity or the opportunity to access paid employment.</p>
--	--	---	--

			<p>Output from staff and trade union consultation indicated that statutory services needed support and opportunity to modernise but that care should be taken not to lose valuable expertise and knowledge from the sector.</p> <p>People from the BME community indicated that greater attention need to be paid to meeting cultural needs in addition to physical or cognitive needs.</p>
	<p>Do you consider these sources to be sufficient?</p> <p>No</p>	<p>If data is insufficient, what will you do to gather the data you need?</p> <p>A pilot project has been proposed to test the planned model of daytime support for people with learning disabilities over a twelve month period. The pilot project will need to have family carer, service user and staff reference groups to provide feedback on the transformation during the pilot period.</p> <p>This will provide additional data as to disproportionate impact of some</p>	

		<p>or all of the day service transformation on stakeholders.</p>	
	<p>What further user engagement (if any) do you need to undertake?</p> <p>The County Council's Consultation Strategy will assist you in identifying the appropriate methods to use for your consultation.</p> <p>*Person, group or organisation that has a direct or indirect stake in the policy because it can affect or be affected by the policy's actions or objectives.</p>	<p>Further consultation Who will you consult?</p> <ul style="list-style-type: none"> ➤ People with learning disabilities using directly-provided day services ➤ Family carers of people with learning disabilities using directly-provided day services ➤ Staff working in directly-provided day services <p>How will you consult? (method)</p> <ul style="list-style-type: none"> ➤ Service users and family carers will be able to participate in a formal reference group ➤ Staff members will be consulted using the formal processes agreed by the Council and Trade Unions for that purpose. <p>In addition to the additional consultation, there will be further</p>	<p>How will you communicate the consultation results;</p> <ul style="list-style-type: none"> • To the public? <ul style="list-style-type: none"> ○ Through the publication of further equality impact assessments where appropriate ○ Through future cabinet papers at the end of the pilot project ○ Through formal press releases where appropriate • Within the organisation? <ul style="list-style-type: none"> ○ Via line management briefings ○ Consultation meetings / briefings • To *stake holders? In addition to the above: <ul style="list-style-type: none"> • Through a regular transformation newsletter to all stakeholders.

		<p>discussion and information sharing with people living in residential care and using day services, as well as with providers of residential care. This will take place within the formal process of statutory review and contract negotiation.</p>	<p>All communication relevant to people using daytime support should be available in a recognised 'easy read' format using symbols, pictures, simplified text and larger print.</p>
<p>Stage 3</p>	<p>Assessing the equality impact of your policy from evidence gathered.</p> <p>Decision should be based on 4 factors:</p> <ul style="list-style-type: none"> • Aims of the policy • Evidence collected • Results of both formal/informal consultation • Pros and cons of alternative approaches to delivering policy objectives <p>*See 'what should be done if adverse impact is identified?' to help with your decision.</p>	<p>From the information gathered, could the policy unlawfully discriminate or have a less favourable impact?</p> <p>Given the proposal to use a planned and resourced pilot project to assess the overall impact of day service transformation, from the data gathered so far, there is no indication that the changes will result in unlawful discrimination. Service changes are based on statutory reviews or assessments of need and the Council is mindful of its duty to meet need, albeit within available resources.</p> <p>The pilot project will offer an opportunity to consider and try</p>	<p>If there is adverse impact could it be justified? Yes</p> <p>If 'yes', what are your reasons and what evidence did you base this decision on?(for example: positive action to target particular parts of community)</p> <p>Given the wide-scale nature of the proposed changes to day services, it is likely that a small percentage of people will be directed out of leisure-based daytime support activities into employment or employment preparation. Some people may perceive this as a negative impact but the action is justifiable if it meets the needs and capabilities</p>

		<p>alternative approaches to meeting assessed need before making final recommendations or decisions.</p> <p>Because of the nature of the proposed changes and the fact that some stakeholders have been using those services for more than 40 years, it is possible that some people will feel the impact of the changes is disproportionate</p> <p>If discrimination is unlawful, what will you do?</p> <p>Use the pilot period to consider and identify lawful alternatives.</p> <p>If adverse impact is found to exist, Please describe what this impact is:</p> <ul style="list-style-type: none"> • Significant and disruptive changes in provision for a vulnerable person • Disruption of established social networks for a group of people who need facilitation to meet these needs 	<p>of an individual according their statutory assessment or review.</p> <p>It is likely that staff members may perceive the proposed changes as having adverse impact if it results in redundancy or less well-paid roles. This action can be justified as the proposed changes will be delivered via agreed staff consultation measures in accordance with the local and legal framework set out by the Council and Trade Unions for that purpose.</p> <p>If adverse impact cannot be justified, what will you do to rectify the position? (for example - what alternative ways could you achieve the aims of your policy?).</p> <p>If adverse impact cannot be justified, the proposed pilot project will allow an opportunity to explore other options before any final recommendation is made and</p>
--	--	--	--

		<ul style="list-style-type: none"> • Allocated resources potentially not sufficient to buy service that an individual <u>wants</u> • Staff redundancy • Staff role changes <p>What groups could potentially be disadvantaged?</p> <ul style="list-style-type: none"> • Vulnerable people with a learning disability • Vulnerable people with a complex multiple learning and physical disability • Family carers of people with a learning disability • Staff working within directly-provided daytime support services for people with a learning disability <p>Describe the degree of negative impact and the number of people likely to be affected*:</p> <p>At this point it is not possible to state the degree of negative impact or how many people may be affected. This will be ascertained during the proposed</p>	<p>before the proposed model is extended to other areas of the County.</p>
--	--	---	--

		pilot project, as will the measures necessary to mitigate the negative impact.	
		<p>Will the policy have any positive impacts for particular groups?</p> <ul style="list-style-type: none"> • People with learning disabilities • Family carers of people with learning disabilities • Staff working within directly provided daytime support services 	<ul style="list-style-type: none"> • Greater choice of services • Extended availability of services • More localised provision • More opportunities to work or be trained for work • More flexible services • More opportunities to directly control daytime support packages • Opportunities to start new daytime support initiatives • Opportunities to create new services within the independent sector • Opportunities to start social enterprise businesses
Stage 4	<p>Action Planning and Time Frames</p> <p>Please complete your EIA Action Plan template (Annex E)</p>	<p>What equality objectives and targets have you developed?</p> <p>See attached action plan</p>	<p>Have these objectives/ targets been incorporated into your monitoring and performance management system?</p> <p>Yes – the implementation of the</p>

		<p>Have you attached a timescale to your targets? If yes, what?</p> <p>See attached action plan</p> <p>Have the equality objectives and targets been included in your service plan? Yes – the targets and objectives are set out within the implementation plan for day services transformation.</p>	<p>day service transformation programme is overseen by the Learning Disability Modernisation Board within ACS and reports to the County Council BOLD programme board and the Learning Disability Partnership Board.</p> <p>How often will they be monitored and by whom?</p> <p>The modernisation board meets monthly and the monitoring will be carried out by use of highlight reports and exception reporting submitted to the board by Lead Joint Commissioner, LD Business Unit Lead and Independent Business Unit Lead</p> <p>Who will sign this off?</p> <p>Head of Adult Social Care.</p>
<p>Stage 5</p>	<p>Publication</p> <p>This is a legal requirement so you MUST send your EIA results for publishing.</p>	<p>Have you sent a copy of this assessment to the Corporate Equality and Diversity Team for publication on the website?</p>	<p>Have you sent a copy of this assessment to your Directorate Equalities Lead? Yes</p>

	<p>*This is for accessibility purposes for lengthy EIA's.</p>	<p>Yes</p> <p>Have you logged your EIA onto the Listening to our communities - consultation and community engagement webpage?</p> <p>Yes</p>	<p>Has an executive summary been prepared*? No – an accessible version has been commissioned and will form the summary document</p>
<p>Stage 6</p>	<p>Monitoring and Review</p>	<p>How will you monitor/evaluate the policy?</p> <p>Through the governance structures put in place to monitor and deliver the pilot project and subsequent implementation of day services transformation detailed above.</p> <p>Have you planned policy reviews? If so, how often?</p> <p>The pilot project will be subject to detailed review between 01.02.12 and 31.07.12.</p>	<p>Who will be responsible for monitoring?</p> <p>Internal Business Unit Lead, via LD Modernisation Board</p> <p>How will you use the monitoring results?</p> <p>To amend and redefine activities during the pilot project to mitigate adverse impacts of the day services transformation.</p>



Signed (Completing Officer).....

Date.....7th July 2011.....

Signed (Lead Officer)

Date.....