

Equality Analysis (EIA) Form

A) Description

Name of service, function, policy (or other) being assessed

Learning disability strategy

Directorate or organisation responsible (and service, if it is a policy)

Adults and wellbeing

Date of assessment

1st April 2018

Names and job titles of people carrying out the assessment

Adam Russell, Senior Commissioning Officer

Accountable person

Steven Vickers, Director of Adult Wellbeing

What are the aims or main purpose of the service, function or policy? What does it provide and how does it provide it?

The learning disability strategy:

- a. Impacts all people with a learning disability that access or will be accessing commissioned health and social care services in Herefordshire, because it affects how those services are currently provided and how they may be provided or funded differently in the future.
- b. Details the short, medium and long-term outcomes required for the individual and the wider learning disability community, linking them to guidance, legislation and to the wider strategic / financial aims of the council and the clinical commissioning group;
- c. Details the commissioning inputs and actions required against each priority and by whom, in order to achieve the desired co-produced outcomes;
- d. Is the long-term framework for the ongoing delivery of the social aspirations set out in the key learning disability white paper Valuing People (2001) and then reiterated through key policy documents and legislation such as the Mental Capacity Act (2005); Our Health, Our Care, Our Say (DH 2006); Death by Indifference (Mencap 2007); 'Valuing People Now' (DH 2009); Disability and Equality Act (2010); Care Act (2014) and Transforming Care (DH 2015);
- e. Ensures that all commissioned activity for and with adults with learning disabilities is aligned to the health and wellbeing blueprint for adult social care and with the NHS's long-term commitment to ensure 'reasonable adjustments' are made in both primary and acute health services.

Location or any other relevant information

The strategy's impact is countywide as it affects any person with a learning disability who is a resident of Herefordshire and accesses or will be accessing health and social care services commissioned by Herefordshire Council and Herefordshire Clinical Commissioning Group.

List any key policies or procedures to be reviewed as part of this assessment.

Who is intended to benefit from the service, function or policy?

All adults with a learning disability accessing care and support, and community services
Families and carers of people with a learning disability
Care and support service providers
Adult and Wellbeing directorate
Children's Wellbeing directorate

Who are the stakeholders? What is their interest?

Adults with a learning disability, their families, advocates and carers: adults with a learning disability in Herefordshire can expect a consistent, good standard of support services within Herefordshire as well as having real life opportunities such as meaningful employment and access to universal community services. Adults with LD will, also, be more actively involved in the development, shaping and monitoring of support services as well as actively contributing to Herefordshire's communities.

B) Partnerships and Procurement

If you contract out services or work in partnership with other organisations, Herefordshire Council remains responsible for ensuring that the quality of provision/delivery meets the requirements of the Equality Act 2010, ie.

- Eliminates unlawful discrimination, harassment and victimisation
- Advances equality of opportunity between different groups
- Fosters good relations between different groups

What information do you give to the partner/contractor in order to ensure that they meet the requirements of the Act? What information do you monitor from the partner/contractor in order to ensure that they meet the requirements of the Act?

Where services for people with learning disabilities are delivered via contracts and service level agreements with the independent, private third sector, the council's providers will be made aware of the following contractual requirements in regards to equality legislation.

A public authority must, in the exercise of its functions, have due regard to the need to eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act. Current and planned services for adults with learning disabilities help to make this a reality in three ways.

- Firstly by improving wider community understanding of the needs and capabilities of adults with learning disabilities.

- Secondly by improving social value by promoting people with learning disability's visible access to roles such as paid employment and to activities linked to civil participation.
- Lastly by promoting self-advocacy and citizen advocacy to support people with learning disabilities to recognise victimisation or discrimination; supporting them to be able to speak out to prevent it and by ensuring there are 'safe spaces' where people with learning disabilities can access skilled support.

A public authority must, in the exercise of its functions, have due regard to the need to advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it. Current and planned services for adults with learning disabilities help to make this a reality in three ways;

- Firstly, by ensuring that for adults with learning disabilities have equal access to housing and employment opportunities;
- Secondly, by making 'reasonable adjustments' to public services such as primary healthcare to ensure that people with learning disabilities are not excluded from them.
- Lastly, by promoting a high expectation of good health for people with learning disabilities through routine access to health screening programmes; early regular cognitive function tests for dementia; an agreed standard of annual health check and effective health action plans.

A public authority must, in the exercise of its functions, have due regard to the need to foster good relations between persons who share a relevant protected characteristic and persons who do not share it. Current and planned services for adults with learning disabilities help to make this a reality in two ways;

- Firstly, by encouraging use of universal services (leisure facilities, hobby clubs, sports etc.) alongside specialist learning disability services in order to support integration and to increase the perceived social value of people with learning disabilities;
- Secondly, by promoting diverse and integrated communities by ensuring there are multiple opportunities for people with learning disabilities to be supported in ways that allow them to choose ordinary places to live, ordinary places to work and to have ordinary lives that include loving relationships.

Are there any concerns at this stage that indicate the possibility of inequalities/negative impacts? For example: complaints, comments, research, and outcomes of a scrutiny review. Please describe:

NONE

C) Information

What information (monitoring or consultation data) have you got and what is it telling you?

Based on extensive stakeholder engagement and statutory guidance, this Joint Strategy for Adults with a learning disability aims to support the full inclusion of adults with a learning disability, embedding a county-wide culture of inclusion and recognising that people with a learning disability have many skills, talents and aspirations, enabling them to have an active

role in our shared communities through good integration and active contribution to economic growth through employment and training. Additionally, the strategy aims to ensure that people with a learning disability are supported to live as independently and safely as possible, have the best chance of long-term good health and are tangibly able to choose and influence the support they require to achieve these life outcomes.
(REF: Learning Disabilities in Herefordshire Needs Assessment – Summary Report Jan. 2018)

D) Assessment/Analysis

Describe your key findings (eg. negative, positive or neutral impacts - actual or potential). Also your assessment of risk.

Strand/community	Impact
Adults with a learning disability	Holistic positive impact (as identified in purpose/provision section on page 1)

E) Consultation

Did you carry out any consultation?

Yes No

Who was consulted?

All adults with a learning disability accessing care and support, and community services
Families and carers of people with a learning disability
Care and support service providers
Adult and Wellbeing directorate
Herefordshire Clinical Commissioning Group
Children's Wellbeing directorate
Support professionals

Describe other research, studies or information used to assist with the assessment and your key findings.

Learning Disabilities in Herefordshire Needs Assessment – Summary Report Jan. 2018



LDNA Summary
Report 14_02_2018.c

Do you use diversity monitoring categories? Yes No

(if No you should use this as an action as we are required by law to monitor diversity categories)

If yes, which categories?

- Age
- Disability
- Gender Reassignment
- Marriage & Civil Partnership
- Pregnancy & Maternity
- Race
- Religion & Belief
- Sex
- Sexual Orientation

What do you do with the diversity monitoring data you gather? Is this information published? And if so, where?

Not published.

F) Conclusions

	Action/objective/target OR justification	Resources required	Timescale	I/R/S/J
a)	Recommended implementation of Joint Strategy for Adults with a learning disability. Ref: - Learning Disabilities in Herefordshire Needs Assessment – Summary Report Jan. 2018 - Learning Disability Strategy 2018 - 2028		June 2018	R
b)				
c)				
d)				

(I) Taking immediate effect.

(R) Recommended to Council/Directors through a Committee or other Report*.

(S) Added to the Service Plan.

(J) To be brought to the attention of the Equality Manager.

*Summarise your findings in the report. Make the full assessment available for further information.

NB: Make sure your final document is suitable for publishing in the public domain.