

**Scottish Borders Council
Equality and Diversity Impact Assessment**

**Part 1 Initial Assessment
Step 1 – Preparation**

Lead Officer:	Simon Burt
Directorate:	People
Service:	Learning Disability Service
Name of Policy, Strategy or Service:	LD Strategic Commissioning Plan 2016-19
Is this a new or existing Policy/Strategy or Service	New

Members of EIA Group (Name and Title):	
Name	Job Title
Simon Burt	Joint Manager LD Service
Susan Henderson	Planning and Development Officer LD
Jake Cowan	Senior Charge Nurse LD Service
Joanne Moore	Provider Rep.
Diane Durham	Social Worker LD Service

Dates of assessment	Start date: 16 th September 2015 Interim date: 31 st October 2016 End date: 26 th June 2017
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**Part 1 initial assessment
Step 2 Screening**

Policy Details

Title: *Scottish Borders Learning Disability(LD) Service Strategic Commissioning Plan 2016-19*

Which communities, groups of people, employees or thematic groups do you think will be, or potentially could be, impacted upon by the implementation of this policy? Please indicate whether these would be positive or negative impacts

- People with Learning Disability living in the Scottish Borders – positive/negative
- People with Learning Disability funded by Scottish Borders living out with Scottish Borders – positive/negative
- Family carers of people with Learning Disability in the Scottish Borders – positive /negative
- Existing commissioned Learning Disability service providers – positive/negative
- Potential new commissioned Learning Disability service providers – positive/negative
- Scottish Borders Council - positive

1. Who does the proposed piece of work/policy/proposal affect?

Staff	Service Users/Carers	Communities/Voluntary Groups	Public
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Tick all that apply. Note that a policy might be aimed at one particular group but still affect others

2. What are the aims and objectives of the policy being assessed?

This commissioning strategy describes how, we, the Learning Disability service:

- make commissioning decisions, within the changing national context;
- currently spend the money allocated to us amidst ever increasing tightening of budgets and other resources;
- and our priorities for change over the next 3 years.

It is in line with 'The keys to life' National strategy June 2013; 'National Health and well being outcomes'; 'Scottish Borders Strategic Plan for integrated services' and Scottish Borders Council's Corporate Plan.

		Yes	No
3.	<p>Will the proposal have any impact (either positive or negative) on equality of opportunity, discrimination between groups or relations between groups?</p> <p>This commissioning strategy should have a positive effect on people with Learning Disability and their Carers.</p>	X	

	<p>Our vision is that adults with learning disabilities will have opportunities to live as independently as possible as valued members in their local communities.</p> <p>We recognise that people with Learning Disability and their carers have rights of equality and are diverse in all aspects of life, however they may experience difficulties in achieving these rights, and many require additional support.</p> <p>We recognise that to successfully support people to achieve their outcomes, we must work in partnership with health, social care and 3rd sector provider organisations and most importantly with people with Learning Disability and their carers who may require support to attain their outcomes and live their lives.</p> <p>There may be situations where people in receipt of money or services are:</p> <ul style="list-style-type: none"> • charged due to various reasons • eligibility criteria changes • charging policy changes • national drivers change • welfare benefits change <p>Some of these changes may be viewed as negative by some people.</p>		
4.	<p>Is the proposal controversial in any way in terms of equality and diversity (including media, academic, voluntary or sector specific interest)?</p> <p>Eligibility criteria for services may change and some people once in receipt of resource of money or service direct may no longer be eligible or when circumstances change may need to consider support in differing ways.</p> <p>The LD service has worked closely with people with learning disabilities, their Carers and provider organisations to be as person centered as possible.</p> <p>With a national move towards Self Directed Support approaches there is a requirement for services to become more flexible in their approaches to support. This may mean significant changes to the way in which services are commissioned in the future.</p>	x	
5.	<p>Does the policy relate to our equality outcomes?</p> <p>This commissioning strategy relates to the 9 equality outcomes detailed below:</p> <ol style="list-style-type: none"> 1. We are seen as an inclusive and equal opportunities employer where all members of staff feel valued and respected and our workforce reflects our community. 2. Our services meet the needs of and are accessible to all members of our community 3. Our staff treat all service users, clients and colleagues with dignity and respect 	x	

	<p>4. We work in partnership with other agencies and stakeholders to ensure everyone has the opportunity to participate in public life and the democratic process</p> <p>5. We work in partnership with other agencies and stakeholders to ensure that our communities are cohesive and there are fewer people living in poverty and the health inequality gap is reduced</p> <p>6. We work in partnership with other agencies and stakeholders to ensure our citizens have the freedom to make their own choices and are able to lead independent, healthy lives as responsible citizens</p> <p>7. We work in partnership with other agencies and stakeholders to ensure the difference in rates of employment between the general population and those from under represented groups is improved</p> <p>8. We work in partnership with other agencies and stakeholders to ensure the difference in educational attainment between those who are from an equality group and those who are not is improved</p> <p>9. We work in partnership with other agencies and stakeholders to ensure we have appropriate housing which meets the requirements of our diverse community</p>		
6	Does the policy relate to functions that previous involvement activities have identified as being important to a particular protected group?	x	
7.	Does the policy relate to an area where there are known inequalities? (eg disabled peoples access to public transport services or premises)	x	
8	Is there doubt about answers to any of the above questions (e.g. there is not enough information to draw a conclusion)?		x

If the answer to any of the above questions is yes or you are unsure of your answers to any of the above a full impact assessment is recommended.

9.	Given the above statement, do you recommend a full impact assessment is completed?	x	
10.	If a full impact assessment is not required briefly explain why and provide evidence for the decision.		

Part 2 Undertaking the Equality Impact Assessment

Step 1 Aims and Purpose

Details of Service	
2.1	<p>Name and brief description of the service, policy or function: Scottish Borders Learning Disability Strategic Commissioning Plan 2016-19</p> <p>This strategic commissioning plan describes how the Learning Disability service: make commissioning decisions, within the changing national context; how currently the money allocated is spent amidst ever increasing tightening of budgets and other resources; and outlines priorities for change over the next 3 years under several headings related to commissioning.</p>
2.2	<p>What are the aims and purpose of the service, policy or function? (<i>consider explicit and implicit aims and outcomes</i>) and how does this relate to equality?</p> <p>Our aim is that adults with learning disabilities will have opportunities to live as independently as possible as valued members in their local communities.</p> <p>We recognise that people with LD and their carers have rights of equality and are diverse in all aspects of life, however they may experience difficulties in achieving these rights, and many require additional support.</p> <p>We recognise that to successfully support people to achieve their outcomes, we must work in partnership with health, social care and 3rd sector provider organisations and most importantly with people with LD and their carers who may require support to attain their outcomes and live their lives.</p> <p>This aim fits with the direction of ‘The keys to Life’ 2013, the national strategy for people with learning disabilities in Scotland.</p>
2.3	<p>Which aspects of the policy are particularly relevant to each element of the general duty?</p> <p>This Strategic Commissioning Plan focuses on achieving good outcomes for people with LD and their Carers and strives to achieve equality of access to services where appropriate. By the nature of the activities planned it addresses the general duties interchangeably across it's main themes:</p> <ul style="list-style-type: none"> • Eliminate discrimination, harassment and victimization. • Advance equality of opportunity between people who share a protected characteristic and those who do not. • Foster good relations between people who share a protected characteristic and those who do not, by tackling prejudice and promoting understanding. <p>The Scottish Borders Learning Disability Service formed in 2006 from its respective health and social care disciplines into an integrated service for adults with Learning Disabilities.</p> <p>Over the past 10 years the service has led many changes through the implementation of the “Same as you” principles and developments in service provision for people, The Self Directed Support act, Reshaping care for older people and the Carers Bill among others.</p>

	<p>There have been changes in the way in which services to people with LD have been provided, for example: the Day Opportunities review, closure of local in-patient LD beds, re-provisioning of care home service provision.</p> <p>The re-organisation of the LD governance structure, in 2013, enabled providers and people with LD and their carers to have a greater influence in decision making, as members of the LD Policy and Strategy Group and the Partnership Board. This has been an intentional shift towards providers and most importantly people with LD and their carers having greater inclusion and influence. The development of the Locality Citizen Panels, from a central panel to a locality model has enabled people to be more active participants in their local communities.</p> <p>There continues to be an appropriate movement of people from LDS specialist Care Homes into supported living models of support and development of the growing Supported Living workforce through 3rd sector partners.</p> <p>A Review of LD Respite Provision took place in 2012.</p> <p>The LD service has invested in Local Area Coordination service, local citizens panels, independent advocacy services.</p>
2.4	<p>Which equality groups and communities might be helpful to involve in the development of the policy? Consider the policy relevance to the Protected Characteristics (as defined by the Equality Act 2010)</p> <ul style="list-style-type: none"> • Local Citizens Panels • Local Providers Group • LD service staff • Scottish Borders Learning Disability Service Partnership Board • Borders Carer Centre • Borders Independent advocacy service

Part 2 Undertaking the Equality Impact Assessment

Step 2 Information and Data

What qualitative/quantitative data has been considered in the development/review of the policy? Are there any gaps?

This strategic commissioning plan fits within the direction of 'The keys to life' and addresses two key recommendations from it (Recommendations 3 and 7). We have mapped the plans in this document against the National Health and Well being Outcomes and Local Strategic Plan 2015-18.

The following information gives a picture of adults with LD in the Scottish Borders.

In addition we monitor and support some children coming through transition in partnership with children's' services (Currently 93 young people between the age of 14-18).

We also have a dementia steering group which highlights needs of people with LD who have dementia.

In 2014, as published in the Learning Disability Statistics Scotland the following information is relevant to this strategic commissioning plan:

No of adults known to SBC = 605 which is 6.4 adults per 1,000 population

Men

16-17	18-20	21-34	35-44	45-54	55-64	65+	total
6	32	115	51	69	47	31	351

Women

16-17	18-20	21-34	35-44	45-54	55-64	65+	total
0	22	71	44	39	35	41	254

- 142 adults have a diagnosis of autism
- 218 live with a family carer = 36%

Adults with LD living in the same accommodation:

Only person	1-3	4+	Not known	Total
412	82	98	13	605

Accommodation type

Mainstream

With support	No support	unknown	Supported accommodation	Care home	Other	Not known	total
39	53	153	216	52	7	85	605

Use of Local area coordination service

- 287 people use the LAC service = 47.4%

People recorded as using an advocacy service

- Professional advocate = 96
- Self advocacy = 5
- Group/collective advocacy = 29
- Total = 21%

Employment opportunities for adults with LD

Not in employment or t.f.e.	Under 16 hr per week	16+ hr per week	In employment or t.f.e – hours not recorded	Total in employment or t.f.e.	% of adults
464	103	32	6	141	23.3%

(t.f.e. = training for work)

Of these people:

Voluntary position	Open employment	Non-open employment	Not specified	Self employed	In t.f.e.	total
39	33	0	0	0	69	141

Day centre attendance

less than 30hr/ week	30+ hr a week	Hrs attend unknown	Does not attend	Not known	% of adults attending

					day centre
74	30	0	501	0	17.2%

Alternative opportunities to day centre

Has alternative opportunities	Does not have alternative opps	Not known	% of adults who have alternative opp
235	239	131	38.8%

Further education

In education time not given	2.5 days per week or fewer	3 days per week or more	Not in education	Not known	Total in education as percentage
0	38	13	554	0	8.4%

Deprivation quintiles (quintile 1 is the 20% most deprived areas and quintile 5 is the 20% least deprived areas)

Quintile

1	2	3	4	5	Not known	Total
45	118	217	160	26	39	605

Urban/rural classification

Large urban area	Other urban area	Accessible small town	Remote small town	Accessible rural	Remote rural	Not known	total
7	227	99	39	167	27	39	605

In addition to the data above:

We support people approaching and during transition from children to adult services through a transitions tracking group 6 monthly and a complex needs group from this.

There is an interagency steering group which is looking at improving the transitions process, pathway and experience for young people and their carers. Funding from the Integrated Care Fund has been granted for 1 year to employ a Transitions Project officer along with support from ARC Scotland to develop this.

We have formed a group to explore Project Search - an internship program to support people to gain employability skills. This began it's first year in Sept 2016 and will run a 2nd year in Sept 2017-18.

We actively manage vacancies in properties through a vacancies panel.

A commissioning steering group manages various aspects of Commissioning and meets six-weekly.

A clinical governance meeting considers aspects of quality and also looks in depth at Adult protection statistics.

A resource panel meets weekly.

Budget monitoring takes place.

As part of our governance structure people with learning disabilities and their Carers are part of Local Citizens panels across 5 localities in the Scottish Borders.

**Part 2 Undertaking the Equality Impact Assessment
Step 3 – Conduct consultation**

Who was consulted	How many people were involved	Main issues raised	Protected Characteristic
Scottish Borders Learning Disability Service Policy and Strategy Group	10	Getting enough input from others	Age, Disability, Gender, Poverty Groups Health
Learning Disability Service Partnership Board	10+	Ensuring all aspects of commissioning are covered. Plans for the future. The fit with national and local strategic objectives	Age, Disability, Gender, Poverty Groups Health
Learning Disability Providers Group in 2015/16	10+	Ensuring all aspects of commissioning are covered. Plans for the future. Self directed support	Age, Disability, Gender, Poverty Groups Health
Local Citizens Panels through celebration event and Panel meetings in 2015	40+	Keys themes for inclusion	Age, Disability, Gender, Poverty Groups Health
LD service staff at service development day	40+	Happy with content and themes	Age, Disability, Gender, Poverty Groups Health
Borders Independent Advocacy Service	1	Ensuring the voice of the person is heard	Age, Disability, Gender, Poverty Groups Health
Borders carer centre	4	Involvement of carers as partners and their support needs	Age, Disability, Gender, Poverty Groups Health
Borders Voluntary Care Voice	2		Age, Disability, Gender, Poverty Groups Health
NHS Borders Clinical Strategy Group	10+	Delivery of service in reducing budgets	Age, Disability, Gender, Poverty Groups Health
Scottish Borders Council People Department Management Team	6+	Inclusiveness of application of policy	Age, Disability, Gender, Poverty Groups Health

Part 2 Undertaking the Equality Impact Assessment

Please use the table below to assess the impact of the policy on different equality groups. Please mark negative or positive impacts for each equality group.

Equality Groups	Nature of Impact				Please set out details of impact whether it is positive or negative
	Negative			Positive	
	Low	Med	High	X	
Age, Disability, Gender, Poverty Groups Health	X				<p>Overall the LD Strategic commissioning plan is considered to be positive. It applies to all adults with a learning disability and young people with LD identified by the LD Transitions Groups who require Scottish Borders Learning Disability Service to commission services now or in the future.</p> <p>This Strategic commissioning plan aims to make improvements in commissioning which support people with LD to have improved outcomes in life. We know from research that a large proportion of people with LD also have sensory impairments, poorer health and other disadvantages in their physical well being as a result of their LD. (reference 'Keys to life', Scottish Government 2013).</p> <p>There may be a need in the future to disinvest in some service provision to provide more relevant service provision for individuals and their carers and this may be viewed by some people as negative.</p> <p>The LD population within Scottish Borders does not change in size significantly year on year. See sections above for 2014 data (published 2015).</p>

Equality Groups	Nature of Impact			Please set out details of impact whether it is positive or negative	
	Negative				Positive
	Low	Med	High	X	
Age, Disability, Gender, Poverty Groups Health				X	<p>The rural aspects of Scottish Borders leads to many areas of tension for service users and carers in regards to being able to live active lives and actively participate in the Scottish Borders Community.</p> <p>There are transport issues within the Scottish Borders across many sectors but even more so for some people with learning disabilities.</p> <p>This strategy attempts to address some of these through creative approaches including guidance in independent travel as one example with the local area coordination team.</p> <p>We are currently exploring with Borders College, SBC, NHS Borders the Project Search as a way of improving people's employability skills and ran a pilot in 2016-17. Year 2 is planned for beginning in Sept 2017.</p> <p>We have in the past and continue to make improvements in health and well being by running specific projects:</p> <p>Healthier Me pathway, Sexual health project among others, targeting specific areas of need.</p> <p>We have also invested in a Local Area Coordination service, an asset-based approach that aims to build inclusion by working with individuals and families to connect to their local communities, and working with communities to develop their capacity for inclusion.</p> <p>Provision of Liaison nurse service at BGH supports people pre and during hospital admissions.</p>

Part 3 Improvement Plan

Where negative impacts have been identified, complete Part 4. If no impacts have been identified please go to Part 5.

Recommendations and actions for Scottish Borders Learning Disability service Strategic Commissioning Plan 2016-19

6.	Recommendations	
	Characteristic	Recommendations
	General	The outcomes of this Strategic Plan will be reviewed at least every two years or as required by Corporate or legislative requirements ensuring it is fit for purpose and remains discriminatory free. Where trends emerge these will be analysed and appropriate steps taken.

Part 4: Summary and signing off the Equality Impact Assessment Step 1 Summary

4.1	<p>Please summarise the general impact of the service, policy or function and its impact on the equality groups:</p> <p>Overall the impact of delivering this LD Strategic commissioning plan is considered to be positive. It applies to all adults with a learning disability and young people with LD identified by the LD Transitions Groups who require Scottish Borders Learning Disability Service to commission services now or in the future.</p> <p>Our shared vision is that adults with learning disabilities will have opportunities to live as independently as possible as valued members in their local communities.</p> <p>We recognise that in order for this to be realised, we have responsibilities to commission packages of support for some people. We also recognise that not everyone needs a support package but may need support to find meaningful day time opportunities and become connected in their local communities. This Strategic Commissioning Plan has outlined the journey the Scottish Borders Learning Disability Service has travelled over the past 10 years in the context of a changing health and social care landscape.</p> <p>This plan may mean disinvestment in some service provision and re-investment in others in the future.</p> <p>The themes highlighted in this document were identified as important by people with learning disabilities and their carers as well as Provider organisations and other key stakeholders and areas for development are reflected in the 2016-19 plans.</p> <p>These high-level plans have been mapped against the National Health and Wellbeing Outcomes and the Local Strategic Plan to ensure that they fit the overall direction that our local Health and Social Care Partnership is travelling.</p> <p>It will be the responsibility of the Learning Disability Service Policy and Strategy Group to capture progress on these plans and report to the Learning Disability Partnership Board 6-monthly. This group will also look at ways of demonstrating the impact of these plans and will seek feedback from people with learning disabilities and their carers.</p>
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4.2	<p>Please summarise mitigation actions to deal with negative impacts of the service, policy or function:</p> <p>Where there may need to be disinvestment in some areas of commissioned service provision in favour of delivery of others, this will be done in communication with all the relevant stakeholders.</p> <p>For example changing a model of support from Care Home support to Supported Living – a project group was set up and involved all stakeholders who then travelled the journey of transition from one support to another.</p>
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**Part 4
Step 2 Sign off**

It is the responsibility of the Head of Service to ensure that they are satisfied with the findings of the EIA. Once signed the Head of Service will be answerable to any enquiries that might arise from the public, agencies or any other relevant body.

I can confirm that this summary report is an accurate and correct account of the EIA findings for this service change and I am satisfied with the conclusion and outcome of the impact assessment.

Agreed by Manager or Head of Service	<p>Name/Job Title: Simon Burt Joint Manager Learning Disability Service</p> <p>Date: 31/08/17</p>
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