

EQUALITY IMPACT ASSESSMENT (EIA) SCREENING FORM

1. Introduction to the EIA process

A successful EIA will look at 5 key areas:

- **Identify the Proposal to be assessed** – a clear definition of the service reform and its aims;
- **Screening** - Collect data to evidence the type of barriers people face to accessing services (research, consultations, complaints and/or consult with equality groups);
- **Prioritising Impact** – reaching an informed decision on whether or not there is a differential impact on equality groups, and at what level,
- **Action Planning**– develop an action plan to make changes where a negative impact has been assessed
- **Measuring outcomes** – stating how you will monitor and evaluate the financial option to ensure that you are achieving the expected outcomes for all groups.

2. Name of the Proposal:

Reform of Directly Provided Day Services for Adults with Learning Disabilities (LD)

3. List main activities of the Proposal:

This is a major service reform to modernise LD day services to bring this directly provided service into line with the ongoing implementation of Personalisation.

4. Who will be the main beneficiaries of the Proposal:

All adults with a learning disability currently accessing the day services and potential users of the service in the future.

5. Name of officer completing Proposal screening

Karen McGregor




DATE: 18 February 2013

6. Screening Verified by

_____ DATE _____

EVIDENCE/ENGAGEMENT

The best approach to find out if the proposal is likely to impact negatively or positively on equality groups is to look at existing research, previous consultation recommendations, studies or consult with representatives of those groups. This will provide you with what do you need to know that will provide you with evidence of the needs of the diverse population and their needs.

Please name any research, data, consultation or studies referred to for this assessment:	Please state if this reference refers to; Gender, BME, Disabled people, LGBT, older people, children & young people or faith & belief.	Do you intend to set up your own consultation? If so, please list the main issues that come from this consultation.
 Final Proposal Paper LD Day Se...	Disabled people (Adults with Learning Disabilities)	
 EQIA of LD Day Service Reform ...	Gender, BME, Disabled people (Adults with Learning Disabilities), faith & belief.	
 S:\OPPD\Service Reform and Re-designi	Disabled people (Adults with Learning Disabilities), older people	

DIFFERENTIAL IMPACT

Use the table below to tick where you think the proposal has either a negative impact (could disadvantage them) or a positive impact (contributes to promoting equality or improving relations within an equality group), based on the evidence you have collated

There are too many faith groups to provide a list, therefore, please input the faith group e.g. Muslims, Buddhists, Jews, Christians, Hindus, etc. Consider the different faith groups individually when considering positive or negative impacts.

		Positive Impact – it could benefit an equality group	Good Practice/Promotes Equality or improved relations	Negative Impact – it could disadvantage an equality group	Reason
GENDER	Women		√		Encouraging service users to access community activities may increase their visibility and give them increased opportunity to mix with the general public. Overtime, this can help change the attitude of the public in a positive way and reduce the discrimination experienced by people with learning disabilities. Equally, it can provide them with more opportunities to be involved in gender specific activities.
	Men		√		Encouraging service users to access community activities may increase their visibility and give them increased opportunity to mix with the general public. Overtime, this can help change the attitude of the public in a positive way and reduce the discrimination experienced by people with learning disabilities. Equally, it can provide them with more opportunities to be involved in gender specific activities.
RACE	White		√		There is a potential benefit to increase awareness of opportunities to develop other interests and mix with people from other cultures.
	Asian		√		The proposal is underpinned by values that aim to support people from the most excluded parts of our society towards social inclusion and a better quality of life. In this sense the reform may have a positive impact on BME people who are an excluded group.
	African/Caribbean		√		The proposal is underpinned by values that aim to support people from the most excluded parts of our society towards social inclusion and a better quality of life. In this sense the reform may have a positive impact on BME people who are an excluded group.
	Other ethnic group		√		The proposal is underpinned by values that aim to

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					support people from the most excluded parts of our society towards social inclusion and a better quality of life. In this sense the reform may have a positive impact on BME people who are an excluded group.
	Mixed or multiple ethnic group		√		The proposal is underpinned by values that aim to support people from the most excluded parts of our society towards social inclusion and a better quality of life. In this sense the reform may have a positive impact on BME people who are an excluded group.
DISABILITY	Physical disability		√		There are a significant number of people with a learning disability who have a secondary impairment as a presenting need. For example they may be physically disabled or have a long term health condition. It will be important to recognise that the health inequalities experienced locally mean that we need to do some targeted work with health colleagues in improving outcomes for people as they undergo their assessment through Personalisation.
	Sensory Impairment (sight, hearing,)		√		There are a significant number of people with a learning disability who have a secondary impairment as a presenting need. For example they may be physically disabled or have a long term health condition. It will be important to recognise that the health inequalities experienced locally mean that we need to do some targeted work with health colleagues in improving outcomes for people as they undergo their assessment through Personalisation. This could include the involvement of the CSIP or other appropriate organisations.
	Learning Disability		√	√	Potential benefits of the reform are more

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					<p>integration of people with learning disabilities into their local communities, the opportunity for them to increase their expectations and the chance to challenge them to leave their comfort zones.</p> <p>As the focus of the new service model is on people with higher more complex needs, one can argue that the proposals are likely to have a differential outcome for disabled people, and potentially, can have an adverse effect on some of them, in particular people with a milder learning disability who may have been attending the day services for long periods of time.</p>
	Mental Health Issues		√		There are a significant number of people with a learning disability who have a secondary impairment as a presenting need. For example they may be physically disabled or have a long term health condition. It will be important to recognise that the health inequalities experienced locally mean that we need to do some targeted work with health colleagues in improving outcomes for people as they undergo their assessment through Personalisation.
LGBT	Lesbians, Gay Men, Bisexual, Transgender		√		The reform aims to promote social inclusion and access to community facilities. This approach is likely to create networking opportunities for people with learning disabilities to meet other people with similar interests and sexual orientation, enabling them to explore their sexuality without fear of being stigmatised.

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AGE	Older People (60 +)	√			There are currently 19 older people attending LD day services and the proposal is to have age appropriate services for this group. The onset of age can bring about other issues for people with a learning disability and the Older People's teams have the skills needed to ensure that older people regardless of impairment are supported to remain in their home for as long as possible with care and support.
	Younger People (16-25)		√		We know through consultation and frequent engagement that disabled young people want the same as non-disabled young people an independent life, relationships, money, a job or education. Our LD teams have the expertise is supporting young people and their families in creating pathways that explore the issues for young people with a learning disability.
	Children (o-16)				Out with the scope of the service
RELIGION & BELIEF	Input *	√			Personalisation offers a unique opportunity to improve people with a learning disabilities access to religious or belief opportunities, as the principles of self directed support and support planning enable the person to assess and access what is important to them in their life. This will mean that more people are supported to access places of worship through using their personal budget or PA to support this action. In addition this will raise the profile of people with a learning disability across multi-faith communities.
Other (e.g pregnancy/maternity,	Carers		√		We know from research that the majority of carers are women. The reform may offer them more

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caring responsibilities)					<p>flexible and responsive services. To promote this equality there needs to be the development of relations with all carers to alleviate anxiety around the changes proposed and reassurance about future options.</p> <p>Glasgow has an ageing population of people with a learning disability who are still living at home with parents in their 70's and 80's. There is a need to work with the service user and their families through this reform proposal to make choices which enable the service user to gain independent living skills and remove the burden of worry the carers experience about who will look after their children when they die.</p>

Continue to answer or tick the following questions where the initial screening (above) indicated that there may be a negative impact on certain equality groups. ** Equality Legislation listed a back of this document.

IMPACT	YES	NO
HIGH		
There is substantial evidence and/or concern that people from different groups or communities are (or could be) differently affected by the proposal.		√
MEDIUM		
There is some evidence and/or some concern that people from different groups or communities are (or could be) differently affected		√

LOW		
There is little or no evidence that some people from different groups or communities are (or could be) differently affected.	√	
Does the negative impact breach any of the equality legislation? **		√
	Immediately	Within next 6 months
The negative impact requires action to be taken	To be determined	To be determined

TAKING ACTION

PROPOSAL SCREENING ACTION PLAN

Proposal Name	Issues	Action Required	Lead Officer	Timescale	Completed/date of review
Reform of Directly Provided Day Services for Adults with Learning Disabilities (LD)	Could you remove the negative impact from the project, policy or strategy?	Communication Plan with relevant stakeholders.	Karen McGregor	Feb 2013	Ongoing
		Framework Tender for appropriate support providers to ensure community alternatives that take account of discrete groups and provide responsive services.	Debbie Miller	TBC	TBC
		Ensure carers are made aware of the range of services and supports available.	Ann Cummings	Feb 2013	Ongoing

		Development of Citizen's Portal information.	Debbie Miller	March 2013	March 2013
Reform of Directly Provided Day Services for Adults with Learning Disabilities (LD)	Could you change the project, policy or strategy to have a positive impact?	Will be determined on approval of proposal through political process.	David Williams	March 2013	March 2013
	If you can do neither of the above, please recommend the next steps to be taken.				

MEASURING OUTCOMES

The equality impact assessment screening is not an end in itself but the start of a continuous monitoring and review process. It is our responsibility to identify any current, new or developing issues raised by the community.

Legislation

The UK Government's Equality Act 2010 replaces the existing equality legislation and brings anti-discrimination laws together in a single Act. It simplifies the law and removes inconsistencies making it easier for people to understand and comply with it. The Equality Act protects people on the basis of protected characteristics specified in the Act. These are age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

A key measure within the Act is the Public Sector **Equality Duty** which came into force on 5 April 2011. This Duty requires public bodies to be pro-active in tackling discrimination by eliminating discrimination, pro-actively promoting equality of opportunity and by fostering good relations between those who share a protected characteristic and those who do not. The intention is to prevent discrimination by bringing equality into the mainstream and taking the Equality Duty into consideration before, during and while making a decision on the development of policy options

The Equality Duty is supported by the **specific duties** set out by Scottish Ministers to apply to some public authorities including local authorities. The specific duties require public bodies to publish information to show their compliance with the Equality Duty.

One of the specific duties relates to Equality Impact Assessment. Public Authorities in Scotland are required to carry out impact assessments of any proposed new or revised policy or practice. "Policy" is used as shorthand for a range of different types of functions including strategies, plans, services or proposals as well as provisions, criteria and practices. For example, setting budgets, developing high-level strategies, changing organisational practices such as internal restructuring or proposals for any of the above.

Impact assessments should be based on relevant evidence and the results should be published,