

EQUALITY IMPACT ASSESSMENT – STAGE 1

EIA Ref	C/13/63	
Lead Officer	Name	Liz Gladwyn
	Position	Commissioning Manager
	Contact details	Liz.gladwyn@halton.gov.uk

SECTION 1 –Context & Background

1.1 What is the title of the policy / practice?

Halton Model of Care for Adults with Learning Disabilities

1.2 What is the current status of the policy / practice?

Existing

Changed

New X

1.3 What are the principal aims and intended outcomes of the policy / practice?

The Model is a range of community based and specialist health and social care support available to adults with learning disabilities, as defined in the document, and their family carers. The principal aim is to support people to remain in their own home through access to mainstream health and community services with more intensive specialist support available if needed. The most effective intervention will be offered which is neither overly intrusive nor restrictive.

1.4 Who has primary responsibility for delivering the policy / practice?

Halton Borough Council and Halton Clinical Commissioning Group have statutory duties to deliver health and social care to adults with learning disabilities

1.5 Who are the main stakeholders?

Adults with learning disabilities;
Family Carers;
5 Boroughs Partnership
Bridgewater Community Healthcare
Halton Borough Council
Halton Clinical Commissioning Group

1.6 Who is the policy / practice intended to affect?

Residents

Staff

Specific Group(s) X

(add details below)

Adults with learning disabilities and their families

1.7 Are there any other related policies / practices?

Adult with Learning Disabilities Commissioning Strategy – currently being developed
Complex Care Section 75 agreement

EQUALITY IMPACT ASSESSMENT – STAGE 1

SECTION 2 – Consideration of Impact

2.1 Relevance: – the Public Sector Equality Duty

Does this policy / practice / service have due regard to the need to: -

- (a) Eliminate discrimination, harassment, victimisation and any other conflict that is prohibited by the Equality Act 2010
- (b) Advance equality of opportunity between two persons who share a relevant protected characteristic
- (c) Foster good relations between persons who share a relevant protected characteristic and persons who do not share it

Yes (x) No ()

State reasons below

(Relevance to service users/staff)

The model aims to support adults with learning disabilities to remain independent and living in their local community.

2.2 Has data and information has been used in determining the impact of the policy / procedure under review?

Equality Group(s)	Yes
--------------------------	-----

Baseline data and information

The model considers needs of adults with learning disabilities known to GP's or social care and includes an indicator of those from ethnic minority groups.

2.3 On the basis of evidence, has the actual / potential impact of the policy/ practice been judged to be positive (+), neutral (=) or negative (-) for each of the equality groups and in what way? Is the level of impact judged to be high (H), medium ((M), or Low (L)?

Protected Characteristic	Impact type +, =, -	Level H, M, L, -	Nature of impact
Age	+	H	Age appropriate health checks and universal screening will be accessible to adults with learning disabilities
Disability	+	H	Appropriate and responsive support is available to support adults with learning disability and any additional disability or mental health needs they may have.
Gender	=	/	Equal access to health and social care services regardless of gender plus additional gender specific services. Personalised approach considers needs arising from gender.

EQUALITY IMPACT ASSESSMENT – STAGE 1

Race / ethnicity	=	/	Equal access to services. Personalised approach considers needs arising from ethnicity
Religion / belief	=	/	Equal access to services. Personalised approach considers needs arising from religious beliefs
Sexual Orientation	+	H	Equal access to services. Personalised approach to support considers sexual orientation
Transgender	+	H	Equal access to services. Personalised approach to support considers any transgender issues
Marital status/ Civil Partnerships	=	/	Personalised approach promotes friendships and relationships
Pregnancy/Maternity	=	/	These needs would be addressed on an individual basis.
In Halton two further vulnerable groups have been identified: -			
Carers	+	H	Assessments of carers needs are offered
Socio – economic disadvantage	+	H	Many adults with learning disabilities have a socio-economic disadvantage and the model of care is aimed at improving their health, quality of life and potential for employment.

2.4 Does the policy / practice have any potential impact upon safeguarding vulnerable people?

Yes, adults with learning disabilities are some of the most vulnerable in our society. A key aim of the Model of Care is to ensure people have access to high quality services to stay safe and that they are protected from avoidable harm

2.5 How will the impact of the policy / practice be monitored?

The Model includes a comprehensive performance framework to ensure it is achieving its desired aims and objectives.

2.6 Who will be responsible for monitoring?

Monitoring will be through the multi-agency Learning Disability Quality and Performance Board which will report into the Adult learning Disability Partnership Board.

EQUALITY IMPACT ASSESSMENT – STAGE 1

2.7 If any negative impacts, or potential negative impacts, have been identified what mitigating actions will be put in place, thereby eliminating the need for a further Stage 2 assessment.

Where none have been identified insert 'no further action required' in the first column

Action & purpose / outcome	Priority	Timeframe	Lead Officer
No further action required			

2.8 Summary of stakeholders involved in this review

Job Title or Name	Organisation / representative of
Sue Wallace Bonner Jenny Owen	Halton Borough Council Halton CCG

2.9 Completion Statement

As the identified Lead Officer of this review I confirm that:-

No negative impact has been identified for one or more equality groups and that a Stage 2 Assessment is not required **x**

Signed: pp. L Gladwyn

Date: July 2013

Completed EIAs should be sent to Les Unsworth, Corporate and Organisational Policy, to be given a unique reference number and for inclusion on the central register.