

Adult Social Care and Health Equality Analysis (EqA)

Questionnaire

Please refer to the guidance before completing this form.

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|---|------------|
| 1. Details of function, policy, procedure or service: | |
| Title of what is being assessed: Support and Employment Service to people with learning disabilities and people with autism | |
| Is it a new or revised function, policy, procedure or service? Revised service | |
| Department and Section: Adults and Communities | |
| Date assessment completed: 24.3..2014 | |
| 2. Names and roles of officers completing this assessment: | |
| Lead officer | John Mason |
| Stakeholder groups | |
| Representative from internal stakeholders | |
| Representative from external stakeholders | |
| ASCH Equalities Network rep | |
| Performance Management rep | |
| HR rep (for employment related issues) | |
| 3. Full description of function, policy, procedure or service: | |

Please describe the aims and objectives of the function, policy, procedure or service
Please include - why is it needed, what are the outcomes to be achieved, who is it aimed at? Who is likely to benefit? How have needs based on age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex, sexual orientation, marriage and civil partnership and carers been taken account of? Identify the ways people can find out about and benefit from the proposals. Consider any processes they need to go through or criteria that we apply to determine eligibility.

Background:

An Equalities Analysis has been completed as part of the procurement to assess the impact on the introduction of a revised service model, the service users transitioning to the new service and future service users

The current service is provided by Dimensions in partnership with Barnet Mencap. The service model offers provision of a Drop- in service to support people with problem solving, 1:1 support as a risk management support; an Employment service to support people into paid employment and the provision of a range of learning and development activities.

There was a desk top review of the service in May 2013. This evidenced that the service was meeting the needs of people with learning disabilities and people with autism and that there were more people using the service including people not previously known to the services. Through the contract monitoring meetings and on going engagement work with service users there have been some lessons learnt and these have fed into the revised service specification.

The service proposal has some changes to the current model of service delivery. These include the provision of awareness and training to organisations and services in the community of the needs of people with learning disabilities and people with autism and to provide a wider range of learning and development activities and peer support groups. The support offered is outcomes focussed through a range of support services offered and is person centred.

Service Model :

The service model is a tiered approach :

Tier 1 : The provision of awareness and training activities.

Tier 2: The provision of learning and development activities and peer support groups.

Tier 3: The provision of problem solving support across the borough at a number of locations and one to one support to support for people in relation to individual issues. The support for problem solving is envisaged to be provided in a number of different ways including drop in, booked appointments and telephone.

The provision of 1: 1 support is to enable people to be as independent as possible and provide support with a variety of needs. For some people, this will be on going support and there will need to be a referral to the Councils Learning Disability Service to assess whether they are FACS eligible. If they are FACS eligible then the person will be offered a direct payment for them to buy the support they want. For others the support will end when the person is able to function independently and if a situation arose they can then access the drop in.

Employment service – to support people into paid work and work trials, volunteering and enabling people to be work ready.

The aim is to enable more people with learning disabilities and people with autism to receive support, to reach out to people not previously known to the services. It is anticipated that people

who have more needs and people with autism will receive the support.

The support is inclusive of race, age gender, sexual orientation or religious beliefs.

This support is part of the preventative services available for people with learning disabilities and autism. The Joint Strategic Needs Assessment (2011) indicates that there are over 6000 people with learning disabilities living in the community. 900 people with learning disabilities are known to statutory services and the current service supports around 300 people. These people are both FACS and non FACS eligible.

Access to the new service remains as the current model : through self referrals or family /carers or they can be signposted via Barnet Centre for Independent Living or the Councils Learning Disability Service or GP's.

Information regarding the service is on LBB website – Social Care Connect and on the websites of both provider organisations. There is publicity in local community sites such as libraries, Job Centreplus, GP surgeries.

There is no eligibility criteria for access to the service as long as the person has a learning disability or has autism.

The service specification states that the service will need to address the diverse needs of different groups within Barnet through provision that includes sensitivity to age , gender, ethnicity, religion, sexuality and disability and explicitly meets these needs in service design.

There is an expectation that the provider will develop a diverse workforce and be part of networks which promote sensitive and appropriate service delivery. The providers will be expected to demonstrate a commitment to ensuring that the service meets the diverse needs of the service users.

Following competitive tender the members of the evaluation panel have recommended that the contract is awarded to Barnet Mencap.

This Equalities Analysis has been informed by the evidence produced during the tender. The evidence has been tested through a presentation and an interview.

4. How are the equality strands affected? *Please detail the effects on each equality strand, and any mitigating action you have taken so far. Please include any relevant data. If you do not have relevant data please explain why.*

| Equality Strand | Affected? | Explain how affected | What action has been taken already to mitigate this? What action do you |
|-----------------|-----------|----------------------|---|
|-----------------|-----------|----------------------|---|

| | | | plan to take to mitigate this? |
|----------------------|--|--|---|
| <p>1. Age</p> | <p>Yes <input checked="" type="checkbox"/> / No <input type="checkbox"/></p> | <p>The service will have a positive impact. It is anticipated that the service will be mindful of those young people in transition and also the older population and their needs. The service will need to respond positively and flexibly to a diverse range of needs ,presented by adults of all ages, ensuring there is an offer attractive to all age groups</p> <p>Through co-production the design and delivery of the service should be continually be informed by people with learning disabilities and people with autism</p> <p>The service will provide support that is tailored to the needs of an individual</p> | <p>The providers approach has been tested throughout the procurement process by seeking evidence as to how the service can respond to adults of all ages</p> <p>The provider gave examples of the developments to address the differences because of age.</p> <p>A performance framework will be agreed with the provider that will include diversity monitoring including the age profile of people accessing the service. This will be alongside individuals outcomes and experience of the service</p> <p>The provider will be expected to identify any equalities issues in regards age and how they are going to address this. Action plans will be agreed with the Council and will need to inform the provider's priorities and business planning.</p> |
| <p>2. Disability</p> | <p>Yes <input checked="" type="checkbox"/> / No <input type="checkbox"/></p> | <p>The service will have a positive impact</p> <p>More people with learning disabilities and people with autism are accessing support. The aim is that it is short term and task related and for people to be as independent as possible . People who have greater needs will be able to access this service where appropriate . People with lower support needs will be enabled to</p> | <p>The providers approach has been tested throughout the procurement process. They have evidenced how they will deliver the service</p> <p>The provider submitted an Implementation and Risk Plan that included the arrangements for transitioning service users to the new service</p> <p>They have evidence how they will address the different needs because of</p> |

| | | | |
|---|---|---|--|
| | | access mainstream support and encouraged to develop peer support groups | disability. |
| 3. Gender reassignment | Yes <input type="checkbox"/> / No <input checked="" type="checkbox"/> | No impact as this is a personalised service | |
| 4. Pregnancy and maternity | Yes <input type="checkbox"/> / No <input checked="" type="checkbox"/> | No impact as this is a personalised service | |
| 5. Race / Ethnicity | Yes <input checked="" type="checkbox"/> / No <input type="checkbox"/> | <p>The service will have a positive impact</p> <p>The service is to meet the diverse needs of residents of the borough through ensuring there is publicity on the service to hard to reach groups and that people know how to access the service. Peer groups will support this development and signposting individuals to other organisations /groups where appropriate</p> | The provider has a good local knowledge and has developed good relationships with other organisations including mainstream across the borough. They will signpost where needed. The provider will be expected to identify any equalities issues in terms of race /ethnicity and how they are going to address this |
| 6. Religion or belief | Yes <input checked="" type="checkbox"/> / No <input type="checkbox"/> | <p>The service will have a positive impact</p> <p>See 5. Race /Ethnicity</p> | |
| 7. Gender / sex | Yes <input type="checkbox"/> / No <input checked="" type="checkbox"/> | No impact as this is a personalised service | |
| 8. Sexual orientation | Yes <input type="checkbox"/> / No <input checked="" type="checkbox"/> | No impact as this is a personalised service | |
| 9. Marital Status | Yes <input type="checkbox"/> / No <input checked="" type="checkbox"/> | No impact as this is a personalised service | |
| 10. Carers (discriminated by association) | Yes <input checked="" type="checkbox"/> / No <input type="checkbox"/> | <p>The service will have a positive impact</p> <p>The service specification recognises the importance of valuing the role of family /carers and involving them in the service.</p> <p>The different elements of the service provide different levels of support.</p> | This will be developed in the Performance Framework |

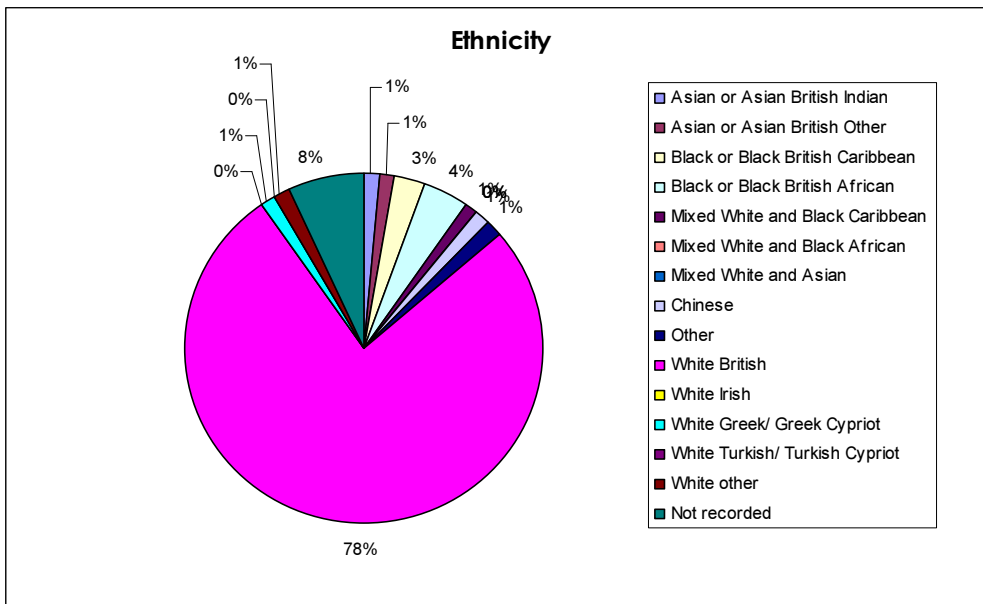
| | | | |
|--|--|--|--|
| | | <p>For example the tier 2 activities of provision of learning and development opportunities and peer support groups can act as a respite for family/carers. The tier 3 activities of problem solving support and one to one support can act as a safety net for the family/carer to be confident that the person that they care for is being supported on a regular basis with one to one support when required or to access the problem solving support</p> | |
|--|--|--|--|

5. What are the number, types and severity of disabilities in play in this case?

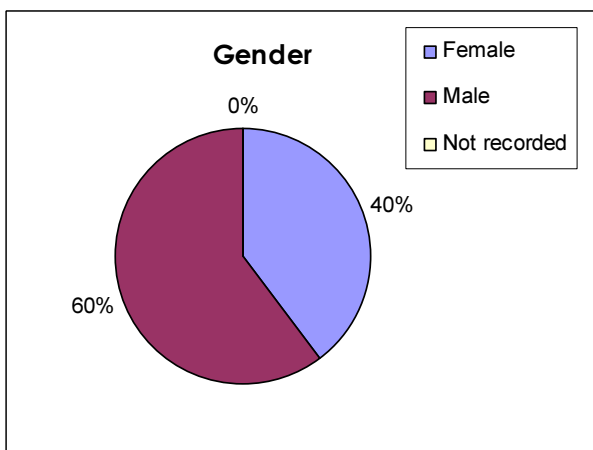
The Barnet JSNA 2011-15 states that there are an estimated 6300 adults with a learning disability in Barnet and that approximately half of people with autism will be high functioning ie with an IQ above 70. Although these people may not qualify for social care services because of their level of learning disability they may still require support because of stigma and isolation

The following diagrams and table illustrate the profile of people who access the current service

Ethnicity Profile



Gender Profile of Service Users



Age Profile of Service Users

| | | |
|------------|---------------------|--------|
| Age | 18-25 | 12.5% |
| | 25-35 | 15.6% |
| | 35-45 | 21.9% |
| | 45-60 | 31.3% |
| | 60+ | 9.4% |
| | Not recorded | 9.4% |
| | Total | 100.0% |

Disability Profile of current service users

| | | |
|-------------------|----------------------------|-------------|
| Disability | Learning Disability | 73% |
| | Dual Disability | 15% |
| | Autism | 10% |
| | Not recorded | 2% |
| | Total | 100% |

The service is provided to people with learning disabilities and people with autism. This group of people may have additional needs such as mental health issues, physical disabilities and sensory impairments. The service has changed from having a relatively static group of people using the service to more people accessing the service for short term pieces of activity and also people with more needs accessing the service. The number of people supported has increased across the different elements of the current service.

It is anticipated that there will be more people accessing the service because of increased awareness of the service and publicity in the community. Also there will be more people accessing the service because of welfare reform changes and housing benefit changes which will cause problems for the client group

It is anticipated that there will be more people with learning disabilities and people with autism that will be gaining paid employment through the revised service model

6. What are the actions that could reduce the impact on people with disability?

There will be a transition process following the award of the contract and a thorough mobilisation plan initiated and the old provider and new provider working together to ease any disruption

7. What will be the impact of delivery of any proposals on satisfaction ratings amongst different groups of residents?

The legacy service user group had many concerns and these have been addressed very sensitively by the current providers. This has been achieved by the providers (in partnership with the Council) holding regular meetings with service users/family/carers

We believe there will be increased satisfaction as more people and people not previously receiving support access the service. There has been positive feedback regards the proposed service specification changes from service users , family /carers and other stakeholders

8. How does the proposal enhance Barnet's reputation as a good place to work and live?

The service is anticipated to provide a positive experience of support to people with learning disabilities and people with autism and their families/carers. This will reflect well in the reputation of Barnet as a good place to live and work. The service will be engaging with local employers in supporting people to find paid employment thus enhancing Barnet's reputation as a good place to work and live.

9. How will members of Barnet's diverse communities feel more confident about the council and the manner in which it conducts its business?

This change will enhance the reputation of the Council to be more business like by increasing value for money. The service model reflects the need to address the diverse needs of the residents of the borough

The provider by being locally based has a good knowledge of the local community and has already developed a number of relationships with other local providers

10. What measures and methods have been designed to monitor the application of the policy or service, the achievement of intended outcomes and the identification of any unintended or adverse impact? *Include information about the groups of people affected by this proposal. Include how frequently will the monitoring be conducted and who will be made aware of the analysis and outcomes? Include these measures in the Equality Improvement Plan (section 14)*

The revised service will be monitored by the Council through contract monitoring meetings with the service providers and use of a Performance Framework to measure the success of the project.

Through the contract monitoring meetings the service will be checked that the intended outcomes are being achieved and that any unintended consequences or an adverse impact on any particular group have been able to be addressed

11. How will the new proposals enable the council to promote good relations between different communities? *Include whether proposals bring different groups of people together, does the proposal have the potential to lead to resentment between different groups of people and how might you be able to compensate for perceptions of differential treatment or whether implications are explained.*

It is intended that there will be good relations between the different communities as more people access the service. It supports the Councils core responsibilities to enable people to take responsibility over their own life by being more independent

Through regular communication with people with learning disabilities and people with autism and their family/ carers our intention is to achieve a shared rationale for future funding distribution that balances the needs of different groups, that maximises generic commissioning and that mitigates risks of conflict between communities and their representatives. It is also the intention that people with learning disabilities and people with autism access universal services

12. How have residents with different needs been consulted on the anticipated impact of this proposal? How have any comments influenced the final proposal? *Please include information about any prior consultation on the proposal been undertaken, and any dissatisfaction with it from a particular section of the community.*

There has been ongoing communication with the current service users and family/carers over the life of the project through meetings and recent engagement with sub groups, discussion at Carers Forum and experts by experience.

Meetings with the current service users and family/carers will continue during the life of the contract led by the provider with input from a representative of the Council

Overall Assessment

| 13. Overall impact | | | |
|--|---|--|---|
| Positive Impact <input checked="" type="checkbox"/> | Negative Impact or Impact Not Known ¹ <input type="checkbox"/> | No Impact <input type="checkbox"/> | |
| 14. Scale of Impact | | | |
| Positive impact: Minimal <input type="checkbox"/> Significant <input checked="" type="checkbox"/> | Negative Impact or Impact Not Known Minimal <input type="checkbox"/> Significant <input type="checkbox"/> | | |
| 15. Outcome | | | |
| No change to decision <input checked="" type="checkbox"/> | Adjustment needed to decision <input type="checkbox"/> | Continue with decision <i>(despite adverse impact / missed opportunity)</i> <input type="checkbox"/> | If significant negative impact - Stop / rethink <input type="checkbox"/> |
| 16. Please give full explanation for how the overall assessment and outcome was decided | | | |
| <p>A positive impact as more people will access the service and people who had previously not received support will use the service including finding paid employment and using community facilities and universal services</p> <p>As stated above it is officer's views that overall the proposals will have a positive impact in a number of areas</p> | | | |

¹ 'Impact Not Known' – tick this box if there is no up-to-date data or information to show the effects or outcomes of the function, policy, procedure or service on all of the equality strands.

17. Equality Improvement Plan

Please list all the equality objectives, actions and targets that result from the Equality Analysis (continue on separate sheets as necessary). These now need to be included in the relevant service plan for mainstreaming and performance management purposes.

| Equality Objective | Action | Target | Officer responsible | By when |
|--|--------------------------------------|---------------|---------------------|-----------|
| More people with learning disabilities using the service | Monitoring of the Performance data | To be decided | | Quarterly |
| More people with autism using the service | Monitoring of the Performance data | To be decided | | Quarterly |
| People with higher needs using the service | Monitoring of the Performance data | To be decided | | |
| People with learning disabilities and people with autism gaining paid employment | Monitoring of the Performance data | To be decided | | |
| Increased satisfaction of service users | Satisfaction survey of service users | To be decided | Barent Mencap / | Annual |
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|--|--|
| 1st Authorised signature (Lead Officer) John Mason | 2nd Authorised Signature (Member of SMT) |
| Date: 24.3.14 | Date: |