

Equality Impact Assessment – Form

Section 1 – General Information

Name of function:

Learning Disability Day Opportunities

Business Unit:

Adults Health and Wellbeing Directorate – Commissioning and Strategy Department – Disabilities Team

Is this a policy or function? Policy Function

Is this a new or existing policy or function? New Existing

Is the EqIA strategic, developmental or operational/functional?

Strategic Developmental Operational/Functional

Date when the original policy/function was initiated: Learning Disability Day Services have been available in LBTH for a number of years. The current contracts for providing services were established in 2004/05 and 2005/06 and are due to expire at the end of March 2011.

Date on which the function is to be reviewed:

Function is been reviewed in the period September 2010 to March 2011.

Names and roles of the people carrying out the EqIA:

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Officer nominated to complete the EQIA as leading on the project to modernise learning disability day opportunities.

Section 2 – Aims and Objectives

What are the aims, objectives or purpose of the function?

The aim of learning disability day services in Tower Hamlets are to provide activities in specialist day centres between 9am to 5pm on weekdays. In addition project-based services outside day centres have been developed for people with Learning Disabilities to enhance employment skills. Transport to and from these day centres is often provided free of charge through specially commissioned transport.

This EQIA is focussed on the programme underway to modernise these learning disability day services to move away from traditional building based day centres to the provision of a wide range of services that people with a learning disability can access using their personal budgets. This will include specialist services where appropriate but also mainstream services within the wider community.

The key objective will be to commission services that enable vulnerable people with a learning disability to access more diverse community-based day activities so that they can choose more independently how they work, learn and enjoy leisure and social activities.

It should be noted that all current learning disability day service providers are signed up to the Council's policy statement on diversity and equality through contracting arrangements.

Please see Draft Cabinet Report attached at Appendix 1 for a full overview of the Aims and Objectives of the function.

There is a potential for these changes to represent an upheaval for the people we support, their carers and families and changes will be carefully communicated and support will be provided in the transition between types of service provision.

What are the main activities of the function?

The types of activity which people can take part in when they attend a learning disability day centre can vary from needlework to cooking, pottery to swimming and football. In addition to this people can be supported to access further education and receive employment advice and training with the aim of securing a job. A number of local social enterprises have also been set up to provide employment opportunities for people with a learning disability, for example Poetry in Wood.

The modernisation programme will deliver the following activities to improve upon current service delivery:

- Self Directed Assessments and Support Plans for all affected service users (person-centred planning) to identify needs that will in turn influence new services to be commissioned ;
- 'Taster sessions' in alternative services – to show what any proposed 'new model' might look like for all involved;
- Specific recommendations on existing service provision (on an overall service and individual scheme basis);
- Specific recommendations on the need for any new services;
- Options for taking forward an employment service for people with a learning disability following the end of Working Neighbourhood Funding;
- Benchmarking service costs to see if efficiencies can be achieved; and
- Initial remodelling to take place from October 2011 onwards.

In terms of the service model there will be:

- One service for people with high needs;
- Three community hubs (to include one BME specialist service);
- Improved training and employment opportunities;
- An autism service (delivered in partnership with other east London boroughs); and
- Links to an advocacy service.

Current service provision and the modernisation programme support a number of national and local strategies and plans as set out below:

Key Strategic Drivers

- Supporting the Transformation of Adult Social Care (specifically 'Putting People First' and 'Valuing People Now')
- Rebalancing of services toward prevention and early intervention
- Supporting individuals to live as independently as possible
- Driving up efficiency and effectiveness in the use of resources

Local Drivers

- All contracts end on 31st March 2011;
- Working Neighbourhood Funding (WNF) has ended – there is a need to review how employment initiatives for people with a learning disability are funded as a result of this;
- Increased budget pressures following the public spending review;
- A large number of service users require a Self Directed Assessment. This will personalise the service they receive and set up an individual budget to deliver real choice and control for people on the services they purchase; and
- In summary, this modernisation of a function provides excellent potential to offer people new services to bring the life experience of people with learning disabilities closer to that experienced by the rest of society.

Community Plan Themes

- A Safe and Supportive Community; and
- A Healthy Community.

Community Plan Strategic Priority

- Everyone will have a choice of quality support services so that they can achieve their full potential and receive support in the way they want and need;
- Services will ensure everyone, particularly the vulnerable, is protected from risk of harm and enabled to live a full and independent life;
- The wider influences on health such as poverty, housing and employment will have improved - making it easier for people to lead healthy lives; and
- Everyone in our communities will be aware of how lifestyle choices affect their own and their family's health and wellbeing, and there will be more opportunities and support to make healthy choices

Please see Draft Cabinet Report attached at Appendix 1 for a full overview of the main activities of the current function and planned changes under the modernisation programme.

Who is expected to benefit from the function?

The main beneficiaries will be all adults (over the age of 18) in the borough with a learning disability. Please see Appendix 2 of the attached Draft Cabinet Report for example case studies on how the service user experience will change and benefits realised.

There will be a number of other beneficiaries including:

- Younger people with a learning disability will have more choice on the services they choose to access when going through transition;
- Local employers will benefit through have a more skilled workforce; and
- Carers will have better access to information, advice and advocacy services and modern services in place to support people with a learning disability to live as independent a life as possible.

Section 3 – Consideration of Data and Research

(Please refer to the Learning Disabilities Joint Strategic Needs Analysis attached at Appendix 2 as the key reference document for this section of the EqIA)

Race	Different impact? (Yes)	Negative impact?	Can the negative impact be justified?
<p><i>Identify the effect of the policy on different race groups using the prompts above</i></p>	<p>1. All race groups will receive an improved service under modernisation plans. Buildings will be modernised and day services personalised around the needs of each individual regardless of race.</p> <p>2. Two of the current day services specialise in providing day centre activities for members of BME communities (in particular those from the Bangladeshi community). With the LD JSNA advising that there are a larger number of young people from BME communities (Asian/Asian British) with a learning disability about to make the transition into adult day services any new services commissioned will take this expected increase into account. Services will be commissioned to cater for the needs of all the diverse communities in Tower Hamlets. Plans to commission a BME specific service will ensure that the needs of the Bangladeshi, and all other BME groups, are met in an improved service in modern facilities.</p> <p>3. Equalities profiling of the current service user group has been conducted (please see attached JSNA) and monitoring will continue to ensure improved outcomes are delivered for all Race groups.</p>	<p>1. No</p>	<p>1. N/A</p>

<p>Disability</p> <p><i>Identify the effect of the policy on different disability groups using the prompts above</i></p>	<p><u>Different impact? (Yes)</u></p> <p>1. The 250 people with a learning disability over the age of 18 accessing a learning disability day service will have a wider range of options put in place to enable them to live a more independent life (improvements will be made to buildings, employment and training opportunities will increase and services will become more personalised. Recent consultation with LD service users (as part of the consultation programme to ascertain what services people would like to purchase in future) has shown that some people want to move away from having to attend a day centre each day via community transport to attend training/employment/leisure activities independently via public transport.</p> <p>2. Everyone with a learning disability in the borough will have access to improved information, advice and advocacy services.</p> <p>3. Everyone with a learning disability will have a new SDA and Support Plan in place with a personal budget allocated to purchase services to meet their needs. This will ensure people with a learning disability have choice and control over the services they receive. The SDA's will also help to identify the level of need of every individual with a learning disability who attends a day opportunity has. Services will be redesigned around these needs.</p>	<p>Negative impact?</p> <p>1. No</p>	<p>Can the negative impact be justified?</p> <p>1N/A</p>
<p>Gender</p> <p><i>Identify the effect of the policy on different gender groups (inc Trans) groups using the prompts above</i></p>	<p><u>Different impact? (Yes)</u></p> <p>1. As under Disability (1) above services will be improved for anyone with a learning disability regardless of Gender. With the expected increase in BME communities attending day services in future new service specifications will ensure that the needs of both men and women from BME communities are met and services improved. A particular focus will be placed on ensuring the needs of females from a mixed background over the age of 65 are met due to their higher prevalence within this older age group.</p> <p>2. Equalities profiling of the current service user group has been conducted (please see attached JSNA) and monitoring will continue to ensure improved outcomes are delivered across gender.</p>	<p>Negative impact?</p> <p>1. No</p>	<p>Can the negative impact be justified?</p> <p>1. N/A</p>

<p>Sexual Orientation</p> <p><i>Identify the effect of the policy on members of the LGB community using the prompts above</i></p>	<p>Different impact? (Yes)</p> <ol style="list-style-type: none"> 1. As under Disability (1) above services will be improved for anyone with a learning disability regardless of Sexual Orientation. A wider range of training, employment and cultural/leisure activities will be in place with modern facilities (Community Hubs) in place for people to meet, receive information & advice and plan their activities from. As part of this AHWB commissioners will work with providers to prepare an information and advice pamphlet and webpage on how to deliver services which are sensitive to the needs of all individuals regardless of sexual orientation. 2. Plans to improve the collection of data on sexual orientation (as part of the Self Directed Assessment process) will further help to ensure that the Council has better data to inform any future improvements to how it commissions and brokers services to meet the needs of Tower Hamlets LGB community. 3. Equalities profiling of the current service user group has been conducted (please see attached JSNA) and monitoring will continue to ensure improved outcomes are delivered for everyone regardless of sexual orientation. 	<p>Negative impact?</p> <p>1. No</p>	<p>Can the negative impact be justified?</p> <p>1. N/A</p>
<p>Religion and Belief</p> <p><i>Identify the effect of the policy on different religious and faith groups using the prompts above</i></p>	<p>Different impact? (Yes)</p> <ol style="list-style-type: none"> 1. As under Disability (1) above services will be improved for anyone with a learning disability regardless of Religion and Belief. A wider range of training, employment and cultural/leisure activities will be in place with modern facilities (Community Hubs) in place for people to meet, receive information & advice and plan their activities from. 2. Service specifications being developed will be ensure that any providers commissioned will deliver services which are sensitive to the religion and beliefs of all the diverse communities which make up the learning disability community of Tower Hamlets. 3. Equalities profiling of the current service user group has been conducted (please see attached JSNA) and monitoring will continue to ensure improved outcomes are delivered for everyone regardless of Religion and Belief. 	<p>Negative impact?</p> <p>1. No</p>	<p>Can the negative impact be justified?</p> <p>1. N/A</p>

<p>Age</p> <p><i>Identify the effect of the policy on different age groups using the prompts above</i></p>	<p>Different impact? (Yes)</p> <p>1. As under Disability (1) above services will be improved for anyone with a learning disability regardless of age.</p> <p>2. As set out in the LD JSNA there is a large younger BME population (under the age of 18) soon to make the transition into day services provided by the Adults Health and Wellbeing Directorate. Consultation to be undertaken with young people as part of the modernisation process will ensure that the needs of young people are identified and services commissioned to meet the needs of the emerging younger BME population. Developing new cross borough services with Newham and Hackney will also ensure that in future services will be in place for young people moving into adult services with autism and Asperger's.</p> <p>3. The Community Learning Disability Service Transition Team (a joint service between Tower Hamlets NHS, Children, Schools and Families and Connexions) works in close partnership with third sector providers offering employment opportunities. This ensures a continuum of support and care is in place to maximize independence for young people and their families/carers going through transition. The Transition Team is multi-disciplinary and comprises social workers, community nurses, occupational therapists, speech therapists, person centered planner and a psychologist.</p> <p>4. With people living longer due to healthier lifestyles and medical advancements consultation to be undertaken with older people with a learning disability will ensure that services are developed to meet the needs of older adults with a learning disability. Any development work for older people will complement the Commissioning Strategy for People with Dementia and their Carers 2010-2013 which states, "People with learning disabilities are at greater risk of developing dementia than the general population." In taking forward the LD Day Opportunities Modernisation programme AHWB commissioners will work in partnership with NHS colleagues to ensure the care pathway for older people with a learning disability is well defined, promoted extensively and easily accessible.</p> <p>5. Equalities profiling of the current service user group has been conducted (please see attached JSNA) and monitoring will continue to ensure improved outcomes are delivered for everyone regardless of age.</p>	<p>Negative impact?</p> <p>1. No</p>	<p>Can the negative impact be justified?</p> <p>1. N/A</p>

<p>Socio-economic</p> <p><i>Identify the effect of the policy in relation to socio-economic inequalities</i></p>	<p>Different impact? (Yes)</p> <ol style="list-style-type: none"> 1. A key outcome of the modernisation programme is to increase training and employment opportunities for people with learning disabilities. This will be achieved by expanding employment opportunities through work placements, and paid work, including the establishment of more social enterprises (there are currently two in operation). 2. A rigorous needs analysis, specification drafting and procurement process is being undertaken to ensure that the best possible employment opportunities are available for people with a disability in the borough as part of the modernisation programme. The focus is on getting more people into sustainable paid employment and to ensure that value for money can be achieved through any re-tendering process. 3. There is often a fear that employment for a person with a Learning Disability will reduce family income through the loss of benefits. To counter this, the current supported employment provider (Tower Project), offers welfare benefits advice for the whole family. 	<p>Negative impact?</p> <p>1. No</p>	<p>Can the negative impact be justified?</p> <p>1. N/A</p>
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Other <i>Identify if there are groups, other than those already considered, that may be adversely affected by the policy?</i>	Additional groups which may experience a disproportionate or adverse impact (Yes)	Negative impact?	Can the negative impact be justified?
	<ol style="list-style-type: none"> 1. Parents and carers who use day services as respite (i.e. when the person they care for is in a day centre 9am to 5pm – Mon to Fri parents and carers are able to cope with daily tasks knowing the person they care for is in a safe environment for a set period of time). 2. The modernisation programme takes into account the impact any change will have on parents and carers. In consultation undertaken with parents and carers to date it has been recognised that the process of change will be unsettling for all involved. However, there is an acceptance that the modernisation of services is positive in that it sets out to improve upon current service delivery, deliver new/refurbished premises and enhance choice and control through individual budgets. 3. The impact of any changes and feedback from parent and carers will be picked up through the new Carers Strategy (currently in development) and further planned consultation with each individual Parent and Carers Group from all of the current day services. 	<p>No</p>	<p>N/A</p>

<p>Community Cohesion</p> <p><i>Identify the effect of the policy in relation to community cohesion</i></p>	<p>Different impact? (Yes)</p> <ol style="list-style-type: none"> 1. Currently, learning disability day services for vulnerable people in Tower Hamlets focus on providing activities in specialist day centres on weekdays. In addition project-based services outside day centres have been developed for people with Learning Disabilities to enhance employment skills. Transport to and from these day centres is often provided free of charge through specially commissioned transport. Because these services are focused on special buildings and are often block contracted, they make it more difficult for people to make individual choices about what support and services would best meet their own need. It can also be argued that they “ghettoise” people with learning disabilities into provision that is separate from everyone else. 2. The modernisation programme is about improving the quality of experience of people with a learning disability in a way that maximises the opportunities and potential of everyone living within the Borough. LD services. The modernisation programme will move services away from building based traditional day centres to the provision of a wide range of services that people with a learning disability can access using their personal budgets. This will include specialist services where appropriate but also mainstream services within the wider community. This will all contribute to the assimilation of people with a learning disability into the wider community and improve upon community cohesion. 	<p>Negative impact?</p> <p>No</p>	<p>Can the negative impact be justified?</p> <p>N/A</p>
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Section 4 – Conclusions and Recommendations

Is there any evidence of or view that suggests that different equality or other target groups have a disproportionately high/low take up of the service/function?

Yes? No?

If yes, please detail below how evidence influenced and formed the policy? e.g. why things were added/removed.

As set out in the LD Joint Strategic Needs Assessment (Appendix 2), “the prevalence of learning disabilities in Tower Hamlets is expected to be higher than the national average due to both high levels of social deprivation and the large Bangladeshi population in the borough. The prevalence of learning disabilities is thought to be up to three times higher in South Asian adult populations than in White British populations”.

The service modernisation programme has taken this into account and as part of the procurement process for new services will ensure that the needs of local BME communities are met through (1) Offering an Individual Budget for people with a learning disability to buy the service they want to meet their needs; and (2) commissioning services which offer expertise in the delivery of BME service delivery to meet the needs of local communities.

Does the policy comply with equalities legislation?

Yes? No?

If there are gaps in information or areas for further improvement, please list them below:

There is a gap in relation to the provision of information on the sexuality of service users. Learning visits will take place with comparator Council's who have been able to collect more information on the sexuality of service users to find out how this can be improved in LBTH.

How will the results of this EqIA feed into the performance planning process?

This EqIA will feed directly into the performance planning process. In particular:

- Delivery against the objectives of Valuing People Now 2009-12
- Delivery against 2 Community Plan Themes and 2 Strategic Priorities;
- The development of a new Quality Assurance Framework for learning disability day services (to be delivered as part of the procurement process for new services);
- NI 130 - Social care clients receiving self directed support;
- NI 145 - Adults with learning disabilities in settled accommodation;
- NI 135 Carers receiving needs assessment or review and a specific carer's service, or advice and information; and
- NI 146 - Adults with learning disabilities in employment.

Section 5 – Action Plan and Monitoring Systems

<u>Recommendation</u>	<u>Key activity</u>	<u>Progress milestones including target dates for either completion or progress</u>	<u>Officer responsible</u>	<u>Progress</u>
<p>1. Improved collection of data on service user sexuality for people with a learning disability - one of the key equality strands.</p>	<p>1. (a) Learning visits to other Council's who are more successful at capturing equalities data to apply learning in LBTH;</p> <p>1. (b) Workshop session held with Performance Team and Care Management to agree actions to improve data collection on sexuality; and</p> <p>1. (c) Review of improvements in the collection of data on sexuality.</p>	<p>1. (a) To be completed by 31st March with action plan to improve data collection in place;</p> <p>1. (b) To be completed by 31st March with actions to improve data collection in place.</p> <p>1. (c) Review completed by 31st October 2011 and presented to the Departmental Equalities Steering Group.</p>	<p>1. (a) Departmental Equalities Steering Group;</p> <p>1. (b) Rod Booth to lead with support from Evelyn Lim and Allan Meachim.</p> <p>1. (c) Lead Commissioner for Learning Disability Services</p>	<p>TBC</p> <p>TBC</p> <p>TBC</p>
<p>2. To put in place a new Quality Assurance Framework to monitor provider delivery in the collection of equalities data and performance against the Council's Diversity and Equality Statement</p>	<p>2. To produce the Quality Assurance Framework as part of the commissioning process to procure new learning disability day services (to include information and training providers will be required to establish and promote i.e. information and guidance on providing services sensitive to people regardless of sexual orientation).</p>	<p>2. Quality Assurance Framework to be completed by 31st March 2011 to fit in with the planned procurement process.</p>	<p>2. Rod Booth to lead with support from Richard Tomlin and Hannah Bailey</p>	<p>TBC</p>

<p>3. Outcome of Self Directed Assessments and service user consultation to inform the needs analysis for new services to be commissioned. This will personalise services and put in place an individual budget for each and every service user across all the diverse communities in Tower Hamlets.</p>	<p>3. (a) Self Directed Assessments to be carried out</p> <p>3. (b) Three Focus Groups held with current service users of learning disability day services (including one BME specific event) to ensure new services to be commissioned meet all the needs of the diverse communities accessing learning disability day services.</p> <p>3. (c) One Focus Group Held with young people with a learning disability (yet to access day services) to ensure that any new services to be commissioned meet the emerging needs of all the diverse communities in LBTH.</p>	<p>3. (a) Action Plan in place to deliver Self Directed Assessments and Support Plans for each learning disability day service user by 31st March 2011;</p> <p>3. (b) Three Focus Groups held by 31st March 2011 with feedback from service users on the services they want to purchase taken forward through the commissioning process for new services (March to Oct 2011).</p> <p>3. (c) Focus Group held by 31st March 2011 with feedback from young people to inform future commissioning intentions.</p>	<p>3. Evelyn Lim with support from Rod Booth</p> <p>3. Rod Booth to lead with support from Peter Martin and Jimi Pullar.</p> <p>3. (c) Rod Booth</p>	<p>TBC</p> <p>TBC</p> <p>TBC</p>
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<p>4. To put in place a detailed commissioning strategy and service specification to ensure that employment & social enterprise opportunities are improved under any new contract arrangements (particularly to ensure that any reduction in funding does not lead to an adverse impact on employment and social enterprise opportunities for people with a learning disability in LBTH).</p> <p>5. To monitor the impact service modernisation will have on parents and carers to ensure the 'respite' aspect of current day services is considered and built into any service changes.</p>	<p>4. (a) Commissioning Strategy and service specification with stretching targets (including the provision of benefits advice to families) in place for a new LD Employment Service.</p> <p>4. (b) The benefits of employment and promoting access to employment to be linked to and articulated through Promoting Independence Strategy currently in development.</p> <p>4. (c) To facilitate independent advocacy and training for learning disability organisations in Tower Hamlets on how to set up viable social enterprises – to be linked to the development of LD Hubs.</p> <p>5. (a) Consultation with parents and carers to continue throughout the modernisation programme with feedback received used to shape new services.</p> <p>5. (b) LD Carer issues to form part of the wider Carers Strategy currently in development.</p>	<p>4. (a) Commissioning Strategy written by 31st March 2011.</p> <p>4. (b) Promoting Independence Strategy completed and service specifications in place by 31st March 2011.</p> <p>4. (c) Training delivered by October 2011</p> <p>5. (a) Series of consultation events held for parents and carers during 2010/11 at each current day service.</p> <p>5. (b) To be taken forward as part of the Carers Strategy development during 2010/11</p>	<p>4. (a) Cheryl Spencer and Rod Booth</p> <p>4. (b) Clare Skidmore and Rod Booth</p> <p>4. (c) Rod Booth and Anthony Rogers</p> <p>Rod Booth, Jimi Pullar and Joanne Starkie.</p> <p>Penny Collier and Rod Booth</p>	<p>TBC</p> <p>TBC</p> <p>TBC</p> <p>TBC</p> <p>TBC</p>
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Have monitoring systems been put in place to check the implementation of the policy/function and recommendations?

Yes? No?

How will the monitoring systems further assess the impact on the equality target groups?

- Departmental Management Team and NHS monitoring of the LD Joint Strategic Needs Analysis Action Plan will assess holistically how learning disability services in the borough are delivering against the defined needs of the equality target groups;
- Monthly Learning Disability Day Services Modernisation Project Board meetings and the Departmental Equalities Steering Group will monitor delivery of the EqIA action plan and the impact service changes are having on the equality target groups. Both these meetings will receive updated monitoring information on all the equality strands and progress towards meeting the actions set out above;
- Meetings of the Learning Disability Partnership Board (with a membership of Service Users, Providers, Assessment and Care Management, Commissioners and Carers) will consider how the modernisation programme, as it is rolled out , impacts further upon all stakeholders;
- The planned programme of consultation with users of learning disability day services, in addition to the roll out of self directed assessments and Individual Budgets, will refine further how services can be developed to meet the needs of the local population Any decisions to change services further in future years will be monitored and subject to a further EqIA with a plan put in place to mitigate any adverse impact on customers and staff; and
- Regular contract and performance monitoring of provider service delivery against the new Quality Assurance Framework will ensure services are delivered to meet agreed equality monitoring standards. This will ensure all providers contribute to delivery against the Corporate Diversity and Equality Statement.