

A
**BEST
PERFORMING
COUNCIL**

EQUALITY IMPACT ASSESSMENT FORM

Policies and Projects

October 2008



INVESTOR IN PEOPLE



The purposes of the transfer are

- for local authorities to be responsible for commissioning and funding of all social care services for people with a learning disability
- for PCTs to focus on responsibility for commissioning healthcare services and addressing health inequality for people with a learning disability.

The transfer aims to achieve positive change within national agenda set out in “Valuing People Now” and “Putting People First”

Will this policy or project have any implications on other procedures/projects/strategies etc of the City Council?

Yes:

- Potential implications for the Learning Disability Accommodation and Support Strategy
- Positive impact on Self Directed Support programme
- Will assist in achievement of national indicator NI 145 – ‘Adults with Learning Disability in Settled Accommodation’
- Development and implementation of the learning disability short breaks services strategy
- Contribution to strategic priorities identified within the local learning disability strategy ‘A good life’
- Potential impact on eligibility for ‘Independent Living Fund’ for some individuals

Are there any implications on our statutory duties? (e.g. social care or homeless eligibility criteria)

- Short break services previously commissioned and provided by the NHS will require registration as care homes under the Commission for Social Care Inspection (CSCI) as a result of this transfer.
- Potential for the transfer to lead to liability for charging for some individuals who previously were not liable for charging

PART 2: Initial Impact Assessment

Complete this part to evaluate whether you should proceed to a full EIA. If you know your policy or project will have an impact on certain groups, please go straight to Part 3.

A. Will the aims identified in Part 1 affect our statutory equality or human rights duties to:	
a) Promote equality of opportunity? The transfer should lead to greater equality of access to services and equality of liability for charging <i>within</i> the local population of people with a learning disability	e) Promote positive equality attitudes? Not directly applicable
b) Encourage participation for all * The transfer should lead to more equitable access to services based on individual need	f) Eliminate discrimination? The transfer should lead to greater equality in charging for services <i>within</i> the local population of people with a learning disability
c) Consider reasonable adjustments for disabled people? Will have no impact on duties already identified	g) Eliminate harassment? Not directly applicable
d) Promote and protect human rights? By leading to more consistent external regulation through CSCI, there will be greater opportunity for the promotion and safeguarding of human rights.	h) Promote good community relations? Not directly applicable
i) Include measures to promote equal pay, ensure fair promotion, development opportunities and tackle occupational segregation Not applicable	
<p>* Note b) must include disabled people under the Disability Duty. If so, please comment:</p> <p>The transfer helps to move forward equality for learning disabled people within Sheffield's population of people with a learning disability by creating greater equality of access.</p>	

B. Are the particular communities or groups below likely to have different needs, experiences and attitudes in relation to the project? Are there any significant cohesion or social inclusion issues for the project?

Black Minority Ethnic Disabled Gender People of different ages Religion/ Belief
Sexual Orientation Carers Community Cohesion Social Inclusion Other

Please briefly detail any evidence you have used to reach this assessment:

- Sheffield Case Register shows an increasing number of learning disabled people with complex needs and from BME communities who are likely to need accommodation and short breaks services in the future.
- Service Evaluation Data on accommodation, support and short breaks services usage.
- Sheffield's learning disability Accommodation and Support Strategy
- Sheffield's 'A Good Life' strategy
- Achieving Balanced Health
- Valuing People Now

If the EIA is not being done at the start of the policy or project please give reasons for the delay: not applicable

Date for review:

12 months after transfer of funding: April 2010

If you have identified any significant impacts under sections 2A or 2B then you will need to proceed to a full EIA in PART 3.

If you have not identified any significant impact you do not need to conduct a full EIA.
Please note - this decision still needs to be cleared (signed off) by the officer in your directorate responsible for signing off EIAs.

We have now considered the equality implications of my policy or project and we will not proceed to carry out a Full Impact Assessment, based on the following factors:

No specific community will experience a differential impact from the transfer of funding.

- The transfer will provide greater transparency about charging and equality of access *within* the local population of people with a learning disability.
- More services will become registered and inspected through an external agency applying the same standards and criteria, which will achieve greater equality in service provision.
- The transfer gives the NHS a new opportunity to focus on addressing health inequalities for people with a learning disability.

Date of EIA form (Parts 1 and 2) completed:

Signed (Officer completing the form):

Date:

Signed (EIA Responsible Officer):

Date:

PART 3: Full EIA

1. Identify what impact the policy or project has on particular groups of people

Group or issue	How do you believe your policy or project will have a positive impact for the following groups?	Do you believe there will be any negative impacts for the following groups?	What evidence do you have to support your statement? E.g. customer satisfaction survey; national research	What actions do you need to take to limit the negative impact or increase the positive impact?
Black & Minority Ethnic people				
Disabled people				
Women and Men Transgender people				
Lesbian, Gay & Bisexual				
Religion and belief groups				
People of different ages				
Other equality issues e.g. cohesion, social inclusion, carers etc.				

If you have identified **potential negative impact** for any group please discuss with your directorate equality representative or corporate equality officer, as this may have potential legal implications for the authority. If your answer is **yes** then you will need to make immediate changes to address this.

Did you or your equality rep identify any potential adverse practices?

YES

NO

2. EIA Action Plan

In the table above (section 1 of Part 3) you identified what actions you needed to take to promote positive impacts or reduce negative impacts for all groups. Please use the plan below to record these actions and to make sure that they are specific, measurable, achievable, realistic and time bound.

Group or issue	What action is required?	Who will lead?	What is the timescale?	Progress / date completed
Black & Minority Ethnic people				
Disabled people				
Women, Men & Transgender people				
Lesbian, Gay & Bisexual				

Group or issue	What action is required?	Who will lead?	What is the timescale?	Progress / date completed
Religion / belief groups				
People of different ages				
Other equality issues e.g. cohesion, social inclusion, carers etc.				

3. Once you've completed the Full EIA

- **The officer responsible for signing off EIAs in your directorate will need to see a final copy of the EIA and any associated reports (e.g. Cabinet Reports) which it refers to, so that they can formally approve and sign it off. Please provide electronic copies if requested.**
- **For Cabinet reports, Band As/Bs and other projects requiring reports - bring together a very brief summary of the most important aspects of the EIA and add it to the report in the section titled 'Equality of Opportunity Implications'.**
- **Please keep the completed EIA form and monitor actions appropriately. Directorate / Corporate equality representatives/officers may ask you to provide evidence that you have done this.**
- **Make sure that everyone who needs a copy of the EIA has one (e.g. officers working towards action points; project steering groups; equality representatives from other directorates, if the EIA concerns from outside your own directorate)**

Date EIA form completed:

Signed (Officer completing the form):

Date:

Signed (EIA Responsible Officer for Directorate):

Date: