

Midlothian Council Equality Impact Assessment Form



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Lead contact:

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Section A: Introduction

1. Title of policy, procedure or function being assessed

Housing and Support for People with a Learning Disability and Complex Care Needs

2. Divisions/organisations/groups involved in doing this Equality Impact Assessment

Directorate of Health and Social Care

3. Date started:

28th July 2014

Date completed:

12th August 2014

Section B: Information

4. Please describe the Policy, Procedure or Function you are impact assessing

It is proposed to develop and build twelve flats with associated care and support for people with a Learning Disability and Complex Care needs, on the site of the former John Chant Centre, Eastfield Farm Road, Penicuik, The project responds to increasing demographic and policy driven demand around supporting people with a learning disability and complex care needs in their local area. There is currently a lack of suitable housing options for people with the most complex needs, and some of the current options neither support the achievement of better outcomes for people, nor provide best value for the local authority.

5. What information and consultation data do you have to inform your assessment? What does it tell you?

Demographic information estimating future need for Social Care services for Adults with Learning Disabilities and Complex Needs

The model has been developed in close partnership with People who use Learning Disability Services and Users Groups.

Consultation around the design of the model of care for people with complex needs is carried out on an ongoing basis through the Midlothian Learning Disability Joint Planning Group and the Lothian Learning Disability Collaboration. Both forums have representation from people who use services, carers, and other stakeholders. These representatives link to a broader network of users and carers groups. In addition the first of a series of Users and Carers groups has looked specifically at the proposed building design.

The emphasis is on the development of services and supports that enable people to participate and contribute as citizens requiring less support from social care by creating capacity for social inclusion, equality and fairness. The emphasis on developing services around people, and the use of natural supports inherent within families and communities, serves to challenge the kinds of inequality that are inherent in more traditional and less flexible services that cannot respond as effectively to people's ethnicity, gender, faith, age, disability, or sexuality.

6. Do you need more information or more consultation/engagement data?

- Do you need anything more:
 - i. to do this Equality Impact Assessment (EQIA)
 - ii. to monitor or assess, in future, the impact of the policy/procedure or function you are EQIAing on people with different equalities characteristics
- Lack of data is not a sufficient reason to conclude there is no impact. It is insufficient to state that a policy will affect everyone equally without having considered the different barriers some people may encounter.

None noted.

Section C: Assessment

Midlothian Council equality impact assesses on **all** of the characteristics in the shaded area below, so you should consider all of these in your assessment. If you want you can consider other groups as well.

Race (this includes ethnic or national origins, colour and nationality)

Disability (e.g. physical disabilities, sensory impairments, learning disabilities, mental health conditions or long-term illnesses)

Sex(male/female)

Age (all ages)

Sexual Orientation (gay man, gay woman/lesbian, bisexual, heterosexual/straight)

Religion or belief (including having no religion or belief)

Pregnancy and maternity (having just had a baby or being pregnant)

Gender reassignment or transgender status (a person who is proposing to undergo is undergoing or has undergone a process to change their sex)

Marriage and Civil Partnership

People experiencing poverty or at risk of poverty: (poverty may be simply defined as not having enough money to meet one's basic daily needs or to have the things that most people in the UK take for granted).

As you answer questions 7i. to 7iv. over the page:

a) Think about the policy, practice or function you are assessing and

- people with the above characteristics
- people associated with them (e.g. a parent or carer)
- people mistakenly assumed to have the above characteristics

Remember to consider impacts on staff as well as communities and customers.

Continued.../

b) Consider whether the above people are likely to have different needs, or be affected in different ways by what you are doing/proposing. e.g.

- People may need, or benefit from, information provided in a particular format, like large print or easyread.
- A queuing system which relies on people standing for long periods will make it very difficult for some people to use the service.
- Charging more for a service is likely to affect people from several of the groups in the shaded area above, as on average they have a lower income.
- Targeting an area of high poverty could leave people experiencing poverty outside the area even worse off in comparison

c) Consider the General Equality Duty requirements to pay due regard to the need to:

- eliminate discrimination, victimization, harassment or other local conduct that is prohibited under the Equality Act 2010 in relation to the characteristics listed in shaded area at the top of this page (except poverty)
- advance equality of opportunity between and foster good relations

between people who share a characteristic in the shaded area and those who do not (except marriage and civil partnership and poverty)

7i. Note any positive impacts on the above equalities groups

Enhancement of the quality and capacity of services to support people with a disability in their own homes

Quality, affordable, and accessible housing for people with a disability. Close to town centre amenities.

The development of services and supports that enable people to participate and contribute as citizens requiring less support from social care by creating capacity for social inclusion, equality and fairness.

Individualised support, promoting independence, understanding the person and helping them to have all possible opportunities to maximise their potential. The emphasis on developing services around people, and the use of natural supports inherent within families and communities, serves to challenge the kinds of inequality that are inherent in more traditional and less flexible services that cannot respond as effectively to people's ethnicity, gender, faith, age, disability, or sexuality.

7ii. Note any negative impacts on equalities groups

None noted

7iii. How significant would this negative impact be, and what kind of numbers would be affected?

7iv. Note any opportunities for making a positive impact on equalities groups.

Opportunity to positively impact on equalities groups in relation to procuring, building and staffing the proposed service.

Section D: Actions and Outcomes

8. Note any actions you will be taking as a result of this EQIA:

Think about what you can do to:

- minimise or remove any negative impacts, and
- maximise the opportunities for positive impacts

Continue consultation and involvement of service users, carers and other partners as an ongoing process throughout the development and implementation of the Project.

Monitor impact on equalities groups in relation to procuring, building and staffing the proposed service through existing policy and procedure

9. Please note any actions you have already taken as a result of this EQIA here.

10. How will you track/monitor that the actions you mentioned in 8. have been achieved?

e.g. by adding them to a work plan, service plan etc.

Bi-monthly reporting to Learning Disability Joint Planning Group and Overarching Groups

Complex Care Service Project Plan

11. If you have decided not to take any action please note why this is, and any justification, here.

A significant negative impact, even if it affects only a small number of people, should be addressed.

12. Is a more detailed assessment recommended?

No