

Equality Impact Assessment Scoping

1. Proposal details

Proposal Title Draft Learning Disability Strategy consultation	Lead Officer Danielle Rae, Planning and Performance Coordinator
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2. Which communities, groups of people, employees or thematic groups do you think will be, or potentially could be, impacted upon by the implementation of this proposal? Please indicate whether these would be positive or negative impacts.

Community, Groups of People or Themes	Negative Impacts	Positive impacts
The whole community of South Ayrshire		X
People from different racial groups, ethnic or national origin.		X
Women and/or men (boys and girls)		X
People with disabilities		X
People from particular age groups for example Older people, children and young people		
Lesbian, gay, bisexual and heterosexual people		X
People who are proposing to undergo, are undergoing or have undergone a process to change sex		X
Pregnant women and new mothers		X
People who are married or in a civil partnership		X
People who share a particular religion or belief		X
Thematic Groups: Health, Human Rights, Rurality and Deprivation.		X

3. Do you have evidence or reason to believe that the proposal will support the HSCP to:

General Duty and other Equality Themes	Level of Negative and/or Positive Impact (high, medium or low)
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Eliminate discrimination and harassment faced by particular communities or groups	High positive
Promote equality of opportunity between particular communities or groups	High positive
Foster good relations between particular communities or groups	High positive
Promote positive attitudes towards different communities or groups	High positive
Increase participation of particular communities or groups in public life	High positive
Improve the health and wellbeing of particular communities or groups	High positive
Promote the human rights of particular communities or groups	High positive
Tackle deprivation faced by particular communities or groups	Medium positive

4. Summary Assessment

<p>Is a full Equality Impact Assessment required? (A full EIA must be carried out on all high and medium impact proposals)</p>	<p>YES <input checked="" type="checkbox"/> NO <input type="checkbox"/></p>
<p>Rationale for decision: This proposal has high and medium positive impacts so a full EIA is required.</p>	
<p>Signed: Danielle Rae</p>	
<p>Date: 03.03.2022</p>	<p>Copy to SAHSCP.Planning@south-ayrshire.gov.uk</p>

Equality Impact Assessment including Fairer Scotland Duty

Section One: Proposal Details

Name of Proposal	Draft Learning Disability Strategy consultation
Lead Officer (Name/Position)	Danielle Rae, Planning and Performance Coordinator
Proposal Development Team (Names/Positions) including Critical friend(s)	Sandra Rae, Service Manager – Learning Disability Mark McKinlay, Community Connector – Learning Disability Stephanie Cox, Planning and Performance Rebecca Hunter, Planning and Performance
What are the main aims of the proposal?	To consult with people with learning disabilities, parents and carers on the draft Adult Learning Disability Strategy.
What are the intended outcomes of the proposal?	To use the feedback and views to inform the final strategy.

Section Two: What are the Likely Impacts of the Proposal?

Will the proposal impact upon the whole population of South Ayrshire <i>or</i> groups within the population?	Groups within the population particularly with learning disability and carers. Wider impacts on whole population.
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Considering the following Protected Characteristics and themes, what likely impacts, or issues does the proposal have for the group or community?
(List any likely positive and/or negative impacts)

Protected Characteristics	Positive and/or Negative Impacts
Race: Issues relating to people of any racial group, ethnic or national origin, including gypsy travellers and migrant workers	<p>There will be a positive impact on people from any racial group.</p> <p>The consultation looks to reach people from all racial groups as the strategy does not discriminate against any singular group.</p> <p>Negative impacts to consider are that the focus groups will be in written and spoken English. There are no planned interpreters invited to participate. If there are requirements for an interpreter, alternative sessions will be arranged to ensure people can participate fully.</p>

	Information and surveys are sent out in English with the option to have a translated version sent.
Sex: Issues specific to women or men	<p>There is a positive impact for carers however women are represented higher within this role. Although there are no separate support options based on your sex within this consultation, as women represent a higher population of carers their voices may be heard more than males.</p> <p>At previous focus groups there were more males in attendance even though women represent higher within the carer role.</p>
Disability: Issues relating to disabled people	<p>There will be a positive impact on people with learning disability.</p> <p>The consultation is accessible and in easy read.</p> <p>To attend the focus groups there will be transport available for those who require it to attend in person and there are also online options.</p> <p>A negative impact may be for people with learning difficulties who only received a small amount of support who may not be able to access the focus groups on their own but alternative support options can be made available.</p>
Age: Issues relating to a particular age group e.g., older people or children and young people	<p>There is a positive impact for adults as the consultation is accessible to everyone over the age of 16.</p> <p>The negative impact is that there is no current involvement for those under 16, and 14–15-year-olds who will be transitioning to adult services. Those currently going through transition may be unable to attend focus groups due to them all being set during the day. However, they can take part in the survey and make alternative arrangements to participate by contacting the Learning Disability service.</p>
Religion or Belief: issues relating to a person's religion or belief (including non-belief)	No particular impacts have been raised.

<p>Sexual Orientation: Issues relating to a person's sexual orientation i.e., lesbian, gay, bi-sexual, heterosexual</p>	<p>Positive impact as survey asks individuals what their sexual orientation is. Survey also provides the option to not disclose this should they not wish to and does not discriminate against someone's sexual orientation.</p> <p>The consultation also asks about support for people to be in healthy relationships and sexual relationships.</p>
<p>Marriage and Civil Partnership: Issues relating to people who are married or are in a civil partnership.</p>	<p>Positive impact as the survey allows for individuals to state their relationship status should they wish to and does not discriminate someone on their relationship status.</p> <p>The consultation also asks about support for people to be in healthy relationships and sexual relationships.</p>
<p>Gender Reassignment: Issues relating to people who have proposed, started, or completed a process to change his or her sex.</p>	<p>Positive impact as the consultation allows for individuals to state if they wish to if they are/have undergone gender reassignment and what their current/preferred sex is to be identified as without any discrimination toward the person.</p>
<p>Pregnancy and Maternity: Issues relating to the condition of being pregnant or expecting a baby and the period after the birth.</p>	<p>The focus groups are accessible for people in the period after birth and support can be provided for people to attend.</p>
<p>Multiple / Cross Cutting Equality Issues Issues relating to multiple protected characteristics.</p>	<p>There will be positive impact for adult with learning disabilities who have multiple protected characteristics under the human rights act.</p>
<p>Equality and Diversity Themes Particularly Relevant to the Health and Social Care Partnership</p>	
<p>Health Issues and impacts affecting people's health</p>	<p>A positive impact will be felt from the LD consultation as there is a focus of supporting those with learning disabilities' and providing those who need support to be able to fully participate. Multiple locations and settings are being offered including online for those who may not be able to or wish to attend in person.</p>

<p>Human Rights: Issues and impacts affecting people's human rights such as being treated with dignity and respect, the right to education, the right to respect for private and family life, and the right to free elections.</p>	<p>The learning disabilities consultation is inclusive of all protected characteristics under the human rights act with a focus of supporting the needs of those with a disability to achieve and access opportunities that they may be at a disadvantage of gaining in line with the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD).</p>
<p>Socio-Economic Disadvantage</p>	
<p>Low Income/Income Poverty: Issues: cannot afford to maintain regular payments such as bills, food and clothing</p>	<p>The Learning disabilities consultation is providing options for those who may not be able to afford to attend focus groups. These options are transport to venues and online focus groups. For low-income households the internet option may not be accessible.</p>
<p>Low and/or no wealth: Issues: enough money to meet basic living costs and pay bills but have no savings to deal with any unexpected spends and no provision for the future</p>	<p>The consultation allows for individuals to express their views on the proposals from the strategy in regards to the HSCP support with financial inclusion and budgeting supports for families and individuals.</p>
<p>Material Deprivation: Issues: being unable to access basic goods and services i.e. financial products like life insurance, repair/replace broken electrical goods, warm home, leisure/hobbies</p>	<p>As above.</p>
<p>Area Deprivation Issues: where you live (rural areas), where you work (accessibility of transport)</p>	<p>The I consultation is running focus groups across the local authority. Some areas have a higher rate of deprivation than others.</p>
<p>Deprivation Issues relating to poverty and social exclusion, and the disadvantage that results from it.</p>	<p>South Ayrshire HSCP recognises that there are varying levels of deprivation throughout the authority and to ensure that everyone who wishes to participate within the consultation are able to are offering a range of options to support everyone regardless of the level of deprivation they may face. These options are:</p> <ul style="list-style-type: none"> • Multiple locations of focus groups • Online focus groups • Free transport to the focus groups • Paper surveys with free return postage • Online surveys

Section Three: Evidence Used in Developing the Proposal

<p>Involvement and Consultation In assessing the impact(s) set out above what evidence has been collected from involvement, engagement or consultation? Who did you involve, when and how?</p>	<p>The consultation is providing a range of options and publishing information across South Ayrshire to ensure those who may be interested are able to participate and provide feedback. Paper copies have been sent to over 750 residents within the authority and 6 focus groups have been arranged across the demographic areas as well as online focus groups.</p>
<p>Data and Research In assessing the impact set out above what evidence has been collected from research or other data. Please specify <i>what</i> research was carried out or data collected, <i>when</i> and <i>how</i> this was done.</p>	<p>This consultation was informed by the engagement that took place from August to November 2021 to inform the draft strategy. Similar method will be used. One change is that guardians will receive a paper copy of the draft and survey.</p>
<p>Partners data and research In assessing the impact set out above what evidence has been provided by partners. Please specify partners.</p>	<p>The HSCP has taken advice from the Scottish Commission for People with Learning Disabilities who have supported engagement throughout the development of the strategy.</p>
<p>Gaps and Uncertainties Have you identified any gaps or uncertainties in your understanding of the issues or impacts that need to be explored further?</p>	<p>None.</p>

Section Four: Detailed Action Plan to address identified gaps in:

- a) evidence and
- b) to mitigate negative impacts

No	Action	Lead Officer(s)	Timescale
1	N/A		
2			

Note: Please add more rows as required.

Section Five: Performance monitoring and reporting

Considering the proposal as a whole, including its equality and diversity implications:

When is the proposal intended to come into effect?	This EIA is on the consultation of the draft Learning Disability Strategy. A separate EIA will cover the strategy itself.
When will the proposal be reviewed?	N/A
Which governance group will have oversight of the proposal?	A consultation report will form part of the documents presented to IJB when asking for approval for the strategy.

Section Six - South Ayrshire Health and Social Care Partnership

Summary Equality Impact Assessment Implications & Mitigating Actions

Name of Proposal:

This proposal will assist or inhibit the Partnership's ability to eliminate discrimination; advance equality of opportunity; and foster good relations as follows:

Eliminate discrimination

The consultation is inclusive and seeks to encourage as much participation as possible from people with learning disabilities.

Advance equality of opportunity

The strategy seeks to promote opportunities for people with learning disabilities. The consultation seeks to ensure that people with learning disabilities can participate meaningfully.

Foster good relations

The consultation on the draft strategy is open to everyone to take part. The survey and supporting documents have been written in easy read to ensure accessibility.

Summary of Action Plan to Mitigate Negative Impacts

Actions	Timescale
None	

Signed: Danielle Rae

Date: 03.03.2022