RMBC - Equality Analysis Form for Commissioning, Decommissioning, Decision making, Projects, Policies, Services, Strategies or Functions (CDDPPSSF)

<table>
<thead>
<tr>
<th>Under the Equality Act 2010 Protected characteristics</th>
<th>are age, disability, gender, gender identity, race, religion or belief, sexuality, civil partnerships and marriage, pregnancy and maternity.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of policy, service or function. If a policy, list any associated policies</td>
<td>Consultation on the Modernisation of the Learning Disability offer and the Future of In-House Services for Adults with a Learning Disability and/or Autism</td>
</tr>
<tr>
<td>Name of Service and Directorate</td>
<td>Adult Social Care and Housing</td>
</tr>
<tr>
<td>Lead Manager</td>
<td>Nathan Atkinson– Assistant Director Strategic Commissioning</td>
</tr>
<tr>
<td>Date of Equality Analysis (EA)</td>
<td>26 October 2016</td>
</tr>
</tbody>
</table>
| Names of those involved in the EA (Should include at least two other people) | Jayne Cowan – Project Manager  
Nathan Atkinson – Assistant Director, Strategic Commissioning  
Janine Moorcroft – Head of Service, Provider and Change  
Zaidah Ahmed – Equality Officer  
Anne Marie Lubanski – Strategic Director of Adult Care and Housing  
Scott Clayton – Interim Performance Manager  
Sam Newton – Assistant Director, Adult Care  
Odette Stringwell – Human Resources Partner  
Zafar Salem – Community Engagement Manager  
Gemma Parkinson - Adult Care and Housing Communications Account Manager |

Aim/Scope

The aim of this Equality Analysis is to ensure that current and future customers, stakeholders and residents of Rotherham have been considered when developing the future of Learning Disability services. The purpose is to ensure that everyone’s protected characteristics are considered.

The report sets out the direction of travel for people with a Learning Disability. It is intended to bring service provision in line with best practice and enable people to, not only be part of their local communities, but to give them more choice and control on where they live and how they spend their time. It is intended through the modernisation that customers have greater expectations for themselves. In response communities are able to contribute towards solutions including developing micro enterprises to meet identified need for people with Learning Disabilities. It should be noted that there is currently a
Appendix A

RMBC - Equality Analysis Form for Commissioning, Decommissioning, Decision making, Projects, Policies, Services, Strategies or Functions (CDDPPSSF)

A cohort of customers receiving traditional services, but that if any of the recommendations in the report are agreed it may affect young people who may come into Adult services, customers that the Council does not know of yet (including some people from BME communities), carers and families, external providers, partners and staff.

The potential changes to the future delivery of services could also impact on the whole community.

- 267 Users of Day Care and Respite services may be impacted if current building based services close.
- 170 people who are in 24 hour residential care placements may, in some instances, see a reduction in support and in some cases, a possible move to a supported living environment following re-assessment.
- People with a Learning Disability from BME communities are under-represented in existing services. 25 (3%) out of a cohort of 780 people with a Learning Disability are from a BME community, despite BME people making up 8.1% of the Rotherham population. New service models must consider their needs and ensure inclusivity.
- Young people coming through transition will be able to access a range of opportunities to meet their needs that are within their local communities and give them choice and control over where to live and how to spend their time. 93 young people aged 16-18 are currently in the transition cohort. Please see link to JSNA for children and young people: http://www.rotherham.gov.uk/jsna/info/23/people/55/children_and_young_people/
- The type and frequency of transport provision could have a considerable impact on customers who use the existing social care provision.

There is still some work to be undertaken to understand the demographics around carers. However, initial analysis on carers data currently held indicates that there are 451 carers of people with a Learning Disability. The average age of the carers is 64 and the potential changes to services will directly impact on them. This needs to be considered in terms of expectations on carers and the support required through the modernisation process.

There are a significant number of people with a Learning Disability without carers or family support – circa 150 people. They will require independent advocacy in some instances in order to make informed decisions.

Significant work is being undertaken to develop new services. The Council will need to ensure that there is accessible information readily available containing a range of different services that customers can choose from to meet their eligible needs. Every customer will have a Care Act 2014 Compliant Assessment and where appropriate a Mental Capacity Assessment. They will then work with a Social Worker to develop their care and support plan. Under the Care Act the Council has a responsibility to ensure anyone with an assessed need has their need met. However, this may not be in a traditional service. All customers will be offered the choice of a personal budget to buy their care directly.

The Council is working with a range of organisations to look at developing many different types of support to meet a variety of needs. Where a customer has been reliant on social care transport and is not eligible for this service moving forward, the Council will work with
the customer to increase their skills in travelling independently.

All customers, where appropriate, will have a transition plan to support them to move from one service to another. Following the Cabinet and Commissioner’s Decision Making Meeting on 14th November, and subject to approval of recommendations, the Council will embark on a formal 60 day consultation with all stakeholders.

What equality information is available? Include any engagement undertaken and identify any information gaps you are aware of. What monitoring arrangements have you made to monitor the impact of the policy or service on communities/groups according to their protected characteristics?

Attached:

- Learning Disability Cohort information as of October 2016
- Timeline of engagement events to date
- Together for Change report
- 10 October 2016 Cabinet and Commissioner’s Decision Making Meeting - Shaping the Future Report
- 10 October 2016 Cabinet and Commissioner’s Decision Making Meeting - Development of a Rotherham All Age Autism Strategy
- Learning Disability Market Position Statement
- Community Opportunity Pathway Programme (Terms of Reference/ Scope Document)

The Cabinet and Commissioners Report of 14th November 2016 - Consultation on the Modernisation of the Learning Disabilities’ Offer and the Future of in-House Services for Adults with a Learning Disability and/or Autism will be published on the 27th October 2016. A series of engagement events are scheduled for the 26th & 27th October for the relevant Council Service Managers, Customers, Parents and Carers. The purpose of the events is to outline the principles and key content of the report and to encourage active participation in the modernisation process.

If the recommendations contained within the report are endorsed, formal consultation will begin on 14th November and will run for 60 days recognising the Christmas holiday period. The consultation will end on 16th January 2017. A formal end of consultation report will be produced and the findings will inform the content and strategic direction of a further Cabinet and Commissioner’s Decision Making report scheduled for 13th March 2017.
The Council will produce a timeline of consultation activity and events that will enable the receipt of the views of a wide range of people.

The Council will ensure consultation with existing customers, potential customers, carers and the wider community takes place.

**The Consultation**

- Ask people how they want to be consulted
- Use a range of methods and access channels to suit the needs of the individuals
- Consider the timing of meetings to ensure caring responsibilities have been taken into account
- Speak Up to support the consultation process.
- Conduct face to face meetings in accessible buildings across the borough
- Use email and written letters to communicate with people who cannot access the face to face meetings, including in easy read formats where required
- Create a Frequently asked Questions with responses on the Council’s website
- Regular feedback
- Information produced in a variety of formats as necessary including easy read documents
- Use questionnaires to obtain people’s views

**Engagement undertaken with customers. (date and group(s) consulted and key findings)**

| Engagement evidence to be completed during the consultation period. |

| Engagement undertaken with staff about the implications on service users (date and group(s) consulted and key findings) |

| There have been a number of events held with Council staff over the last 18 months to involve them in the plans to change the way services are delivered. |

| If the decision is made by Commissioners on the 14th November to consult with customers, the outcome of the consultation will determine the recommendations for the 13th March 2017 Cabinet and Commissioner’s Decision Making Meeting report. The content of the report will determine the need to enter into formal consultation with relevant Council staff. |

**The Analysis**

*How do you think the Policy/Service meets the needs of different communities and groups?* Protected characteristics of age, disability, gender, gender identity, race, religion or belief, sexuality, Civil Partnerships and Marriage, Pregnancy and Maternity. Rotherham also includes Carers as a specific group. Other areas to note are Financial Inclusion, Fuel
Appendix A

RMBC - Equality Analysis Form for Commissioning, Decommissioning, Decision making, Projects, Policies, Services, Strategies or Functions (CDDPPSSF)

Poverty, and other social economic factors.

Traditional services have been delivered from buildings across the borough for many years. Some customers will have been accessing the same services for all of their adult life. Potential closures or reconfiguration of services may bring fear and anxiety and a perception that something is being taken away from people. There is little evidence to show that the current services maintain and develop people’s skills. In some cases the traditional models may lead towards a degree of dependency and reliance on services.

- Over the past 18 months there have been a range of briefings, engagement events, newsletters, visits and meetings to discuss the need to change the way services are provided.
- National evidence from a range of sources shows that moving towards locally based service provision will increase choice and control to customers.
- A number of external partners are working with the Council to support the journey towards less formal, restrictive services.
- Speak Up will provide self and peer Advocacy for people who need it.
- Absolute Advocacy will support individuals through the re-assessment process.
- Community Catalysts are working with the Council to develop micro enterprises in the community and will support the access to existing assets within the local area and across the borough.
- Shared Lives will be also supported by Community Catalysts to develop recruitment strategies to encourage more people to become carers and therefore expand the service.
- The Council has employed three Community Link workers to develop alternatives to traditional care across the borough. The role involves working with communities and the voluntary sector to co-produce and co-design new services or provide opportunities for customers to access existing services previously unknown to the Council.
- The approach to assessments has radically changed since the implementation of the Care Act 2014. The Council is committed to strength based assessments and is undergoing a workforce development programme. The emphasis of which is to support customers to maintain their wellbeing and identify their eligible need and find alternative ways to meet these.
- There has been considerable work undertaken during October 2016 to understand the cohort of 780 people with a Learning Disability who are in receipt of a service funded by the Council. This includes age, gender, ethnicity and carer data.
- Co-production moving forward with customers and their carers will ensure that a more diverse solution that better meets the current and future needs of carers can be sought
- More locally and community based solutions will assist in integrating all communities.
Appendix A

RMBC - Equality Analysis Form for Commissioning, Decommissioning, Decision making, Projects, Policies, Services, Strategies or Functions (CDDPPSSF)

Analysis of the actual or likely effect of the Policy or Service:
Does your Policy/Service present any problems or barriers to communities or Group?

Does the Service/Policy provide any improvements/remove barriers?

The 14th November Cabinet and Commissioners’ Decision Making report contains a recommendation to formally consult with people with a Learning Disability and /or Autism. The Council has developed a Consultation Plan and the outcomes of the consultation will be recorded in a report on conclusion of the process.

People with Learning Disability and /or Autism currently using existing services may not fully understand the changes that are being suggested due to barriers with communication. The Council will need to make every effort to ensure the consultation is as accessible as possible. This may include producing information in a range of formats and Speak Up will assist with engagement.

People with Learning Disabilities and/ or Autism may have differing views to their family members and the Council will need to ensure that all stakeholders can have their say in their own right.

What affect will the Policy/Service have on community relations?

- It is likely that the media coverage will be negative. The Communications Team will provide timely press releases.
- A Communication and Engagement Plan has been developed
- As part of the consultation, local residents will be proactively invited to contribute to the consultation process
RMBC - Equality Analysis Form for Commissioning, Decommissioning, Decision making, Projects, Policies, Services, Strategies or Functions (CDDPPSSF)

**Equality Analysis Action Plan**

**Time Period:** October 2016 – November 2016

Manager: Nathan Atkinson                         Service Area: Adult Care and Housing       Tel: 01709 822270

Consultation on the Modernisation of the Learning Disability Offer and the Future of In-House Services for Adults with a Learning Disability and/or Autism

<table>
<thead>
<tr>
<th>Action/Target</th>
<th>State Protected Characteristics (A,D,RE,RoB,G,GI O, SO, PM,CPM, C or All)*</th>
<th>Target date (MM/YY)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formal consultation</td>
<td>A, C, D, G, GI, RE, RoB, SO, CPM, PM.</td>
<td>January 2017</td>
</tr>
<tr>
<td>Community Catalysts, Speak Up and Absolute Advocacy</td>
<td>A, C, D, G, GI, RE, RoB, SO, CPM, PM.</td>
<td>January 2017</td>
</tr>
<tr>
<td>Community Opportunities Pathway Programme</td>
<td>A, C, D, G, GI, RE, RoB, SO, CPM, PM.</td>
<td>September 2019</td>
</tr>
</tbody>
</table>

Name of Director who approved Plan | Anne Marie Lubanski | Date: 26 October 2016

*A = Age, C= Carers D= Disability, G = Gender, GI Gender Identity, O= other groups, RE= Race/ Ethnicity, RoB= Religion or Belief, SO= Sexual Orientation, PM= Pregnancy/Maternity, CPM = Civil Partnership or Marriage.
**Completed equality analysis** | **Key findings** | **Future actions**
--- | --- | ---
Directorate: |  | 
Function, policy or proposal name: |  | 
Function or policy status (new, changing, existing): |  | 
Name of lead officer completing the assessment: |  | 
Date of assessment: |  |