

EQUALITY IMPACT ASSESSMENT

Care Group / Corporate Services:

Trustwide

Name of Service/Title of Policy or Strategy, Name of Event:

Supporting people with a learning disability who become mentally unwell or require hospital admission

Service: ☐

Policy: ☒

Event: ☐

Strategy: ☐

Equality Impact Assessment Undertaken by:

Julia Skelding

Date undertaken:

14/02/22

Questions

1. What are the main aims and purposes of the Policy / Service / Event or Strategy?

The Trust aims to provide high quality, safe and effective services for people with mental health problems, which are accessible to all who need them in line with No Health without Mental Health. Green Light for Mental Health (DH, 2004) and Valuing People Now – A three year strategy for people with learning disabilities (DH, 2009) recommend that people with a learning disability and associated mental health problems should access main stream mental health services with specialist support from learning disabilities services where required.

This policy aims to ensure access for this service user group by working together to provide integrated care and treatment to meet the needs of people in line with current government policy and guidance.

The purpose of this policy is to set out the service access pathway arrangements and care responsibilities of both learning disability and mental health services.

2. Who is involved in delivering the service, implementing the policy or strategy / organising the event? (i.e., partnerships, stakeholders or agencies)

The policy applies to all staff involved in the provision of services for those with a learning disability and a mental health problem.

3. What information / data or experience can you draw on to provide an indication of the potential inclusive / exclusive results of delivering this service or event / implementing the policy or strategy to different groups of people and the different needs of people with protected characteristics in relation to this policy / service / event or strategy?

National Service Framework (1999) Department of Health

Department of Health (2001) Valuing People: A new strategy for learning disability in the 21st Century

Department of Health (2004) Green Light For Mental Health

Valuing People Now – A three-year strategy for people with learning disabilities (2009)

Department of Health (2009) New Horizons

<https://www.england.nhs.uk/publication/care-and-treatment-reviews-policy-and-guidance>

Please complete the following table in reference to the impact checklist, your own consultations and impact research suggestions.

| Protected Characteristics | Positive Impact | Neutral Impact | Negative Impact | Evidence for Impact |
|--------------------------------|----------------------------|----------------------------|--------------------------|--|
| Age | <input type="checkbox"/> | x <input type="checkbox"/> | <input type="checkbox"/> | This policy applies to people over the age of 18 |
| Disability | x <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | The Trust provides both specialist community learning disabilities services and mental health services (including in-patient services). Each service user should be able to access mainstream mental health services, specialist learning disability services, or a combination of both these services based on their individual needs. This Policy helps to ensure that support is available. |
| Gender reassignment | <input type="checkbox"/> | x <input type="checkbox"/> | <input type="checkbox"/> | This policy is consistent in its approach with due regard to gender reassignment |
| Marriage and civil partnership | <input type="checkbox"/> | x <input type="checkbox"/> | <input type="checkbox"/> | This policy is consistent in its approach with due regard to marriage and civil partnership |
| Pregnancy and maternity | <input type="checkbox"/> | x <input type="checkbox"/> | <input type="checkbox"/> | This policy is consistent in its approach with due regard to pregnancy and maternity |
| Race | <input type="checkbox"/> | x <input type="checkbox"/> | <input type="checkbox"/> | This policy is consistent in its approach with due regard to race |
| Religion or belief | <input type="checkbox"/> | x <input type="checkbox"/> | <input type="checkbox"/> | This policy is consistent in its approach with due regard to religion or belief |
| Sex | <input type="checkbox"/> | x <input type="checkbox"/> | <input type="checkbox"/> | This policy is consistent in its |

Please complete the following table in reference to the impact checklist, your own consultations and impact research suggestions.

| Protected Characteristics | Positive Impact | Neutral Impact | Negative Impact | Evidence for Impact |
|-----------------------------|--------------------------|----------------------------|--------------------------|---|
| | | | | approach with due regard to sex |
| Sexual Orientation | <input type="checkbox"/> | x <input type="checkbox"/> | <input type="checkbox"/> | This policy is consistent in its approach with due regard to sexual orientation |
| Disadvantaged groups | <input type="checkbox"/> | x <input type="checkbox"/> | <input type="checkbox"/> | This policy is consistent in its approach with due regard to disadvantaged groups |
| Carers | <input type="checkbox"/> | x <input type="checkbox"/> | <input type="checkbox"/> | This policy is consistent in its approach with due regard to carers |

4. What positive impacts are there for this policy / service / event or strategy to better meet the needs of people with protected characteristics?

Nothing additional

If there are no negative impacts skip to point 7.

5. What action would be needed to ensure the policy / service / event or strategy overcomes:

- Discriminatory negative impacts
- Exclusion

Failure to meet the needs of people from across the protected characteristics and opportunities for promoting equality and inclusion are maximised.

There are no factors that have been identified that mean that there would be a failure to meet the needs of people with protected characteristics. All staff that undertake the duties that are outlined in this policy are required to complete mandatory training in regard to equality, diversity and inclusion.

6. Recommended steps to avoid discrimination and ensure opportunities for promoting equality and inclusion are maximised.

| Impact identified | Action required/explanation if none taken | Lead responsible for overseeing actions | Timescales | Costs (where applicable) |
|-------------------|---|---|------------|--------------------------|
| N/A | | | | |
| | | | | |

7. What arrangements are going to be made to monitor and review the adverse impact in the future?

| | |
|--|---|
| How the equality impact of the service/event/policy/strategy will be monitored | Monitored through the policy review process |
| Frequency of monitoring | In line with the policy review process |
| How the monitoring results will be used and where they will be published; | Review and publish with policy |
| Who will be responsible for reviewing monitoring results and initiating further action where required | Policy Owners with oversight from LD Quality Circle |
| Any changes that have been made to remove or reduce any negative impacts as a result of conducting the equality impact assessment? | No |
| Any action points should be included in Care Group / Corporate action plans, with monitoring and review processes. | No |

8. Is further work / consultation required? If yes, please explain how this is to be carried out and the time frame for completion.

Yes ☐ No x ☒

The Equality Impact Assessment will be reviewed in line with changes to services, client or staff groups, legislation or policy review.

Name of lead:

Julia Skelding

Head of service:

Rebecca Sanderson

Designation:

Nurse Consultant

Signature:



Signature:



Date:

14/2/22

Additional information and guidance can be found [here](#).

Once completed and signed by your head of service if it's a policy please send a copy to please send to the Policy Review Panel, or anything else to the Equality Workstream.