

1.0.7 DOC EIA

NATIONAL INSTITUTE FOR HEALTH AND CARE EXCELLENCE

NICE guidelines

Equality impact assessment

Autism spectrum disorder in under 19s: recognition, referral and diagnosis

The impact on equality has been assessed during guidance development according to the principles of the NICE equality policy.

1.0 Checking for updates and scope: before scope consultation (to be completed by the Developer and submitted with the draft scope for consultation)

1.1 Have any potential equality issues been identified during the check for an update or during development of the draft scope, and, if so, what are they?

N/A

1.2 What is the preliminary view on the extent to which these potential equality issues need addressing by the Committee? For example, if population groups, treatments or settings are excluded from the scope, are these exclusions justified – that is, are the reasons legitimate and the exclusion proportionate?

N/A

Completed by Developer _____

Date _____

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Approved by NICE quality assurance lead _____

Date _____

2.0 Checking for updates and scope: after consultation (to be completed by the Developer and submitted with the revised scope)

2.1 Have any potential equality issues been identified during consultation, and, if so, what are they?

N/A

2.2 Have any changes to the scope been made as a result of consultation to highlight potential equality issues?

N/A

2.3 Is the primary focus of the guideline a population with a specific disability-related communication need?

If so, do the key messages for the public need to be produced in an alternative version?

If so, which alternative version is recommended?

The alternative versions available are:

- large font or audio versions for a population with sight loss
- British Sign Language videos for a population deaf from birth
- 'Easy read' versions for people with learning disabilities or cognitive impairment.

Does an alternative version(s) of the consultation documents also need to be produced?

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N/A

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Approved by NICE quality assurance lead _____

Date _____

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3.0 Guideline development: before consultation (to be completed by the Developer before consultation on the draft guideline)

3.1 Have the potential equality issues identified during the scoping process been addressed by the Committee, and, if so, how?

Not applicable. This update did not include a scoping process.

3.2 Have any **other** potential equality issues (in addition to those identified during the scoping process) been identified, and, if so, how has the Committee addressed them?

Sex, language and cultural background were discussed by the committee as part of the equality impact assessment. The committee agreed that ASD and ADHD are both often underdiagnosed in females. The addition of ADHD to the list is not expected to either improve or worsen the potential for under-diagnosis of ASD in females. The committee also agreed that language and familiarity with the health system might have an effect on the time of ASD diagnosis and that there might be an ASD diagnosis stigma from some cultural backgrounds but the addition of ADHD to the recommendation was not expected to modify these effects.

3.3 Have the Committee's considerations of equality issues been described in the guideline for consultation, and, if so, where?

Yes – in the “other factors the committee took into account” section of the committee's discussion of the evidence.

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3.4 Do the preliminary recommendations make it more difficult in practice for a specific group to access services compared with other groups? If so, what are the barriers to, or difficulties with, access for the specific group?

No.

3.5 Is there potential for the preliminary recommendations to have an adverse impact on people with disabilities because of something that is a consequence of the disability?

No.

3.6 Are there any recommendations or explanations that the Committee could make to remove or alleviate barriers to, or difficulties with, access to services identified in questions 3.1, 3.2 or 3.3, or otherwise fulfil NICE's obligation to advance equality?

No equality issues have been identified that would be affected by the recommendation changes made.

Completed by Developer: Sue Spiers

Date: 08.09.2017

Approved by NICE quality assurance lead:

Date:

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4.0 Final guideline (to be completed by the Developer before GE consideration of final guideline)

4.1 Have any additional potential equality issues been raised during the consultation, and, if so, how has the Committee addressed them?

No additional equality issues were raised during consultation.

4.2 If the recommendations have changed after consultation, are there any recommendations that make it more difficult in practice for a specific group to access services compared with other groups? If so, what are the barriers to, or difficulties with, access for the specific group?

Recommendations were not changed after consultation.

4.3 If the recommendations have changed after consultation, is there potential for the recommendations to have an adverse impact on people with disabilities because of something that is a consequence of the disability?

N/A

4.4 If the recommendations have changed after consultation, are there any recommendations or explanations that the Committee could make to remove or alleviate barriers to, or difficulties with, access to services identified in questions 4.1, 4.2 and 4.3, or otherwise fulfil NICE's obligations to advance equality?

N/A

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4.5 Have the Committee's considerations of equality issues been described in the final guideline, and, if so, where?

Yes – in the “other factors the committee took into account” section of the committee's discussion of the evidence.

Updated by Developer: Sue Spiers

Date: 17.11.2017

Approved by NICE quality assurance lead:

Date:

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5.0 After Guidance Executive amendments – if applicable (to be completed by appropriate NICE staff member after Guidance Executive)

5.1 Outline amendments agreed by Guidance Executive below, if applicable:

No amendments requested

Approved by Developer _____

Date _____

Approved by NICE quality assurance lead _____

Date _____