NATIONAL INSTITUTE FOR HEALTH AND CARE EXCELLENCE

NICE quality standards

Equality impact assessment

Service model for people with learning disabilities and behaviour that challenges

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

### 1. TOPIC ENGAGEMENT STAGE

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| --- | --- |
| | 1.1 Have any potential equality issues been identified during this stage of the development process? | | --- | |
| The following equality issues have been identified:   * access for those from minority ethnic groups and older adults * a higher prevalence of restraint with young males * needs of those with profound disabilities, particularly individuals who are non-verbal * support for language skills both for those who have low verbal ability and those who have difficulty with English * potential impact of socioeconomic status on early intervention from lack of funds/funding support * specific issues in relation to religion that may impact on the challenging behaviour of older children and young people * needs of those within the criminal justice system. |

| 1.2 Have any population groups, treatments or settings been excluded from coverage by the quality standard at this stage in the process. Are these exclusions justified – that is, are the reasons legitimate and the exclusion proportionate? |
| --- |
| No population groups, treatments or settings have been excluded from coverage at this stage.  However, in line with the source guidance and scope of other quality standards, the quality standard will focus on the design, delivery and coordination of support for young people and adults with a learning disability (or autism and a learning disability) and behaviour that challenges. It will not cover the prevention, assessment or management for children, young people and adults with a learning disability (or autism and a learning disability) and behaviour that challenges. |

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