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. |

Completed by lead technical analyst: Shaun Rowark

Date: 23.07.18

Approved by NICE quality assurance lead: Nick Baillie

Date: 23.07.18

### 2. PRE-CONSULTATION STAGE

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| | 2.1 Have any potential equality issues been identified during the development of the quality standard (including those identified during the topic engagement process)? How have they been addressed? | | --- | |
| It may be difficult for practitioners to engage people with a learning disability and communication problems in a meaningful way, especially those with a profound learning disability. Statements 2, 4 and 5 highlight the importance of finding effective ways of engaging with people despite the difficulties. |

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| 2.2 Have any changes to the scope of the quality standard been made as a result of topic engagement to highlight potential equality issues? |
| No changes have been made to the scope of the quality standard at this stage. |

| 2.3 Do the draft quality statements 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? |
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| The draft statements do not prevent any specific groups from accessing services. |

| 2.4 Is there potential for the draft quality statements to have an adverse impact on people with disabilities because of something that is a consequence of the disability? |
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| No potential impact has been identified. |

| 2.5 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 2.1, 2.2 or 2.3, or otherwise fulfil NICE’s obligation to advance equality? |
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| Statements 2, 4 and 5 suggest ways of engaging with people with a learning disability and communication difficulties. |

Completed by lead technical analyst: STACY WILKINSON

Date: 08.02.19

Approved by NICE quality assurance lead: NICK BAILLIE

Date: 12.02.19

### 3. POST CONSULTATION STAGE

| 3.1 Have any additional potential equality issues been raised during the consultation stage, and, if so, how has the committee addressed them? |
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| The committee suggested it may be difficult for practitioners to engage people with a learning disability and communication problems in a meaningful way, especially those with a profound learning disability, no access to the spoken word, or children and young people with no family advocates. Statements 2, 8 and 9 highlight the importance of finding effective ways of engaging with people despite the difficulties.  It was also noted that social class and homelessness can make groups harder to engage with. However, the committee did not suggest changes that could be made to the quality standard that could address this. |

| 3.2 If the quality statements have changed after the consultation stage, are there any 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? |
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| The statements do not prevent any specific groups from accessing services. |

| 3.3 If the quality statements 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? |
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| No potential impact has been identified. |

| 3.4 If the quality statements 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 3.1, 3.2 and 3.3, or otherwise fulfil NICE’s obligations to advance equality? |
| --- |
| Statements 2, 8 and 9 suggest ways of engaging with people with a learning disability and communication difficulties. |

Completed by lead technical analyst: STACY WILKINSON

Date: 14/06/19

Approved by NICE quality assurance lead: NICK BAILLIE

Date: 18/06/19

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