

## 1.0.7 DOC EIA

# NATIONAL INSTITUTE FOR HEALTH AND CARE EXCELLENCE

## NICE quality standards

### Equality impact assessment

#### Learning disability: care and support of people growing older.

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

#### 1. TOPIC ENGAGEMENT STAGE

1.1 Have any potential equality issues been identified during this stage of the development process?

The guideline development group noted that the following groups may have difficulty in accessing care and support:

- People with a learning disability who are not known to care services
- LGBT people
- People of minority ethnic background
- People with co-morbidities
- People who are approaching the end of their life
- People with learning disability and mental health conditions
- People who have cognitive impairment or who lack capacity
- People with communication difficulties, and/or sensory impairment including dysphagia
- People who live alone
- Homeless people
- People in contact with the criminal justice system
- People in prison
- People in later old age
- Family carers and other supportive carers

These issues will be considered during quality standard development.

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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?

This quality standard will focus specifically on care and support needs of people with a learning disability. Care and support needs of the general population growing older will not specifically be addressed in this document. Clinical treatments of medical conditions are not included in the scope of this quality standard because those are already covered by condition specific quality standards.

Completed by lead technical analyst \_\_\_Anna Wasielewska \_\_\_\_\_

Date \_\_27/06/2018\_\_\_\_\_

Approved by NICE quality assurance lead \_\_\_\_\_Julie Kennedy \_\_\_\_\_

Date \_\_\_\_\_29/06/2018\_\_\_\_\_

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### 2. PRE-CONSULTATION STAGE

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?

The QSAC raised concerns that it may be particularly difficult for practitioners to engage people with communication problems and especially those with a profound learning disability in a meaningful way. The quality standards highlight the importance of finding effective ways of engaging with people despite the difficulties.

The QSAC also highlighted that many people with a minor learning disability were not known to the services. The quality standard highlights the importance of local registers that allow the commissioners to understand the level of needs among their local population.

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?

Statements 1, 2, 3 and 5 rely on effective communication with people with a learning disability. This may be particularly difficult with people with communication problems due to their disability, sensory impairment or a profound learning disability.

Statement 4 recommends annual health checks but some people with a mild learning disability are not registered as having the disability and are not known to 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?

No potential for adverse impact has been identified.

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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?

The equality sections for statements 1, 2, 3 and 5 highlight that the practitioners may need to identify support needed to engage with people with a learning disability in a meaningful way. This may include involving speech and language therapists or working with family members on finding solutions to allow for effective communication.

The equality section for statement 4 encourages GPs to set up registers of patients in their practice who have a learning disability. All those on a register who are eligible for a health check would automatically be invited to have one which should support uptake among people with a learning disability.

Completed by lead technical analyst Anna Wasielewska

Date 31/12/2018

Approved by NICE quality assurance lead Mark Minchin

Date 6/02/2019

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### 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?

No additional equality issues or health inequalities were identified.

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?

The QSAC agreed that the statement wording should be updated to include reference to people growing older. This is to highlight increasing needs of people with a learning disability as they grow older.

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?

No potential for adverse 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?

The equalities sections of all statements highlight ways in which barriers can be removed or alleviated.

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Date \_\_\_\_\_12/04/2019\_\_\_\_\_

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Date \_\_\_\_\_27/06/2019\_\_\_\_\_

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