

NATIONAL INSTITUTE FOR HEALTH AND CARE EXCELLENCE

EQUALITY IMPACT ASSESSMENT

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?

The following equality issues were raised during consultation:

- **Disability** – several issues were raised during consultation
 - In the diversity section of the guideline recommendations (section 1.1) stakeholders suggested we should explicitly include those categories under the Equality Act and expressly include children and young people who are autistic and who have a learning disability. These suggested amendments have been made to include other diversity groups.
 - Another stakeholder suggested including reasonable adjustments to life story work to ensure it works for disabled children and young people. The committee felt no further changes were necessary as recommendation 1.5.25 states ensure that life story work for looked-after children and young people captures and embraces other personal aspects of identity, for example disabilities.
 - The need to stress the needs of young people with disabilities and long-term health conditions in care was raised. The committee felt that the needs of this group were too complex to consider in this guideline. Furthermore NICE currently has a guideline in development on [Disabled children and young people up to 25 with severe complex needs: integrated service delivery and organisation across health, social care and education](#). The scope for this guideline has outlined that it may be relevant to those with looked-after children status.
 - Regarding training for foster carers, it was suggested that this recommendation includes training related to looking after a child with special educational needs or disability should be provided to all foster carers who require it. The recommendation already outlines the need for training for special educational needs and disabilities, for example sensory and communication needs. Long term health conditions was

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added to this recommendation.

- It was raised that designated teachers should have a good awareness of Special Educational Needs and Disabilities and that schools should provide appropriate support in line with the Special Educational Needs and Disability Code of Practice. The committee noted that this is covered by statutory guidance [- Promoting the education of looked after children and previously looked after children. Statutory guidance for local authorities.](#)
- Regarding additional support in education, it was suggested that increased recognition of learning disabilities was needed. In response to this the committee made changes to recommendation 1.6.7 stating that the designated teacher should be aware of special educational needs and link up with the SENCO and liaise with specialist looked-after nurse teams if a health problem has been identified that affects education.
- Regarding NICE guidance on transition from child to adult services a stakeholder asked that we acknowledge that this guidance particularly includes the need of those with complex health needs and disabilities. This addition was made to the guideline.
- **Pregnancy** – a stakeholder suggested the needs assessment for care leavers should include support for pregnant care leaver and care leaver who are to become fathers. Support for pregnancy and parenting was added to the recommendation.
- **Socio-economic factors** - In the diversity section of the guideline recommendations (section 1.1) stakeholders suggested we should explicitly include those categories under the Equality Act and expressly include different socio-economic groups. This suggested amendment was added to the recommendation.
- **Religion or belief** - In the diversity section of the guideline recommendations (section 1.1) a stakeholder suggested we should explicitly include those categories under the Equality Act and expressly include children from different religious backgrounds. This suggested amendment was added to the recommendation.

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?

There are no recommendations that make it more difficult in practice for a specific

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group to access services compared to other groups. The changes made to the guideline post consultation will increase the access of looked after children and young people to services.

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?

Amendments made to the recommendations after consultation have not resulted in any adverse impact on people with disabilities.

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 question 4.2, or otherwise fulfil NICE's obligations to advance equality?

The changes made to the guideline post consultation will increase access and alleviate barriers for looked after children and young people. The rationale for this change is detailed in the committee discussion sections of the evidence review and in the recommendation rationale and impact sections in the final guideline.

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

The Committee's consideration of equality issues is detailed in the committee discussion sections of the evidence review and in the recommendation rationale and impact sections in the final guideline.

Updated by Developer: Susan Spiers

Date: 26.07.2021

Approved by NICE quality assurance lead: Simon Ellis

Date: 07.10.2021