

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?

PARCA-R: the issue of this being completed by parents whose first language is not English was raised by stakeholders. This has been addressed by including language in the guideline that states 'if the PARCA-R is not suitable (for example, because of poor English language comprehension...) use a suitable alternative parent questionnaire.' The committee were aware of several suitable alternatives.

Information and support: the issue of parents whose first language is not English was raised by stakeholders. This has been addressed by cross-referencing the information and support recommendations to the NICE guideline on experience in NHS services which provide supporting recommendations on the provision of information to people whose first language is not English.

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?

No – the changes to the recommendations have increased the choice of assessment tools and questionnaires so service providers will now be able to use tools that are appropriate for their local population.

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?

No – parents will be invited to attend a number of face-to-face appointments which may pose problems for those with mobility/transport problems but the number of appointments has not increased.

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 4.2, 4.3 and 4.4, or otherwise fulfil NICE's obligations to advance equality?

No additional barriers have been identified in 4.2 or 4.3.

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

- Yes, this is described in the final guideline as follows:
 1. Individuals from multilingual backgrounds
 - Recommendation 1.1.4 “Follow the principles in the NICE guidance on patient experience in the NHS services in relation to communication (including different formats and languages), information and shared decision-making.”
 - Recommendation 1.3.11 The PARCA-R is only available in English language, and flexibility has been incorporated for use of a “suitable alternative”, depending on the individual needs of the child. This was included in the protocols in appendix D and is also discussed in the respective LETR section of the guideline (see section 5.5.6.2).
 2. Ethnicity (suggested that this might influence developmental norms).
 - Recommendation 1.2.20. The recommendation was kept broad to allow a degree of clinical judgement for the individual child. Evidence on differences due to ethnicity was sought and is reported when found, with data reported adjusted for ethnicity if appropriate. This was also included in the protocols in appendix D.
 3. Individuals with a family history of learning difficulties* or developmental problems and disorders.
 - Recommendation 1.1.4 “Follow the principles in the NICE guidance on patient experience in the NHS services in relation to communication (including different formats and languages), information and shared decision-making.” This requires factors such as physical or learning disabilities be addressed so that people are able to participate as fully as possible”. See also section 5.1.1 of the full guideline. This was also included in the protocols in appendix D.
 4. Travellers/people living in temporary accommodation.
 - The guideline recommends that enhanced developmental support be tailored to take account of individual preferences and needs, (see section 5.5.6.4), including those who are travellers or live in temporary accommodation. This was also included in the protocols in appendix D.
 5. People from disadvantaged socio-economic groups.
 - Preterm babies born to mothers from low income or disadvantaged backgrounds are recognised to be at increased risk of some developmental problems or disorders (recommendations 1.2.6, 1.2.15.

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

and 1.2.20).

6. Young maternal age

- Preterm babies born to mothers younger than 25 years are recognised to be at increased risk of some developmental problems or disorders (recommendation 1.2.15).

7. Education, social care needs, and cultural, spiritual or religious beliefs

- The guideline mentions that information, and developmental support should be delivered '...to take into account individual preferences and needs (recommendations 1.1.3 and 1.3.5 and section 5.2.8.2, 5.2.8.6, and 5.3.8.2).

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Date: 22nd May 2017

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Date: 7th June 2017