

**NATIONAL INSTITUTE FOR HEALTH AND CARE
EXCELLENCE**

EQUALITY IMPACT ASSESSMENT

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EXCELLENCE**

NICE guidelines

Equality impact assessment

**Learning disabilities and behaviour that challenges:
service guidance**

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

1.0 Scope: before consultation (To be completed by the developer and submitted with the draft scope for consultation)

1.1 Have any potential equality issues been identified during the development of the draft scope, before consultation, and, if so, what are they?

The following characteristics were identified from the related guidance on the prevention and interventions for people with learning disabilities and whose behaviour that challenges and will be relevant for this review.

Ethnicity

- access for those from minority ethnic groups and older adults

Age

- a higher prevalence of restraint with young males
- access issues for older adults

Degree of disability

- 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

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service users, families and carers who may have difficulty with English

Socio-economic status

- potential impact of socioeconomic status on early intervention from lack of funds/funding support

Religion or belief

- specific issues in relation to religion that may impact on the challenging behaviour of older children and young people

Sexual orientation

Older children and young adults may have specific issues relating to sexual orientation that may impact on challenging behaviours

Other

- needs of those within the criminal justice system

1.2 What is the preliminary view on the extent to which these potential equality issues need addressing by the Committee? For example, if population groups, treatments or settings are excluded from the scope, are these exclusions justified – that is, are the reasons legitimate and the exclusion proportionate?

People with dementia who demonstrate behaviour that challenges as a result of the dementia are excluded from scope as this population is likely to be covered in another NICE guideline.

Completed by Developer _____

Date _____

Approved by NICE quality assurance lead _____

Date _____

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2.0 Scope: after consultation (To be completed by the developer and submitted with the final scope)

2.1 Have any potential equality issues been identified during consultation, and, if so, what are they?

Yes, stakeholders disagreed that people with a learning disability and behaviour that challenges that may be attributed to dementia should be excluded from scope as they would be as likely to experience the same difficulties as people with a learning disability and behaviour that challenges that is not attributed to dementia, and may face additional challenges to access due to their condition (which relates to disability - a protected characteristic). It was noted that a diagnosis that may explain the behaviour that challenges prior to admission to a treatment and assessment centre would not necessarily be known or relevant to a service model guideline.

Stakeholders also pointed out that people with learning disabilities and who also experience sensory impairment may find it more difficult to express their needs which may result in increasing behaviour that challenges. As sight and hearing problems occur at much higher rates in people with learning disabilities compared to the general population this is of particular issue for the population in this scope. One stakeholder pointed out that “communication and social inclusion are important aspects of valuing and supporting people with learning disabilities to lead as comfortable and participatory lives as possible.” This may be made difficult if people do not have access to hearing aids or spectacles.

2.2 Have any changes to the scope been made as a result of consultation to highlight potential equality issues?

In response to stakeholder comments the scoping group agreed that

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people with dementia with a learning disability and behaviour that challenges would be in scope of this guideline.

2.3 Is the primary focus of the guideline a population with a specific disability-related communication need?

If so, is an alternative version of the 'Information for the Public' document recommended?

If so, which alternative version is recommended?

The alternative versions available are:

- large font or audio versions for a population with sight loss;
- British Sign Language videos for a population who are deaf from birth;
- 'Easy read' versions for people with learning disabilities or cognitive impairment.

Yes, an alternative version of the 'Information for the Public' document: 'Easy read' versions for people with learning disabilities or cognitive impairment is recommended.

Updated by Developer _____ Jonathan Senker (Chair) _____

Date _____ 21.10.15 _____

Approved by NICE quality assurance lead _____

Date _____

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3.0 Guideline development: before consultation (to be completed by the developer before draft guideline consultation)

3.1 Have the potential equality issues identified during the scoping process been addressed by the Committee, and, if so, how?

3.2 Have any **other** potential equality issues (in addition to those identified during the scoping process) been identified, and, if so, how has the Committee addressed them?

3.3 Were the Committee's considerations of equality issues described in the consultation document, and, if so, where?

3.4 Do the preliminary recommendations 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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3.5 Is there potential for the preliminary recommendations to have an adverse impact on people with disabilities because of something that is a consequence of the disability?

3.6 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 or 3.3, or otherwise fulfil NICE's obligation to advance equality?

Completed by Developer _____

Date _____

Approved by NICE quality assurance lead _____

Date _____

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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?

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?

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?

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?

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

Updated by Developer _____

Date _____

Approved by NICE quality assurance lead _____

Date _____

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5.0 After Guidance Executive amendments – if applicable (To be completed by appropriate NICE staff member after Guidance Executive)

5.1 Outline amendments agreed by Guidance Executive below, if applicable:

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| |
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Approved by Developer _____

Date _____

Approved by NICE quality assurance lead _____

Date _____

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NICE guidelines

Equality report EIA analysis form

[Title of guideline]

| | | | | | | | | | |
|--|-------------------|----------------------------|----------------------------|-------------|---------------------------|------------|---------------------------|-----------------------|--------------|
| Product Code | | | | | | | | | |
| Title / Topic | | | | | | | | | |
| If equality issues identified, how many? | | | | | | | | | |
| What was the breakdown of identified equality issues, by protected, socioeconomic, or 'other' characteristic? | | | | | | | | | |
| Age | Disability | Gender reassignment | Pregnancy maternity | Race | Religion or belief | Sex | Sexual orientation | Socio-economic | Other |
| | | | | | | | | | |
| How many issues had an impact on recommendations? | | | | | | | | | |
| If equality issues were identified, summarise what they were | | | | | | | | | |
| What was the breakdown of equality issues with an impact on recommendations? | | | | | | | | | |

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| Age | Disability | Gender reassignment | Pregnancy maternity | Race | Religion or belief | Sex | Sexual orientation | Socio-economic | Other |
|--|------------|---------------------|---------------------|------|--------------------|-----|--------------------|----------------|-------|
| | | | | | | | | | |
| <p>If equality issues had impacts on recommendations, summarise these impacts</p> | | | | | | | | | |