NATIONAL INSTITUTE FOR HEALTH AND CARE EXCELLENCE

NICE guidelines

Equality impact assessment

Learning disabilities and behaviour that challenges: service guidance

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 and have been addressed as follows:

Applicability to children and young people as well as adults

Several stakeholder comments expressed concern that the language and examples used in the guideline were 'adult-centric'. After further discussions with the Guideline Committee, it was decided to reinstate use of the term 'children, young people and adults' throughout the guideline where this was meant, as the word 'people' is sometimes assumed to mean 'adults'. We have also added a link to section 1.6 on services for children and young people in section 1.3 Early intervention and support for families, and vice versa so that family carers of children and young people will see that there are other sections of the guideline relevant to them. Reference to professionals working with children and young people was also added to recommendations 1.2.10, 1.2.14, 1.2.18 and 1.4.5. References to Education, Health and Care plans for children and young people were also added to 1.2.12 and 1.8.11.

People with autism
Several stakeholder comments were concerned that we did not include people with

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autism in the guideline population. While the scope document makes clear that children, young people and adults with a learning disability (or autism and a learning disability) and behaviour that challenges are included in the scope, we agree that this needed further clarification. We revised the section of the guideline that becomes the web landing page to read: 'This guideline covers services for children, young people and adults with a learning disability (or autism and a learning disability) and behaviour that challenges, and their family members and carers.'

The background section was revised to make clear that we did include this group, by including national prevalence statistics and where our included population differed to the population of focus in Transforming Care.

We revised the section on 'The aim of this guideline' to include the text: children, young people and adults with a learning disability (or autism and a learning disability). We added the Autism Act 2009 to the list of relevant legislation and guidance.

Access to health checks

Stakeholder comments relating to health checks noted, as did the research evidence, that children, young people and adults living in the community may face barriers to accessing universal health care services. We moved the recommendation on providing access to health checks which was under housing and day to day support section to earlier in the guideline to make clear that we meant that all children, young people and adults should have access to these services, not only when this was part of their accommodation support but in all settings (recommendation 1.2.23).

People with additional communication needs

It was raised during consultation that people with learning disabilities and behaviour that challenges and also their families may face barriers to accessing and understanding information provided without service providers understanding people's

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communication needs made. We have referenced and hyperlinked to the [Accessible information Standard](#) in the list of relevant legal duties and guidance and in recommendation 1.2.6.

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?

The Guideline Committee was careful in revising the recommendations to ensure that it would not be more difficult for any groups to access services. Recommendation 1.2.6 makes reference to ensuring that practice, particularly in relation to communication and referencing the accessible information standard, takes account of potential barriers to people accessing information about their care and support.

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?

The Guideline Committee was careful in revising the recommendations to ensure that the recommendations would not have an 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 questions 4.2, 4.3 and 4.4, or otherwise fulfil NICE's obligations to advance equality?

As noted above, we have made revisions to recommendations and the background and context for this guideline in order to better address barriers to services or clarify

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inclusion in this guideline.

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

Consideration of equality issues, including response to consultation feedback, is documented in the Linking Evidence to Recommendations tables in the full guideline (Section 3.7.2).

Updated by Developer: Stephen Goulder

Date: 8 February 2018

Approved by NICE quality assurance lead: Fiona Glen

Date: 26 March 2018