

## EQUALITY IMPACT ASSESSMENT FORM INCLUDING SOCIO-ECONOMIC DUTY

(Revised March 2021)

Please refer to the current Equality Impact Assessment guidance when completing this document. If you would like further guidance, please contact the Diversity and Inclusion Team on 01443 444529.

An equality impact assessment **must** be undertaken at the outset of any proposal to ensure robust evidence is considered in decision making. This documentation will support the Council in making informed, effective and fair decisions whilst ensuring compliance with a range of relevant legislation, including:

- Equality Act 2010 (Statutory Duties) (Wales) Regulations 2011
- Socio-economic Duty – Sections 1 to 3 of the Equality Act 2010.

This document will also contribute towards our duties to create a More Equal Wales within the

- Well-being of Future Generation (Wales) Act 2015.

The [‘A More Equal Wales – Mapping Duties’](#) guide highlights the alignment of our duties in respect of the above-mentioned legislation.

## SECTION 1 – PROPOSAL DETAILS

Lead Officer: Alexandra Beckham

Service Director: Neil Elliott

Service Area: Community and Children's Services

Date: 25/08/2022

1.a) What are you assessing for impact?

| Strategy/Plan | Service Re-Model/Discontinuation of Service | Policy/Procedure         | Practice                 | Information/Position Statement |
|---------------|---------------------------------------------|--------------------------|--------------------------|--------------------------------|
| √             | X <input type="checkbox"/>                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>       |

1.b) What is the name of the proposal?

Learning Disabilities Day services operating model and strategy

1.c) Please provide an overview of the proposal providing any supporting links to reports or documents.

This Equality Impact Assessment is for a Learning Disabilities Day services operating model and strategy that has been co-produced following extensive engagement with a range of stakeholders including people with Learning Disabilities, carers and family members, staff, services, commissioned services and Health. Engagement findings have been collated in a easily accessible document embedded below.



Learning Disability  
Programme (Easy Re

1.d) Please outline where delivery of this proposal is affected by legislation or other drivers such as code of practice.

The proposals in this report would allow the Council to meet the requirements of the Social Services and Wellbeing (Wales) Act 2014 and the Wellbeing of Future Generations (Wales) Act 2015. By providing a model of care that meets the needs of people with a learning disability and their families/carers, including those with more complex needs that is sustainable and increases focus on service offered, which promote choice, wellbeing and independence, the wellbeing goals of a Wales of cohesive communities, a healthier Wales and more equal Wales are supported.

### **Social Services and Wellbeing Act 2014**

Any future provision of services would need to be considered in accordance with the Social Services and Wellbeing (Wales) Act 2014. Local Authorities have a general duty under the Act to promote wellbeing. This duty applies when considering decisions in respect of an individual but also when considering broader strategic issues that do not relate to an individual. In doing so, the overall purpose is to produce a sustainable and diverse range of care and support services to deliver better, innovative, and cost-effective services and support and promote the wellbeing of every person, and their carer, with the need of care and support. The recommendations made in Section 2 above aim to deliver the highest standards of care and support and is consistent with the above duty.

In addition the Act and the accompanying Part 2 of the Code of Practice general duties in the provision of preventive services and promotion of service user led services and development of the third sector provision the operating model and strategy will allow the Council to Ensure that Going forward Rhondda Cynon Taf will be at the forefront of this ongoing development.

In addition, the Act and the accompanying Part 4 of the Code of Practice sets out that where an Authority has carried out an assessment which has revealed that the person has needs for care and support then the local authority must decide if those needs meet the eligibility criteria, and if they do, it must meet those needs either by commissioning services from independent organisation or by providing the service directly. The Council's Day Service forms part of this provision. The recommendations put forward will allow the Council to ensure that going forward Rhondda Cynon Taf can meet all eligible needs.

Due regard has also been made to the five ways of working, included in the Wellbeing of Future Generations (Wales) Act 2015. The following is a summary to show how the five ways of working to achieve the wellbeing goals have been considered:

### **Wellbeing of Future Generations Act (2015) (page 6):**

<https://gov.wales/sites/default/files/publications/2019-08/well-being-of-future-generations-wales-act-2015-the-essentials.pdf>

**“A healthier Wales:** A society in which people’s physical and mental wellbeing is maximised and in which choices and behaviours that benefit future health are understood.” (p. 6)

**“A more equal Wales:** A society that enables people to fulfil their potential no matter what their background or circumstances (including their socio-economic background and circumstances)”. (p. 6)

- **Long Term** – social services is demand led and there is a requirement to meet the needs of people in the longer term and, because of rising demographics and increasing complexity, the transformation of services continues to be a priority as we seek to achieve long term sustainable change to our care and support offer.

The Council’s commitment to developing daytime opportunities represents a focus on the long-term wellbeing of individuals using the service and the sustainability of social care by supporting carers and reducing demand on alternative care and support at home.

- **Prevention** – the report highlights proposals to reduce reliance on traditional services and move to a model focussing on the need to develop more progressive community-based services aimed at reducing loneliness and enhancing wellbeing through more volunteering and paid employment opportunities.
- **Integration** – the implementation of the proposal requires the Council to work with partners, particularly within Health to ensure the service offer and future service delivery of care and support for people with a learning disability meets their assessed needs.
- **Collaboration** – the proposed operating model and strategy outlined in this report have and will be developed with current and new partner organisations, including third sector organisations and wider communities.
- **Involvement** – the key stakeholders are people with a learning disability and their families and carers who use social care. There has already been engagement with people in the development of service proposals and models outlined in this report. If these proposals are agreed by Cabinet, then further involvement will be undertaken to ensure that all stakeholders have an opportunity to shape care and support provision to ensure benefits and wellbeing opportunities are maximised.

And in addition to the above, there are several other national priorities, which will help influence the transformation of day services for people with a learning disability, including:

- The **Statement of Policy and Practice for Adults with Learning Disability published by Welsh Government in 2007** describes the vision, key principles, and outcomes that the Welsh Assembly Government believes are desirable - this is Welsh Government's latest guidance, and it is still relevant today.
- The **Welsh Government Learning Disability - Improving Lives Programme** communicates an ambition to create a society across Wales that has a desire for change and 'Prosperity for All' improving the opportunities and life outcomes for all people with a learning disability aligning to key equality and human rights principles.
- The **Additional Learning Needs and Education Tribunal (ALNET) Act 2018** and its associated statutory **ALN Code** will bring transformational change to the way local authorities in Wales make statutory provision to meet the needs of learners with Special Educational Needs (SEN)/Additional Learning Needs (ALN) over a new extended age range of 0 to 25 years. The change in legislation will have clear implications for adult and education services to work collaboratively to ensure that, where appropriate, young people have access to further education and training opportunities in addition to any other social care needs they may have.

1.e) Please outline who this proposal affects:

- Service users                      x
- Employees                         x
- Wider community                 x

## SECTION 2 – SCREENING TEST – IS A FULL EQUALITY IMPACT ASSESSMENT REQUIRED?

Screening is used to determine whether the initiative has positive, negative or neutral impacts upon protected groups. Where negative impacts are identified for protected groups then a full Equality Impact Assessment is required.

Please provide as much detail as possible of how the proposal will impact on the following groups, this may not necessarily be negative, but may impact on a group with a particular characteristic in a specific way.

### Equality Act 2010 (Statutory Duties) (Wales) Regulations 2011

The Public Sector Equality Duty requires the Council to have “due regard” to the need to eliminate unlawful discrimination, harassment and victimisation; advance equality of opportunity between different groups; and foster good relations between different groups. Please take an intersectional approach in recognising an individual may have more than one protected characteristic.

| <b><u>Protected Characteristics</u></b>                                                                         | <b>Does the proposal have any positive, negative or neutral impacts</b> | <b>Provide detail of the impact</b>                                                                                                                                                                                                                                | <b>What evidence has been used to support this view?</b>                                                                                               |
|-----------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Age</b> ( <i>Specific age groups i.e. young people or older people</i> )                                     | <b><u>Positive</u></b>                                                  | Broader opportunities for those with Learning Disabilities from aged 16 years plus, and throughout adulthood to develop new skills, take up wider opportunities and benefit from individualised care and support proportionate to their needs and outcomes sought. | Cwm Taf Statement of Strategic Intent<br><br>The outcome of our engagement findings with people supported the need for change and the subsequent model |
| <b>Disability</b><br>( <i>people with visible and non-visible disabilities or long-term health conditions</i> ) | <b><u>Positive</u></b>                                                  | People with Learning Disabilities are likely to self-identify as having a disability. Through the Strategy, support to individuals and their unpaid carers will mitigate the risk of disabled people facing barriers to wider opportunities.                       | Cwm Taf Statement of Strategic Intent<br><br>The outcome of our engagement findings with people supported the need                                     |

| <u>Protected Characteristics</u>                                                                                                                                                      | Does the proposal have any positive, negative or neutral impacts | Provide detail of the impact                                                                                                                                                   | What evidence has been used to support this view?                                                                                                                                                                                                                         |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                                       |                                                                  |                                                                                                                                                                                | <p>for change and the subsequent model</p> <p>By using easy read and technology we were able to engage with a range of individuals to ensure every voice is heard</p>                                                                                                     |
| <p><b>Gender Reassignment</b><br/><i>(anybody who's gender identity or gender expression is different to the sex they were assigned at birth including non-binary identities)</i></p> | <p><u>Neutral</u></p>                                            | <p>Currently, there is no evidence to suggest that this group will be disproportionately affected by the introduction of the new support.</p>                                  | <p>There is a lack of data about people with Learning Disabilities who have different gender identities to the sex they were assigned at birth.</p>                                                                                                                       |
| <p><b>Marriage or Civil Partnership</b><br/><i>(people who are married or in a civil partnership)</i></p>                                                                             | <p><u>Positive</u></p>                                           | <p>One of our engagement themes was Friendships and Relationships, people told us how they would like to meet people and development friendships including getting married</p> | <p>Cwm Taf Statement of Strategic Intent</p> <p>The outcome of our engagement findings with people supported the need for change and the subsequent model developed, will support people to develop social networks and friendships. By working with all stakeholders</p> |

| <b><u>Protected Characteristics</u></b>                                                                                          | <b>Does the proposal have any positive, negative or neutral impacts</b> | <b>Provide detail of the impact</b>                                                                                                                                          | <b>What evidence has been used to support this view?</b>                                                                                                                                                                                                 |
|----------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                  |                                                                         |                                                                                                                                                                              | to develop and co-produce meaningful activity which in turn will support with the development of friendships.                                                                                                                                            |
| <b>Pregnancy and Maternity</b><br><i>(women who are pregnant/on maternity leave)</i>                                             | <b><u>Neutral</u></b>                                                   | There is a lack of data about pregnancy and there is no evidence that the strategy will impact this group.                                                                   | Currently, there is no evidence to suggest that this group will be disproportionately affected by the Strategy.                                                                                                                                          |
| <b>Race</b><br><i>(ethnic and racial groups i.e. minority ethnic groups, Gypsy, Roma and Travellers)</i>                         | <b><u>Positive</u></b>                                                  | With the Strategy promoting improved training and development for people with Learning Disabilities, independence can be expected to increase for people of all races.       | The outcome of our engagement findings with people supported the need for change and the subsequent model developed and will ensure that all people with a learning disability will be positively impacted by the strategy and proposed operating model. |
| <b>Religion or Belief</b><br><i>(people with different religions and philosophical beliefs including people with no beliefs)</i> | <b><u>Neutral</u></b>                                                   | There is no evidence to suggest that this group will be disproportionately affected by the Strategy. Individuals of any religion or belief should be able to access support. | The outcome of our engagement findings with people supported the need for change, people will be supported to develop their own user led services which include people with different religions, beliefs etc.                                            |



| <b><u>Protected Characteristics</u></b>                                | <b>Does the proposal have any positive, negative or neutral impacts</b> | <b>Provide detail of the impact</b>                                                                                                                                                                                           | <b>What evidence has been used to support this view?</b>                                                                                                                                                                                    |
|------------------------------------------------------------------------|-------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Sex</b><br><i>(women and men, girls and boys)</i>                   | <b><u>Positive</u></b>                                                  | Introducing new support options to promote greater independence and skill development of people with Learning Disabilities through the Strategy will help remove barriers for all sexes.                                      | The outcome of our engagement findings with people supported the need for change and the subsequent model developed, will support people to develop social networks, working and volunteering opportunities which will be available for all |
| <b>Sexual Orientation</b><br><i>(bisexual, gay, lesbian, straight)</i> | <b><u>Neutral</u></b>                                                   | Currently, there is no evidence to suggest that this group will be disproportionately affected by the introduction of the Strategy. Individuals of any sexual orientation should be able to access the support set out in it. | Individuals of any sexual orientation will be able to access the support set out in the operating model.                                                                                                                                    |

**In addition, due to Council commitments made to the following groups of people we would like you to consider impacts upon them:**

|                                                                     | <b>Does the proposal have any positive, negative or neutral impacts</b> | <b>Provide detail of the impact</b>                                                            | <b>What evidence has been used to support this view?</b> |
|---------------------------------------------------------------------|-------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|----------------------------------------------------------|
| <b>Armed Forces Community</b><br><i>(anyone who is serving, has</i> | <b><u>Neutral</u></b>                                                   | Currently, there is no evidence to suggest that this group will be disproportionately affected |                                                          |

|                                                                      |                        |                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                           |
|----------------------------------------------------------------------|------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>served, family members and the bereaved)</i>                      |                        | by the introduction of the new Strategy.                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Carers</b><br><i>(anyone of any age who provides unpaid care)</i> | <b><u>Positive</u></b> | Unpaid carers are more likely to have intersecting identities that could mean they experience compounded barriers. Therefore, the Strategy will have a positive impact on people who have protected characteristics as improving opportunities for people with Learning Disabilities will result in greater skill development, confidence and opportunities for many which in turn reduce reliance on carers. | The engagement findings included carers views which often supported those expressed by individuals with Learning Disabilities, the proposed operating model will support carers in ensuring that those they care for receive the right support at the right time but also by undertaking carers assessment in line with the social services and well being the model will support in meeting their needs, |

If the initial screening test has identified negative impacts then a full equality impact assessment (section 4) **must** be undertaken. However, if after undertaking the above screening test you determine a full equality impact assessment is not relevant please provide an adequate explanation below:

No negative impacts have been identified.

Are you happy you have sufficient evidence to justify your decision?

Yes

No

Name: Alexandra Beckham

Position: Head of Service – Learning Disabilities, Mental Health and Substance Misuse

Date: 21/03/2023

Please forward a copy of this completed screening form to the Diversity and Inclusion Team.

PLEASE NOTE – there is a separate impact assessment for Welsh Language. This must also be completed for proposals. Section 3 Socio-economic Duty needs only to be completed if proposals are of a strategic nature or when reviewing previous strategic decisions. Definition of a ‘strategic nature’ is available on page 6 of the [Preparing for the Commencement of the Socio-economic Duty](#) Welsh Government Guidance.

### **SECTION 3 – SOCIO-ECONOMIC DUTY (STRATEGIC DECISIONS ONLY)**

The Socio-economic Duty gives us an opportunity to do things differently and put tackling inequality genuinely at the heart of key decision making. Socio-economic disadvantage means living on a low income compared to others in Wales, with little or no accumulated wealth, leading to greater material deprivation, restricting the ability to access basic goods and services.

Please consider these additional vulnerable groups and the impact your proposal may or may not have on them:

|                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                               |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>• Single parents and vulnerable families</li><li>• Pensioners</li><li>• Looked after children</li><li>• Homeless people</li><li>• Students</li><li>• Single adult households</li></ul> | <ul style="list-style-type: none"><li>• People living in the most deprived areas in Wales</li><li>• People with low literacy and numeracy</li><li>• People who have experienced the asylum system</li><li>• People misusing substances</li><li>• People of all ages leaving a care setting</li><li>• People involved in the criminal justice system</li></ul> |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

| <b><u>Socio-economic disadvantage</u></b>                                                                                                                                               | <b>Does the proposal have any positive, negative or neutral impacts</b> | <b>Provide detail of the impact</b>                                                                                                                                                                                                                                                | <b>What evidence has been used to support this view?</b>                                                                                                                                                                                                                                                                                                              |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Low Income/<u>Income Poverty</u></b><br><i>(cannot afford to maintain regular payments such as bills, food, clothing, transport etc.)</i>                                            | <b><u>Positive</u></b>                                                  | Individuals with Learning Disabilities receive a range of significant benefits, and will be able to also secure part time employment enhancing their income<br><br>.                                                                                                               | The development of the operating model will support those who are able to secure volunteer or employment opportunities. People with Learning disabilities who are employed report that they are financially secure.<br><br>Greater support to teach skills such as numeracy, literacy can promote budgeting and handling money for people with a learning disability. |
| <b>Low and / or No Wealth</b><br><i>(enough money to meet basic living costs and pay bills but have no savings to deal with any unexpected spends and no provisions for the future)</i> | <b><u>Positive</u></b>                                                  | Whilst individuals with Learning Disabilities often have regular benefits and can access money when they ask, the majority do not control their own Finances.<br><br>Greater support to teach skills such as numeracy, literacy can promote budgeting and handling money for some. | The outcome of our engagement findings with people supported the need for change and the subsequent model developed, social networks, working and volunteering opportunities which will be available for all<br>Greater support to teach skills such as numeracy, literacy can promote budgeting and handling money for people with a learning disability             |

| <b><u>Socio-economic disadvantage</u></b>                                                                                                                                                             | <b>Does the proposal have any positive, negative or neutral impacts</b> | <b>Provide detail of the impact</b>                                                                      | <b>What evidence has been used to support this view?</b>                                                                                                                                                                                                                                                     |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b><u>Material Deprivation</u></b><br><i>(unable to access basic goods and services i.e. financial products like life insurance, repair/replace broken electrical goods, warm home, hobbies etc.)</i> | <b><u>Positive</u></b>                                                  | The proposed operating model and strategy will raise skills, expectations, and possibilities for people. | Greater support to teach skills such as numeracy, literacy can promote budgeting and handling money for people with a learning disability.<br>By promoting people's independence through the operating model will support people in having a safe place to live as identified within the engagement feedback |

| <b><u>Socio-economic disadvantage</u></b>                                                                                  | <b>Does the proposal have any positive, negative or neutral impacts</b> | <b>Provide detail of the impact</b>                                                                                                                     | <b>What evidence has been used to support this view?</b>                                                                                                                                                                                                   |
|----------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b><u>Area Deprivation</u></b><br><i>(where you live (rural areas), where you work (accessibility of public transport)</i> | <b><u>Positive</u></b>                                                  | The Strategy promotes wider access to community resources by those with Learning Disabilities therefore increasing the disposable income spent locally. | The outcome of our engagement findings with people supported the need for change and the subsequent model developed, social networks, working and volunteering opportunities which will be available for all and will increase people's disposable income. |

|                                                                                                                                                                                                                                   |                               |                                                                                                                                                                                                         |                                                                                                                                                                                                              |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Socio-economic background</b><br/> <i>(social class i.e. parents education, employment and income)</i></p>                                                                                                                  | <p><b><u>Positive</u></b></p> | <p>Promoting greater opportunities for people will result in higher expectations and attainment and greater socio-economic mobility</p>                                                                 | <p>By offering meaningful activities and supporting peoples to develop their own services as identified within the feedback will ensure people have access to education employment and subsequent income</p> |
| <p><b>Socio-economic disadvantage</b><br/> <i>(What cumulative impact will the proposal have on people or groups because of their protected characteristic(s) or vulnerability or because they are already disadvantaged)</i></p> | <p><b><u>Positive</u></b></p> | <p>The Strategy seeks to offer people with Learning Disabilities an ordinary life, similar to that others in their community can expect or even take for granted. It seeks to redress disadvantage.</p> |                                                                                                                                                                                                              |

## SECTION 4 – FULL EQUALITY IMPACT ASSESSMENT

You should use the information gathered at the screening stage to assist you in identifying possible negative/adverse impacts and clearly identify which groups are affected.

- 4.a) In terms of disproportionate/negative/adverse impacts that the proposal may have on a protected group, outline the steps that will be taken to reduce or mitigate the impact for each group identified.

No negative or adverse impacts on a protected group have been identified. Therefore, a separate action plan has not been completed.

- 4.b) If ways of reducing the impact have been identified but are not possible, please explain why they are not possible.

- 4.c) Give sufficient detail of data or research that has led to your reasoning, in particular, the sources used for establishing the demographics of service users/staff.

- Cwm Taf Statement of Strategic Intent
- My Day My Way Engagement Findings
- My Day My Way Workshop Findings

- 4.d) Give details of how you engaged with service users/staff on the proposals and the steps taken to avoid any disproportionate impact on a protected group. Explain how you have used feedback to influence your decision.

### **My Day My Way Engagement**

The My Day My way engagement process as identified in the attachment in 1c was across all stakeholders and we received 858 responses which supported in the development of the co-produced operating model.

Views were sought in a variety of ways to encourage participation such as:

- Videos of people with Learning Disabilities introducing the themes
- Easy Read versions of web based questionnaire
- Easy Read paper copies
- Use of Assistive technology Eye Gaze sessions for those with non-verbal communication at both day centres and schools
- Stakeholder sessions with individuals they support
- Virtual sessions

### **My Day My Way Findings**

The My Day My Way findings were collated by a group comprising a wide range of stakeholders including those with a learning disability, these findings were shared in person including at the Peoples First Annual Conference. Around 300 people were involved in the feedback sessions

### **My Day My Way Workshops**

We held in person Workshops for all stakeholders, around 150 people participated

- 4.e) Are you satisfied that the engagement process complies with the requirements of the Statutory Equality and Socio-economic Duties?

Yes

No



## SECTION 5 – MONITORING, EVALUATING AND REVIEWING

5a) Please outline below how the implementation of the proposal will be monitored:

Reviews will be held annually in keeping with the following:

Purchasing and contracts monitoring and reviews of Service Level Agreements

Individual care and support plan / care and treatment plan reviews

Provider service reviews

5b) When is the evaluation of the proposal due to be reviewed?

As the draft strategy and operating model continues to evolve, individuals with lived experience and their carers will contribute to evaluation and service design and developments

5c) Who is responsible for the monitoring and review of the proposal?

Transformation Programme Strategic Lead, Programme Lead, Business Officer and Co-production Officer

5d) How will the results of the monitoring be used to develop future proposals?

Best practice will shape future design, engagement and approaches to attaining outcomes sought

## SECTION 6 – REVIEW

For all policy proposals, whether it is a Significant Key Decision or not, you are required to forward this assessment to Diversity and Inclusion team – [equality@rctcbc.gov.uk](mailto:equality@rctcbc.gov.uk) and the Consultation and Engagement team – [consultation@rctcbc.gov.uk](mailto:consultation@rctcbc.gov.uk) in the first instance for some initial guidance and feedback.

As part of the Welsh Language, Equalities and Socio Economic Duty Impact Assessment Process all proposals that fall within the definition of Significant Key Decision should present at the Officer Review Panel. This panel is made up of officers from across Council Services and acts as a critical friend before your report is finalised and published for SLT/Cabinet approval.

If this proposal is a Key Strategic Decision please forward your completed impact assessment, policy proposal/report and consultation report to [CouncilBusiness@rctcbc.gov.uk](mailto:CouncilBusiness@rctcbc.gov.uk) for an Officer Review Panel to be organised to discuss your proposal. See our guidance document for more information on what a Significant Key Decision is.

It is important to keep a record of this process so that we can demonstrate how we have considered and built in equality/Socio economic considerations wherever possible. Please ensure you update the relevant sections below in collaboration with the relevant departments

|                                       |                 |                                                                                        |
|---------------------------------------|-----------------|----------------------------------------------------------------------------------------|
| Diversity and Inclusion team Comments | Date Considered | Brief description of any amendments made following Officer Review Panel considerations |
|                                       |                 |                                                                                        |
| Consultation Comments                 | Date Considered | Brief description of any amendments made following consultation                        |
|                                       |                 |                                                                                        |
| Officer Review Panel Comments         | Date Considered | Brief description of any amendments made following Officer Review Panel considerations |
|                                       |                 |                                                                                        |

## **SECTION 7 – SUMMARY OF IMPACTS FOR THE PROPOSAL**

Provide below a summary of the impact assessment, to include some of the main positive and negative impacts along with an overview of actions taken since the impact assessment to better contribute to more positive impacts. This summary must be included in the Equality Considerations section of the SLT/Cabinet report template. It is not suitable to only write 'please see full report at Appendix x' in the body of the report. The impact assessment must be published alongside the report.

*An Equality Impact Assessment has been completed and the main findings are as follows:-*

A broader range of positive opportunities for individuals with Learning Disabilities from age 16 years plus will be offered, by developing our operating model on a three-level approach will support and enhance people's outcomes and promote meaningful opportunities for people and supporting them to deliver on their own services.

These include an enhanced level of support for these with the most complex needs including improved communication via assistive technology such as eye gaze programmes and other technology opportunities to enhance support provision.

For those with potential to move to a community approach, support will be tailored to aid the transition and new ways of pooling direct payments and commissioning bespoke groups and activities of interest to smaller number of people will facilitate access and choices.

Resources will be used more effectively as the market is shaped to optimise skills sets and specialities to avoid duplicate and offer timely suitable support and intervention.

## SECTION 8 – AUTHORISATIONS

Lead Officer:

Name:

Position:

Date:

I recommend that the proposal:

- Is implemented with no amendments
- Is implemented taking into account the mitigating actions outlined
- Is rejected due to disproportionate negative impacts on protected groups or socio-economic disadvantage

Head of Service/Director Approval:

Name:

Position:

Date:

Please submit this impact assessment with any SLT/Cabinet Reports.