



## **EQUALITY ANALYSIS**

This Equality Analysis considers the effect of Bury Council/ Bury CCG activity on different groups protected from discrimination under the Equality Act 2010. This is to consider if there are any unintended consequences for some groups from key changes made by a public body and their contractor partners organisations and to consider if the activity will be fully effective for all protected groups. It involves using equality information and the results of engagement with protected groups and others, to manage risk and to understand the actual or potential effect of activity, including any adverse impacts on those affected by the change under consideration.

| SECTION 1 – RESPONSIBILITY AN                                    | ID ACCOUNTABILITY   |  |
|--|---|--|
| Refer to Equality Analysis guidance page 4                       |   |  |
| <b>1.1</b> Name of policy/ project/<br>decision                  | <b>Proposal 3: Develop an all age disability service</b><br>To develop an all age disability service therefore providing one<br>service for all customers whatever their age, concentrating on the<br>needs and strengths of the individual, not their disability. Therefore,<br>clients would not have to move from children and young people<br>service to adult's service when they turned a certain age, as the<br>proposal would remove the need to hand over or transfer between<br>the two services. |  |
| <b>1. 2</b> Lead for policy/ project/ decision                   | Adrian Crook, Director of Community Commissioning, OCO  |  |
| <b>1.3</b> Committee/Board signing off policy/ project/ decision | Community Commissioning Team Meeting and Innovation and Savings program governance meetings   |  |
| <b>1.4</b> Author of Equality Analysis                           | Name: Hayley Ashall   |  |
| 1.5 Date EA completed  | Role: Strategic Lead, Integrated Commissioning, Carers, Physical Disability and Prevention  |  |

| SECTION 2 – AIMS AND OUTCOMES OF POLICY / PROJECT  |   |  |
|--|---|--|
| Refer to Equality Analysis guidance page 5         |   |  |
| <b>2.1</b> Detail of policy/ decision being sought | The longer term vision for Learning Disabilities (LD) services in Bury<br>is an all age service, this would remove the need for transitions as it<br>would be one smooth pathway despite age. However, whilst an all<br>age service vision and new ways of working is developed there is still<br>an immediate need to undertake transitions planning, focused on<br>those young people transitioning to adults services. |  |
|  | Current practice for managing transitions in Bury is inefficient,<br>therefore there is an identified need to look at those transitioning<br>from Children & Young People at an earlier age, ideally around the<br>age of 13/14 years.<br>This approach will provide one service for all customers whatever   |  |
|  | their age, concentrating on the needs and strengths of the  |  |

|  | individual, not their disability. Enabling more appropriate support of<br>the individual and family/ carers, better management of<br>expectations and potentially a phased reduction in support packages<br>(where appropriate). |  |
|--|--|--|
| <b>2.2</b> What are the intended outcomes of this? | <ul> <li>If the proposal is agreed:</li> <li>To Provide one service for all customers whatever their age, concentrating on the needs and strengths of the individual,</li> </ul>   |  |
|  | <ul><li>not their disability.</li><li>Review and develop the transitions service in Bury.</li></ul>  |  |

## SECTION 3 – ESTABLISHING RELEVANCE TO EQUALITY & HUMAN RIGHTS

Refer to Equality Analysis guidance pages 5-8 and 11

## Please outline the relevance of the activity/ policy to the Public Sector Equality Duty

| General Public Sector Equality Duties   | Relevance<br>(Yes/No) | Rationale behind relevance decision  |
|---|-----------------------|--|
| <b>3.1</b> To eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by Equality Act 2010 | Yes                   | Care Act 2010, outlines a clear requirement for<br>processing assessment of need. The Care Act<br>assessment is undertaken to understand of a client<br>requires services such as respite. This ensures,<br>equal opportunities, dignity, inclusion also<br>promotes independence and building on strengths.   |
|   |                       | Removing barriers and reducing disadvantages experienced by people's diverse demographic   |
| <b>3.2</b> To advance equality of opportunity between people who share a protected characteristic and those who do not.         | Yes                   | The care act criteria promote equality despite a person's background, beliefs or any protected characteristic.   |
|   |                       | System remodel to better meet the needs of people from diverse groups and those recognised as vulnerable   |
| <b>3.3</b> To foster good relations between people who share a protected characteristic and those who do not                    | Yes                   | Individuals with a learning disability are under the<br>disabled protected characteristic. Working in a<br>person-centered way and support clients to<br>transition at an early age for better planning,<br>management and support will be a benefit to<br>clients, their family, and carers. Involving clients,<br>their family, and carers at the earliest stage<br>possible and through out the care journey fosters<br>positive relationships. |
|   |                       | System redesign to be more equitable for all,<br>through undertaking transition process in a person<br>centered way with Personalised conversations to   |

| encourage and enable those from protected<br>groups to participate in public life and increased<br>opportunities within their communities |  |  |
|---|--|--|
| 3.4 Please outline the considerations taken, including any mitigations, to ensure activity is not detrimental to                          |  |  |
| the Human Rights of any individual affected by the decision being sought.   |  |  |
| The list of Human Rights have been explored and this proposal does not have a detrimental impact on any                                   |  |  |
| area specified.   |  |  |

| Refer to Equality Analysis<br>Protected characteristic |                     | Pasa data  | Data gane (to                                 |
|--|---------------------|--|---|
| Protected characteristic                               | Outcome sought      | Base data  | Data gaps (to<br>include in<br>Section 8 log) |
| <b>4.1</b> Age   | Yes                 | Provider and care record<br>collates the client's data<br>including age.   |   |
| <b>4.2</b> Disability                                  | Yes                 | All clients affected by this work<br>will have a disability, as they<br>will be accessing the Learning<br>Disability Service.  |   |
| <b>4.3</b> Gender                                      | Yes                 | Provider and care record<br>collates the client's data<br>including gender.  |   |
| <b>4.4</b> Pregnancy or Maternity                      | No – Not applicable |  | No – Not<br>applicable                        |
| 4.5 Race   | Yes                 | Provider and care record<br>collates the client's data<br>including race.<br>BAME population<br>20,028 (Census 2011)<br>Bury has a Black, Asian and<br>Minority Ethnic (BAME)<br>population of around 10.8%<br>compared to 14.7% of the<br>population of England and<br>Wales (2011 Census). |   |
| <b>4.6</b> Religion and belief                         | Yes                 | Provider and care record<br>collates the client's data<br>including religion or belief.<br>Census 2011 responses:<br>Christian (62.7%, nationally<br>59.3%), Muslim (6.1%,<br>nationally 4.8%) and Jewish  |   |

|  |   | (5.6%, nationally 0.5%). 18.6% identified as having no religion   |  |
|--|---|---|--|
| <b>4.7</b> Sexual Orientation                            | No – Not applicable   | There is currently no national<br>or local data on sexual<br>orientation. However,<br>estimates provided by the LGBT<br>Foundation and Stonewall that<br>between 5% and 7% of the<br>population identify as Lesbian,<br>Gay or Bisexual nationally. | No – Not<br>applicable   |
| <b>4.8</b> Marriage or Civil<br>Partnership              | Yes   | Provider and care record<br>collates the clients data<br>including married/ spouse<br>details etc<br>The Census 2011 showed those<br>married as 70,088 and those in<br>a registered same-sex civil<br>partnership status as 253 in<br>Bury          |  |
| <b>4.9</b> Gender<br>Reassignment                        | No – we don't believe<br>this is currently being<br>collated. | There is currently no national or local data on gender identity   | To be reviewed   |
| <b>4.10</b> Carers                                       | Yes   | Provider and care record<br>collates the clients data<br>including whether the person is<br>a carer or supported by a carer<br>Stats in Bury:<br>19,954 - Census 2011<br>294 carers registered with the<br>Bury Carers Hub                          |  |
| <b>4.11</b> Looked After<br>Children and Care<br>Leavers | Yes   | If the client has transferred<br>from children's services in<br>particular and below the age of<br>25 we will record if they are a<br>LAC.  |  |
| <b>4.12</b> Armed Forces personnel including veterans    | No – we don't believe<br>this is currently being<br>collated. |   | To be reviewed<br>Specific question<br>being asked in<br>2021 census |
| <b>4.13</b> Socio-economically vulnerable                | No – we don't believe<br>this is currently being<br>collated. | 15,700 Housing benefit /<br>Council Tax support claimants<br>NOMIS Claimant Count:<br>8,135 (October 2020)  | To be reviewed   |

| Data is collected by BCSN and   | 356 people whom the council has a homeless duty   |  |
|---|---|--|
| reported through to Bury<br>Council and GM Humanitarian<br>Aid Group regarding no. of<br>people asking for financial<br>support, advice and food<br>parcels. C. 900 Food parcels<br>distribute per week through<br>Bury Community Support<br>Network (Nov 2020-Feb 2021 | Council and GM Humanitarian<br>Aid Group regarding no. of<br>people asking for financial<br>support, advice and food<br>parcels. C. 900 Food parcels<br>distribute per week through<br>Bury Community Support |  |

| SECTION 5 – STAKEHOL       | SECTION 5 – STAKEHOLDERS AND ENGAGEMENT |                                       |  |  |
|----------------------------|---|---------------------------------------|--|--|
| Refer to Equality Analys   | is guidance page 8 and 9                |                                       |  |  |
|                            | Internal Stakeholders                   | External Stakeholders                 |  |  |
| 5.1 Identify               | Customers using the services            | Potential future users of the service |  |  |
| stakeholders               | Carer and family of customer            | Members of the public                 |  |  |
|                            | Workforce                               |                                       |  |  |
|                            |   |                                       |  |  |
| 5.2 Engagement             | Bury People First Engagement thorough   | N/A                                   |  |  |
| undertaken                 | the co-production network over the      |                                       |  |  |
|                            | past 12 – 18 months                     |                                       |  |  |
|                            | Workforce engagement                    |                                       |  |  |
| 5.3 Outcomes of            | The engagement has shaped the           |                                       |  |  |
| engagement                 | proposal                                |                                       |  |  |
| 5.4 Outstanding actions    | Public consultation is required to      | Public consultation is required to    |  |  |
| following engagement       | understand views on this proposal. This | understand views on this proposal.    |  |  |
| (include in Section 8 log) | would include existing clients, their   | This would include existing clients,  |  |  |
|                            | carers and family, potential future     | their carers and family, potential    |  |  |
|                            | clients, providers, public and wider    | future clients, providers, public and |  |  |
|                            | stakeholders.                           | wider stakeholders.                   |  |  |

## SECTION 6 – CONCLUSION OF IMPACT

Refer to Equality Analysis guidance page 9

Please outline whether the activity/ policy has a positive or negative effect on any groups of people with protected inclusion characteristics

| Protected<br>Characteristic | Positive/<br>Neutral<br>Negative/ | Impact (include reference to data/ engagement)   |
|-----------------------------|-----------------------------------|--|
| <b>6.1</b> Age              | Positive                          | A one all age system approach, improved preparedness providing the<br>right help at the right time for individuals in the process of<br>transitioning from a young person to adulthood leading to a more<br>enjoyable and fulfilling adult life. |

|  | Desitive   | There may be some disruption, mainly in the short term, to individuals<br>and their families/carers. However, overall this work is anticipated to<br>impact individuals positively by improving independence, supporting<br>individuals in gaining and maintaining employment, providing the right<br>help at the right time and reducing the intrusiveness of care.   |  |
|--|--|--|--|
| <b>6.2</b> Disability                                    | Positive   | A one all age system approach, improved preparedness providing the<br>right help at the right time for individuals in the process of<br>transitioning from a young person to adulthood leading to a more<br>enjoyable and fulfilling adult life.<br>All social worker reviews will continue to be completed in line with the<br>Care Act. They will involve the individual, their carer and families and<br>providers. They will continue to take the views and aspirations of the<br>individual and their carers/families into account ensure that eligible<br>needs are identified and met through the support plan.<br>Working closely with providers to ensure that their models of support<br>promote independence and progression. |  |
| 6.3 Gender   | None   |  |  |
| 6.4 Pregnancy or   | None   |  |  |
| Maternity  |  |  |  |
| 6.5 Race   | None   |  |  |
| 6.6 Religion and belief                                  | None   |  |  |
| 6.7 Sexual Orientation                                   | None   |  |  |
| 6.8 Marriage or Civil                                    | None   |  |  |
| Partnership  |  |  |  |
| 6.9 Gender   | None   |  |  |
| Reassignment   |  |  |  |
| <b>6.10</b> Carers                                       | Positive   | A one all age system approach, improved preparedness providing the<br>right help at the right time for individuals in the process of<br>transitioning from a young person to adulthood leading to a more<br>enjoyable and fulfilling adult life.<br>Many of the people affected by this redesign will have a carer.<br>Increases in independence and quality of care for individuals could<br>have a beneficial impact for carers in terms of peace of mind and<br>seeing the person they care for achieve better life outcomes.<br>As stated in the 'Age' section, there could be some disruption or<br>dissatisfaction, especially in the short term, for carers who are happy<br>with the current model of provision.                 |  |
| <b>6.11</b> Looked After<br>Children and Care<br>Leavers | None   |  |  |
| <b>6.12</b> Armed Forces personnel including veterans    | None   |  |  |
| <b>6.13</b> Socio-economically vulnerable                | None   |  |  |
| 6.14 Overall impact -                                    | Positive - An  | all age vison therefore removing the need for transitions overtime will  |  |
| What will the likely                                     |  | ive impacts on communities and service users in that the work will be  |  |
| overall effect of your                                   | undertaken in a person centered way, a move of social care practice towards more   |  |  |
| activity be on equality,                                 | Personalised conversation and strength and asset based working. Supporting clients |  |  |
| including consideration                                  | to live indepe   | endently with choice and control in their local community. Also where  |  |

|                       | usesible designing (usedesigning convises in as useduation and involving userla with   |
|-----------------------|--|
| on intersectionality? | possible designing/ redesigning services in co-production and involving people with  |
|                       | LD their family and carers at every opportunity.   |
|                       | Work to be undertaken with education establishments to understand gaps in provision to better accommodate the educational needs for those with LD and or |
|                       | MH to remain in borough through improved education and housing opportunities   |
|                       | and support.   |
|                       | To carry out reviews of care plans and ensure that eligible care needs will continue   |
|                       | to be met. As part of the work, increased scrutiny will be given to reviews to ensure  |
|                       | that they are effective and robust and take into account initiatives being developed   |
|                       | in the community, with staff given extra support and training in person-centered   |
|                       | practice and developing independence for people.   |
|                       | Work will also take place with providers to ensure that they are delivering value for  |
|                       | money and supporting the independence and / or progression of people. The  |
|                       | development of other services, support and community-based assets will also  |
|                       | contribute to this agenda.   |

| SECTION 7 – ACTION LOG  |        |            |   |  |  |
|---|--------|------------|---|--|--|
| Refer to Equality Analysis guidance page 10   |        |            |   |  |  |
| Action Identified   | Lead   | Due Date   | Comments and Sign off (when complete)   |  |  |
| 8.1 Actions to address gaps identified in section 4   |        |            |   |  |  |
| None that will have an impact   |        |            |   |  |  |
| on this proposal  |        |            |   |  |  |
| 8.2 Actions to address gaps identified in section 5   |        |            |   |  |  |
| Public consultation will be   | Hayley | 24.05.21 - | Public consultation has been undertaken |  |  |
| undertaken  | Ashall | 02.07.21   | and the results have informed           |  |  |
|   |        |            | recommendations included in a cabinet   |  |  |
|   |        |            | report on the 21.07.21.                 |  |  |
| 8.3 Mitigations to address negative impacts identified in section 6                                 |        |            |   |  |  |
| N/A   |        |            |   |  |  |
| Social workers will continue to   | Adrian |            |   |  |  |
| take carers/families views into   | Crook  |            |   |  |  |
| account as partners in care   |        |            |   |  |  |
| and ensure compliance with  |        |            |   |  |  |
| the Care Act by making sure   |        |            |   |  |  |
| carers/families receive   |        |            |   |  |  |
| information and advice on   |        |            |   |  |  |
| their rights to a Carers  |        |            |   |  |  |
| Assessment along with   |        |            |   |  |  |
| signposting to The Bury Carers  |        |            |   |  |  |
| Hub   |        |            |   |  |  |
| 8.4 Opportunities to further inclusion (equality, diversity and human rights ) including to advance |        |            |   |  |  |
| opportunities and engagements across protected characteristics                                      |        |            |   |  |  |
| N/A   |        |            |   |  |  |

| SECTION 8 - REVIEW                          |      |                   |                                       |  |  |
|---|------|-------------------|---------------------------------------|--|--|
| Refer to Equality Analysis guidance page 10 |      |                   |                                       |  |  |
| Review Milestone                            | Lead | Due Date          | Comments (and sign off when complete) |  |  |
| Review EA after public                      | HA   | July 2021         | Reviewed 07.07.21                     |  |  |
| consultation                                |      |                   |                                       |  |  |
| Review EA after                             | HA   | July/ August 2021 |                                       |  |  |
| Cabinet paper July                          |      |                   |                                       |  |  |
| 2021  |      |                   |                                       |  |  |