

EQUALITY, DIVERSITY AND INCLUSION

DONCASTER METROPLITAN BOROUGH COUNCIL

Due Regard Statement

Doncaster's All Age Learning Disability and Autism Strategy (2021-2024)

How to show due regard to the equality duty in how we develop our work and in our decision making.

Due Regard Statement

A **Due Regard Statement** (DRS) is the tool for capturing the evidence to demonstrate that due regard has been shown when the council plans and delivers its functions. A Due Regard Statement must be completed for all programmes, projects and changes to service delivery.

- A DRS should be initiated at the beginning of the programme, project or change to inform project planning
- The DRS runs adjacent to the programme, project or change and is reviewed and completed at the relevant points
- Any reports produced need to reference "Due Regard" in the main body of the report and the DRS should be attached as an appendix
- The DRS cannot be fully completed until the programme, project or change is delivered.

1	<p>Name of the ‘policy’ and briefly describe the activity being considered including aims and expected outcomes. This will help to determine how relevant the ‘policy’ is to equality.</p>	<p>Doncaster’s All Age Learning Disability and Autism Strategy (2021-2024)</p> <p>The strategy aims to support people of all ages with a learning disability and/or autism to live their best life, and have the same opportunities as everyone else living in Doncaster.</p> <p>The vision statement of the strategy, which was agreed through the engagement process is that,</p> <p>“We believe that children, young people and adults with a learning disability and/or autism have the right to the same opportunity as anyone else to live satisfying and valued lives, and to be treated with dignity and respect. They should have a home within their community, be able to develop and maintain relationships, and get the support they need to live healthy, safe and rewarding lives”.</p> <p>This strategy will identify priorities in terms of addressing the areas for action outlined in the national strategies whilst being mindful of the key principles that have been identified in the strategic plans of partners in Doncaster. The principles that will be addressed include;</p> <ol style="list-style-type: none"> 1. Have access to a timely diagnosis in line with national guidance 2. Have a safe, happy and healthy childhood, accepted for who they are, supported to have self-worth and to develop skills and talents 3. Be encouraged to hope for the same things in life as other citizens-work, family life, relationships, own home 4. Be safe in their community and free from the risk of discrimination, hate crime and abuse 5. Should live in a family home or their own home with people they chose to live with unless there are exceptional circumstances why this can't happen 6. Have access to a good education and learning throughout life 7. Aspire/hope to have a paid job and be supported to achieve this 8. Be supported by family carers/relatives whose own needs, rights and views have been fully considered and are supported in their caring role 9. Have equal access to good health care and be supported to live healthy lives
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2	Service area responsible for completing this statement.	<p>Strategic Commissioning</p> <p>Public Health, Leisure and Strategic Commissioning</p>
3	<p>Summary of the information considered across the protected groups.</p> <p>Service users/residents</p> <p>Doncaster Workforce</p>	<p>Data and information from a wide range of sources has been used to understand the needs of people with a Learning Disability and/or Autism and their family/carers in Doncaster.</p> <p>Population demographics, including age profiles, ethnicity, and incidence of learning disability and/or Autism have been considered, with expected growth rates to 2030 included and the implications considered.</p> <p>Detail of this information is provided in:</p> <p>Annex 1 – Doncaster All Age Learning Disability & Autism Strategy (2021)</p>



LD&A Annex 1.docx

References are included in the strategy refresh document.

Formulation of the strategy considered national strategy and policy where this is relevant, local policy and strategies, and emerging evidence for each of the workstreams and plans.

With regard to health plans, ongoing learning is reflected within the plans, which are regularly updated in light of new evidence.

Education and inclusion plans are reviewed and updated in line with SEND inspections, and national review / updates of SEND Strategy and priorities. Data to support the 6 priorities (detailed below) is currently being explored to enable decision-making and next steps, with detail referenced in the SEND Programme Due Regard Statement.

As the COVID-19 pandemic progresses, emerging evidence of the impact on people with LD&A, and those from BAME communities is regularly reviewed to inform and support development of local plans, building on existing good practice developed since the start of the pandemic. A focussed approach is planned to explore the risks and mitigations for specific groups, e.g people from BAME, and those living in shared accommodation.

Initial engagement with people with lived experience was framed around known areas of concern. The outcomes are detailed in the engagement section below.

References in the main LD&A strategy document include those listed below:

- a) Engagement Report for the Doncaster All Age Learning Disability & Autism Strategy, Speak Up Advocacy (2019)
- b) Doncaster Place Plan Refresh (2019-2022), Doncaster Partnership (2019)

	<ul style="list-style-type: none"> c) Doncaster Joint Commissioning Strategy, Doncaster Council & Doncaster CCG (2019) d) Appendix to Director of Public Health Annual Report 2020, Doncaster Council (2020) e) Housing Needs Assessment: Future need for accommodation with support 2020-2030, South Yorkshire and Bassetlaw Integrated Care System (2020) f) Doncaster Council Due Regard Statement for Implementation of the SEND Strategy. g) Projecting Adult Needs and Service Information (PANSI) 2021 https://www.pansi.org.uk/ h) Service Model for Commissioners, NHSE, ADASS, LGA (2015) https://www.england.nhs.uk/wp-content/uploads/2015/10/service-model-291015.pdf i) Building the Right Support, NHSE, ADASS, LGA (2015) https://www.england.nhs.uk/wp-content/uploads/2015/10/ld-nat-imp-plan-oct15.pdf j) REACH Standards, Paradigm (2017)) https://paradigm-uk.org/what-we-do/reach-support-for-living/ k) Making it Real, TLAP (2018) https://www.thinklocalactpersonal.org.uk/makingitreal/ l) Foundation for People with Learning Disabilities: Learning Disability Statistics: Autism (2021) https://www.learningdisabilities.org.uk/learning-disabilities/help-information/statistics/learning-disability-statistics-/187690 m) What is Autism?, National Autism Society (2020) https://www.autism.org.uk/advice-and-guidance/what-is-autism n) Employment Research and Statistic, Mencap (2021) . https://www.mencap.org.uk/learning-disability-explained/research-and-statistics/employment-research-and-statistics o) Caring Behind Closed Doors, Carers UK (2020) https://www.carersuk.org/images/News_and_campaigns/Caring_Behind_Closed_Doors_Oct20.pdf p) PH England Nov 2020 COVID 19 deaths of people identified as having learning disabilities: summary. www.Gov.uk q) PH England Nov 2020 Press Release People with learning disabilities had higher death rate from COVID-19. www.Gov.uk
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		<p>r) PH England 2020: Beyond the data: Understanding the impact of COVID-19 on BAME groups www.gov.uk</p> <p>s) Data collected by the Council's Policy, Insight and Change team regarding Doncaster's health and social care services for people with a learning disability and/or autism.</p>
4	Summary of the consultation/engagement activities	<p>In August 2018 The Adult, Health and Wellbeing Directorate agreed a business case for the Co-production and Engagement plan for people with a learning disability, autism or both. Speak Up and Inclusion North were commissioned to deliver this, which involved engagement with users of services who have a learning disability and/or autism, their carers and professionals.</p> <p>This work was undertaken in the following stages:</p> <ul style="list-style-type: none"> • Stage 1 September 2018 – November 2018: Co-production of the materials for the engagement strategy, working with key partners and Experts by Experience from Choice for All Doncaster (ChAD), Doncaster Parent Voice, Family Carers, Doncaster Clinical Commissioning Group and the Strategy and Performance Unit within Doncaster Council. • Stage 2 November 2018 - January 2019: Engagement with people with learning disabilities, autism or both, family carers and staff, who shared their views on what's working well, what's not working and what needs to change in the future to ensure better services and better life opportunities. • Engagement Sessions: 12 Engagement Sessions were held with a total of 123 people attending. The sessions were attended by people with learning disabilities, autism or both; family carers and members of staff. • Online Questionnaire: Three questionnaires were created (one for people with learning disabilities, autism or both; one for family carers; one for members of staff). 145 people completed the online questionnaires (78 people with learning disabilities, autism or both; 45 family carers; 18 members of staff). <p>The engagement was shaped around the four Doncaster Growing Together themes; Learning, Working, Living and Caring which translated into Education, Employment, Housing and Health; with people also given the opportunity to tell us about any other issues of importance to them.</p>

	<p>The materials used for this engagement were of Easy Read design and the sessions were spread across the Borough in a variety of settings, including Community locations, SMILE day services, Doncaster College etc. in order to include a cross section of the population, with reasonable adjustments being made to ensure accessibility and comfort for attendees during the sessions. Paper copies of the survey were also made available and a number were distributed to some of the venues where engagement sessions were held.</p> <p>During May 2019 two further face to face engagement sessions were held, providing people with the opportunity to tell us what they thought of the draft plan, particularly around whether the key principles and priorities are right. The initial engagement had identified 16 priority areas of work, with this further engagement asking people to vote for their top priorities.</p> <p>In addition to the engagement events we created an online questionnaire. In total we heard from 114 people; 53 People came to the events and 61 people had their say via the online questionnaire.</p> <p>The top 5 priority areas identified were</p> <ul style="list-style-type: none"> • Diagnosis of Autism • Education and Inclusion • Employment • Family Carers • Housing and Support <p>3 further areas of high importance were identified as cross-cutting themes that will be embedded and addressed by the 5 priority areas above:</p> <ul style="list-style-type: none"> • Health Inequalities • Young People in Transitions (into Adult services) • Transforming Care Programme <p>In addition to the above, CYP is consulting on the local Graduated Approach Nov 20- Feb 21. The webpage for the Graduated Approach has now gone live for consultation. It has been stressed in all training sessions that this is still under construction and undergoing an internal review.</p>
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	<p>The LD&A Strategy and subsequent delivery plans recognise the 5 areas as the main key priorities along with the 3 cross-cutting themes. Of the remaining 8 work areas, 3 relate to client groups whose needs are addressed within the existing plans (older people, people with autism and people with complex needs). Short Breaks has already been incorporated into the Family Carers priority due to the natural linkages and overlaps, as is the Carer Strategy refresh. Day Opportunities in part is addressed via the Family Carers and Short Breaks work and within Education and Employment.</p> <p>Formal work on Early Help, Prevention and Health & Wellbeing is yet to start however we will be reviewing where these areas are being addressed within other Council service areas e.g. Communities and Localities. This, along with regular engagement with local people and their representatives, will enable us to identify gaps in services and provision for people with a learning disability and/or autism.</p> <p>Following Cabinet agreement of the strategy, we plan to undertake a stocktake of progress so far, the existing plans, opportunities across the system to drive forward the learning disability and autism agenda, and develop a refreshed, timetabled programme of work, including data and information requirements (which incidently is one the remaining areas of work). As part of this programme of work we will also consider workforce development.</p> <p>In 2019, Members from the Health and Adult Social Care and Children and Young People Scrutiny Panels undertook three fact-finding meetings to contribute to the work being undertaken on the Strategy. This involved Members considering statistical information and work undertaken to date as well as attending the Learning Disability Partnehip Board and met with Carers and people with learning disabilities and autism. The panels made the following recommendations, which were sent as a letter to the Mayor:</p> <ol style="list-style-type: none"> 1. Investigate whether the Council could provide Supported Internships for people with learning disabilities and autism. 2. Review the "Your Life Doncaster" system alongside people with learning disabilities or autism, who do not have a carer or immediate support.
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	<ol style="list-style-type: none"> 3. Ensure that people with learning disabilities and autism have a single pathway of support developed. 4. Highlight within the Strategy the frequency and severity of learning disability amongst people within the prison sector. 5. Give consideration to writing to the Department for Work and Pensions asking for the requirement of people with a permanent disability, not to have to be reassessed on an annual basis when claiming PIP (Personal Independent Payment), but to make the award for a longer period. 6. Ask service users what difference the Strategy has made to them specifically when applying for support, benefits, medical assistance and employment, once the Strategy has been agreed and embedded. <p>Following this letter to the Mayor, the recommendations made by Scrutiny Panel were acknowledged and accepted by Councillor Blake.</p> <p>In 2021, Strategic Commissioning have been asked to produce a report, detailing how the recommendations have been addressed, ready for the 18th March Scrutiny Panel.</p> <p>People with learning disabilities and/or autism and their family/carers will continue to be engaged, checking in regularly to ensure all priorities are being considered and progressed appropriately.</p> <p>Both the Learning Disability Partnership Board and the Autism Partnership Board have continued to be updated about the progress being made on the priorities within the Strategy. The Boards have approved of the action plans proposed, have been able to pose questions of Officers and have been able to inform and influence work streams. The Partnership Boards have memberships made of local people with lived experience, family carers, Voluntary and Charity groups, professionals and other key stakeholders.</p> <p>Strategic Commissioners attend the Carers Action Group and Carers Strategic Oversight Group. For the Carers Action Group in particular, Carers (including those who were involved in the original engagement for the strategy) will be kept informed about progress and updates regarding</p>
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		<p>the priority areas. Carers will also be asked how they might want to be involved in the ongoing development and review of the strategy.</p> <p>In January 2021, Strategic Commissioning attended the Minorities Partnership Group to discuss the strategy and priority areas, and emerging inequalities specifically related to COVID-19. The Group advised the need to work more closely with communities to shape the work format moving forward. Agreed next actions will be to identify the communities most affected by COVID-19, understand the barriers these communities face when using or accessing services, and how this has been impacted by the COVID-19 pandemic to enable plans to be developed.</p> <p>As part of the strategy refresh, we will be developing and implementing a communication and engagement plan, ensuring people in Doncaster are kept informed and updated, and are able to get involved in the strategy.</p> <p>25th Feb 2021</p> <p>An Easy Read version of the Strategy has been developed, to increase access to more people. The Easy Read was developed by colleagues from Strategic Commissioning, Adult Social Care, and a person with lived experience. Inclusion North further developed the document, which was shared with people with lived experience who currently use services.</p> <p>Feedback from these groups was used to finalise the Easy Read document, a summary document and video, which will be placed on the Council's website Learning Disability and Autism pages.</p>
5	<p>Real Consideration:</p> <p>Summary of what the evidence shows and how has it been used</p>	<p>Population</p> <p>Doncaster has an estimated population of 7,700 people with a learning disability and around 3000 people with autism. The 2011 Census identified that 8.2% of the population was from the Black, Asian and Minority Ethnic (BAME) community and determines that the population is expected to grow by c1.2% by 2030.</p> <p>The growth rate will need to inform the development of services for people with LD&A, and also recognise the ageing population, in the development of strategic planning, for example, Housing solutions to be 'future-proofed' to meet individuals changing needs.</p>

	<p>The number of Children under the age of 14 is expected to reduce by 5.45% over the next 10 years, while the number of people over the age of 75 years is expected to grow by more than 40%. In addition, the numbers of people diagnosed with Autism are increasing year on year. The impact of these growth rates will need to be factored into services now, and those in development for long term needs.</p> <p>Learning Disability and Autism specific needs</p> <p>The needs of people with LD and/or Autism are both addressed within the strategy, with recognition there are similarities and disparities between the broad groups, and that people's needs are often described in more than one group. Services and provision will be developed that need the broad needs of each group, e.g. employment support, housing needs; in addition to the individual needs each person has that takes account of age, level and complexity of need. The Needs Assessment provides additional information e.g. about how many people have complex needs, the proportion of people with Autism with or without learning disability. Individual, personalised assessment and care are therefore central principles applied to the development and delivery of provision.</p> <p>People from a Black, Asian & Minority Ethnic background</p> <p>Based on the figures above, it is estimated that there are approximately 900 people in Doncaster from a BAME background and have a learning disability, autism or both, and that this number is also increasing. Further work with communities and public health is needed to understand the barriers and challenges that BAME communities may face when accessing services in Doncaster, and the changes that are needed to ensure their needs are met.</p> <p>Communications and engagement plans also need to reflect that people from BAME background have a representative voice and are involved within the development of the strategy plans and implementation, ensuring plans and responses are effective and appropriate to meet wide ranging needs and requirements.</p> <p>COVID-19</p> <p>Evidence from NHS England (referenced in Annex 1 – Doncaster All Age Learning Disability & Autism Strategy) highlights that people with a learning disability and/or autism are a 3.6 times</p>
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	<p>more risk from dying of COVID-19 than the wider population. People from BAME groups are also identified at being at greater risk from COVID-19. It is unclear at this point what the combined risk is for people from a BAME background who also have a learning disability and/or autism.</p> <p>The refresh of the strategy has enabled us to consider the evidence and emerging health inequalities faced by people with learning disabilities and/or autism due to COVID-19, and exploring how health inequalities can be approached and addressed are now reflected and embedded into actions plans moving forward.</p> <p>Children and Young People</p> <p>The numbers of Children and Young People in Doncaster is expected to reduce over the next 10 years, although it appears the number of people (all ages) diagnosed with Autism appears to be increasing. The number of children with EHCP continues to increase year on year across Doncaster. Further information and data is needed to understand this possible disparity</p> <p>Evidence and narrative about the needs of CYP across each of the workstreams are included within the Understanding Needs section of the strategy, and included within Annex 1 attached. CYP, including Looked after children in transitions are key priority for housing and support, which is reflected in the Housing and Support plans; and within the Transforming Care programme.</p> <p>Progress of the Education and Inclusion and Employment plans are driven through the SEND programme , and described in the Education and Inclusion, and Employment summaries within the Learning Disability and Autism Strategy Document.</p> <p>The summaries reflect the SEND plans and the 6 Areas of Priority, which aim to ensure all children with Special Educational Needs have their needs met and any inequalities are being addressed.</p> <p>Priority 1 - To ensure that the graduated response to meeting special educational and disability needs is delivered coherently and consistently:</p>
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	<p>Priority 2 - Making sure that children and young people (CYP) with SEND with social emotional and mental health (SEMH) needs have their needs identified and met effectively in a timely manner so they can engage and make good progress, particularly in mainstream settings.</p> <p>Priority 3 - Ensuring that children and young people on the autism, attention deficit and other neurodevelopmental pathways have their needs identified and met in a consistently timely manner ASD.</p> <p>Priority 4: Ensuring that Doncaster's secondary schools provide curricula and teaching that effectively meet the needs of students who have SEND so that they make good progress and are well prepared for their next stage in education and future employment</p> <p>Priority 5 -Improving pathways in employment for young people who have SEND so they are able to access suitable sustainable employment or supported employment</p> <p>Priority 6 - Improving the use of information to inform strategic planning and joint commissioning. The SEND priorities also align with the priorities agreed by people with lived experience during the initial engagement exercises listed above.</p> <p>Carers National evidence and local Carer experience clearly determines that carers are providing more care now than even a year ago, with less access to support and respite than available before COVID-19. While services have opened where possible offering COVID-19 secure services, Carers have less access and choice of the services available to them. The Carer and Short breaks workstream plans aim to address these challenges.</p> <p>Overview and Scrutiny Many of the recommendations by Members at Scrutiny Panel reflected the views and priorities of people with lived experienced identified during consultation and the actions as embedded within the strategy. Other recommendations are out of scope of the Strategy and reflect other work that is being progressed by partners.</p> <p>Responses to the recommendations are detailed in the report to the Overview and Scrutiny Panel dated 18th March 2021. <insert link or citation> ATTACH FOLLOWING MEETING</p>
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6	Decision Making	<p>An overview of the analysis and use of data associated with protected groups has been included in the strategy, the subsequent actions plans and next steps, and is included throughout the evidence base.</p> <p>A reference has been made to the Due Regard Statement within the Learning Disability/Autism Strategy Cabinet Report for 09th March 2021 ensuring Cabinet are fully aware of the steps taken so far and the plans to be implemented going forward to ensure that due regard is taken of the Equality Duty.</p>
7	Monitoring and Review	<p>A programme management approach will facilitate a safe, best practice introduction of new services prior to or alongside the rationalisation of existing services. The Due Regard Statement is a live document and as such should be regularly reviewed, revised and updated to ensure that due regard is taken at all points whilst the project is being implemented. The senior manager identified to sponsor the project will have overall responsibility for the due regard of service users. This manager will continuously monitor, through the care management team and commissioning managers assigned to the project the needs of service users and the services that have been deployed or commissioned to meet these needs.</p> <p>Progress against the Learning Disability/Autism Strategy will be assessed via ongoing monitoring of the Delivery Plans, which will be overseen by the respective Partnership Boards, the Carers Action Group, Carers Strategic Oversight Group and the Minorities Partnership Group. This process will ensure that Due Regard continues to be reviewed by people with lived experience, family/carers and key stakeholders. Progress is also reported through the Living Well Delivery Plan reporting system on Pentana and operational delivery is covered under the council's standard performance management framework.</p>
8	Sign off and approval for publication	<ul style="list-style-type: none"> <i>By signing this statement off as complete you are confirming that 'you' have examined sufficient information across all the protected groups and used that information to show due regard to the three aims of the general duty. This has informed the development of the activity.</i>

		<ul style="list-style-type: none"> <i>If this statement accompanies cabinet paper it will be published as part of the cabinet report publication process. Statements accompanying cabinet reports are also published on our website. If this statement is not to be submitted with a cabinet paper please maintain a copy for your own records that can be retrieved for internal review and also in case of future challenge.</i>
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Last updated: 24th February 2020, Andrew Buxton, Commissioning Officer, Strategic Commissioning