

Part A

Initial Impact Assessment

Proposal name

Sheffield Learning Disability Strategy

Brief aim(s) of the proposal and the outcome(s) you want to achieve

This strategy has been developed through the Learning Disability Partnership Board and is based on feedback received from young people, adults and family carers on what our priorities need to be in our 'Big Plan'.

It describes how we will work collaboratively with people with lived experience, their families and carers, our partners and stakeholders to address the inequalities faced by people with a learning disability, their families and carers.

This strategy sets out our ambition for a cultural shift so that community and service settings are understanding and welcoming for young people and adults with a learning disability.

It focuses on 5 key themes, which match the Adult Social Care vision 'Living the Life you want to Live':

Theme 1 - Safe and Well. We want people to be safe and well.

Theme 2 - Active and Independent. We want people to have choices about their support and how they live.

Theme 3 - Connected and Engaged. We want people to be a part of their community.

Theme 4 - Aspire and Achieve. We want everyone to have a good life doing what they want to do, with the support they need to make their choices.

Theme 5 - Efficient and Effective. Our workers and the people we support can be creative, choosing the best way to arrange support.

This EIA will be developed, reviewed and updated to inform the ongoing development of the strategy itself.

Proposal type

Budget non-Budget

If Budget, is it Entered on Q Tier?

Yes No

If yes what is the Q Tier reference

Year of proposal (s)

21/22 23/23 23/24 24/25 other

Decision Type

- Coop Exec
 Committee (e.g. Health Committee)
 Leader
 Individual Coop Exec Member

- Executive Director/Director
- Officer Decisions (Non-Key)
- Council (e.g. Budget and Housing Revenue Account)
- Regulatory Committees (e.g. Licensing Committee)

Lead Committee Member

Angela Argenzio

Lead Director for Proposal

Alexis Chappell

Person filling in this EIA form

Christine Anderson

EIA start date

Equality Lead Officer

- Adele Robinson
- Bashir Khan
- Beverley Law
- Ed Sexton
- Louise Nunn
- Richard Bartlett

Lead Equality Objective ([see for detail](#))

<input checked="" type="radio"/> Understanding Communities	<input type="radio"/> Workforce Diversity	<input type="radio"/> Leading the city in celebrating & promoting inclusion	<input checked="" type="radio"/> Break the cycle and improve life chances
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Portfolio, Service and Team

Is this Cross-Portfolio

- Yes
- No

Portfolio

People

Is the EIA joint with another organisation (eg NHS)?

- Yes
 - No
- Please specify

Consultation

Is consultation required (Read the guidance in relation to this area)

- Yes
- No

If consultation is not required please state why

Extensive consultation to complete the Learning Disability Strategy has considered equality of opportunity and acknowledged the needs of learning disability people from seldom heard communities. This also included learning from previous local consultation and engagement from the past 5 years; and identifying gaps in order to focus on groups that were less represented in previous work such as Black, Asian and minoritised Ethnic (B.A.M.E.), LGBT+ and older people, parents, those with other long-term conditions and people who communicate differently.

Are Staff who may be affected by these proposals aware of them

- Yes No

Are Customers who may be affected by these proposals aware of them

- Yes No

If you have said no to either please say why

Initial Impact

Under the [Public Sector Equality Duty](#) we have to pay due regard to the need to:

- eliminate discrimination, harassment and victimisation
- advance equality of opportunity
- foster good relations

For a range of people who share protected characteristics, more information is available on the [Council website](#) including the [Community Knowledge Profiles](#).

Identify Impacts

Identify which characteristic the proposal has an impact on tick all that apply

<input checked="" type="radio"/> Health	<input checked="" type="radio"/> Transgender
<input checked="" type="radio"/> Age	<input checked="" type="radio"/> Carers
<input checked="" type="radio"/> Disability	<input checked="" type="radio"/> Voluntary/Community & Faith Sectors
<input checked="" type="radio"/> Pregnancy/Maternity	<input type="radio"/> Partners
<input checked="" type="radio"/> Race	<input type="radio"/> Cohesion
<input checked="" type="radio"/> Religion/Belief	<input type="radio"/> Poverty & Financial Inclusion
<input checked="" type="radio"/> Sex	<input type="radio"/> Armed Forces
<input checked="" type="radio"/> Sexual Orientation	<input type="radio"/> Other

Cumulative Impact

Does the Proposal have a cumulative impact

Yes No

<input checked="" type="radio"/> Year on Year	<input checked="" type="radio"/> Across a Community of Identity/Interest
<input type="radio"/> Geographical Area	<input type="radio"/> Other

If yes, details of impact

The outcomes of the Learning disability Strategy will be evaluated year on year and refreshed in 2026. Delivery of the Strategic Plan will have a cumulative impact across the learning disability community.

Proposal has geographical impact across Sheffield

Yes No

If Yes, details of geographical impact across Sheffield

Local Area Committee Area(s) impacted

All Specific

If Specific, name of Local Committee Area(s) impacted

Initial Impact Overview

Based on the information about the proposal what will the overall equality impact?

The strategy is expected to have a positive impact but will be monitored and measured against its themes. It aims to bring together partners across Sheffield in a more coordinated approach and to work with people with lived experience, their families and carers to help reduce significant inequalities relating to:

- life expectancy
- access to employment
- appropriate housing, and other areas

Is a Full impact Assessment required at this stage? Yes No

If the impact is more than minor, in that it will impact on a particular protected characteristic you must complete a full impact assessment below.

Initial Impact Sign Off

EIAs must be agreed and signed off by the Equality lead Officer in your Portfolio or corporately. Has this been signed off?

Yes No

Date agreed

Name of EIA lead officer

Ed Sexton

Part B

Full Impact Assessment

Health

Does the Proposal have a significant impact on health and well-being (including effects on the wider determinants of health)?

Yes No *if Yes, complete section below*

Staff

Yes No

Customers

Yes No

Details of impact

The proposal outlines strategic priorities that will continue to make universal services more accessible to people with a learning disability, aiming to improve health & well-being & redress the current imbalance in health inequalities. Good quality health and social care services with staff trained in learning disabilities and with the correct reasonable adjustments will have a positive outcome for both people with a learning disability and staff.

Comprehensive Health Impact Assessment being completed

Yes No

Please attach health impact assessment as a supporting document below.

Public Health Leads has signed off the health impact(s) of this EIA

Yes No

**Name of Health
Lead Officer**

Age

Impact on Staff

Yes No

Impact on Customers

Yes No

Details of impact

The strategy is for young people in transition as well as adults. The proposal outlines strategic priorities that will continue to make universal services more accessible to people with a learning disability, aiming to improve health & well-being & redress the current imbalance in health inequalities leading to reduced life expectancy.

Data tells us that:

- There are 4,000 people aged 18+ with a Learning Disability diagnosis recorded on Sheffield GP registers, and about 720 children or young people recorded. However the actual number will be significantly higher as it is estimated that approx. 2.16% of adults, and 2.5% of children, have a learning disability.
- Whilst 5% of the general population die under the age of 50, this is 30% for the learning disability population (of mostly preventable causes).
- The average life expectancy of women with a learning disability is 18 years younger than for women in the general population (men with a learning disability have a life expectancy 14 years shorter than men in the general population).
- Depending on their individual disability, people may be affected by ageing in different ways. People with Down's syndrome, for example, tend to age at a faster rate than the general population, often showing signs of ageing in their 30s. They may also be affected by dementia from a much earlier age, and at a faster rate.
- As a by-product of the fact that many people with learning disabilities are living longer, it is a relatively new but steadily increasing phenomenon for people with learning disabilities to outlive their parents. This has the additional impact that many people thus lose their parents and their primary caregivers at once; this is a situation which must be planned for.

Good quality health and social care services with staff trained in learning disability and with the correct reasonable adjustments will have a positive outcome for learning disability people of all ages.

Disability

Impact on Staff

Yes No

Impact on Customers

Yes No

Details of impact

There are well-documented co-morbidities that can further disable an individual with a learning disability in society. The proposal outlines strategic priorities that will continue to make universal services more accessible to people with a learning disability, aiming to improve health & well-being & redress the current imbalance in health inequalities. Good quality health and social care services with staff trained in learning disability and with the correct reasonable adjustments will have a positive outcome for people with a learning disability of all ages. The strategy also focuses on the wider social determinants of health and well-being to improve accessibility in different aspects of people's lives e.g. housing, transport, employment.

Pregnancy/Maternity

Impact on Staff

Yes No

Impact on Customers

Yes No

Details of impact

No direct or disproportionate impacts are identified. However, the strategy would be expected to benefit people with a learning disability whatever their individual circumstances.

Race

Impact on Staff

Yes No

Impact on Customers

Yes No

Details of impact

The strategy aims to involve and listen to people with a learning disability from the seldom heard communities to better reflect the diversity of the city and tackle inequalities in social care provision.

Sheffield Race Equality Commission (2020) highlighted specific concerns e.g:

- The need to ensure allocation to GP services reflects health inequalities within communities;
- cultural competence and Eurocentric Diagnoses;
- culturally appropriate health care and availability of interpreters/translation;
- health environment factors such as availability of halal food in hospitals;
- disproportionate impact of poverty on non White British communities;
- experience of racism.

Religion/Belief

Impact on Staff

Yes No

Impact on Customers

Yes No

Details of impact

The strategy aims to involve and listen to people with learning disability from the seldom heard communities to better reflect the diversity of the city and tackle inequalities in social care provision.

In general, there is a need to "get the basics right" in terms of culturally competent services, interpretation/translation, inclusive engagement and working with community organisations that support and advocate for diverse groups.

Sex

Impact on Staff

Yes No

Impact on Customers

Yes No

Details of impact

No direct or disproportionate impacts are identified. However, the strategy would be expected to benefit people with a learning disability whatever their individual circumstances, values, beliefs and life choices.

Sexual Orientation

Impact on Staff

Yes No

Impact on Customers

Yes No

Details of impact

No direct or disproportionate impacts are identified. However, the strategy would be expected to benefit people with a learning disability whatever their individual circumstances, values, beliefs and life choices. The strategy aims to involve and listen to people with learning disabilities from seldom heard communities, including the LGBT+ community, to better reflect the diversity of the city and tackle inequalities in social care provision.

Gender Reassignment (Transgender)

Impact on Staff

Yes No

Impact on Customers

Yes No

Details of impact

No direct or disproportionate impacts are identified. However, the strategy would be expected to benefit people with a learning disability whatever their individual circumstances, values, beliefs and life choices. The strategy aims to involve and listen to people with a learning disability from the seldom heard communities, including the LGBT+ community, to better reflect the diversity of the city and tackle inequalities in social care provision.

Carers

Impact on Staff

Yes No

Impact on Customers

Yes No

Details of impact

Carers will benefit directly from the improvement to support on offer and the increased learning disability awareness universally. They will also benefit indirectly in the knowledge that their relative's life chances have improved as a result of the strategic priorities. Improvements to short breaks will also improve family resilience.

Voluntary, Community & Faith sectors

Impact on Staff

Yes No

Impact on Customers

Yes No

Details of impact

No direct or disproportionate impacts are identified. However, the strategy would be expected to benefit people with a learning disability whatever their individual circumstances, values, beliefs and life choices. The strategy aims to involve and listen to people with a learning disability from the seldom heard communities, and will continue to engage with the VCF sector, to better reflect the diversity of the city and tackle inequalities in social care provision.

Partners

Impact on Staff

Yes No

Impact on Customers

Yes No

Details of impact

The strategy will affect partner organisations connected to the Learning Disability Board (e.g. NHS) and others who may be more involved in the availability support or universal services (e.g. employment). Impacts and opportunities will be identified as the strategy develops.

Cohesion

Staff

Yes No

Customers

Yes No

Details of impact

If successful, it is hoped the strategy may contribute to improved community understanding and awareness of learning disability.

Poverty & Financial Inclusion

Impact on Staff

Yes No

Impact on Customers

Yes No

Please explain the impact

The strategy aims to have a positive impact on financial wellbeing, in the aspiration towards more employment opportunities and, more generally, in any measures that promote social inclusion and access to sources of support and advice.

Armed Forces

Impact on Staff

Yes No

Impact on Customers

Yes No

Details of impact

No direct or disproportionate impacts have been identified.

Other

Please specify

Impact on Staff

Yes No

Impact on Customers

Yes No

Details of impact

Action Plan and Supporting Evidence

What actions will you take, please include an Action Plan including timescales

- Learning Disability Partnership Board and sub groups to reflect sections of learning disability community who are under represented e.g. young people, members of the B.A.M.E. community
- Outreach activities to seldom heard sections of the community to build understanding and trust
- Promotion of new and existing opportunities to all the community
- Measurement of outcomes against EIA

Supporting Evidence (Please detail all your evidence used to support the EIA)

[Ageing | Foundation for People with Learning Disabilities](#)

Detail any changes made as a result of the EIA

Following mitigation is there still significant risk of impact on a protected characteristic. Yes No

If yes, the EIA will need corporate escalation? Please explain below

Sign Off

EIAs must be agreed and signed off by the Equality lead Officer in your Portfolio or corporately. Has this been signed off?

Yes No

Date agreed

Name of EIA lead officer

Ed Sexton

Review Date

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