

Social Care, Health and Wellbeing Annual Equalities Report  
2013-14 for KCC Annual Report

NB: Individual examples have not been supplied from Public Health, it is assumed that relevant content within the Health and Wellbeing Strategy and Plan will be included directly in to the reporting process.

<b>Equalities Reporting Requirements</b>	<b>Example of Outcomes</b>
<p>Access to services or participation rates for people with the different protected characteristics</p>	<p><u>Pathways to Independence</u></p> <p>The Pathways to Independence project has been piloted in two localities across Kent, Dover Thanet and Dartford Gravesham and Swanley Community Learning Disability Teams. The pilot started in April 2013</p> <p>The rationale for this project is that it meets the long and short term strategic aims of the organisation. It meets the requirements set out in Learning Disability specific white paper Valuing People Now (2009) and directorate specific strategies.</p> <p>The purpose of the project is to deliver an enablement model to people with Learning Disabilities. It aims to increase people's independence, enable them to move on from traditional social care support, to live and participate in their community.</p> <p><u>Access and Participation in Autistic Spectrum Conditions Service</u></p> <p>The Autistic Spectrum Conditions Service has increased participation rates and to access to relevant services, for people with a protected characteristic.</p>
<p>Performance information for functions which are relevant to the aims of the general equality duty, especially around service outcomes (e.g. attainment, recovery rates)</p>	<p><u>Adults Performance Reporting</u></p> <p>Performance management is changing in line with the Transformation Programme and is very focussed on service outcomes. This is all relevant to the aims of the general equality duty. Details are available on Knet and through Transformation Board reporting.</p> <p><u>Children's Performance Reporting</u></p> <p>Management Information Unit provides Performance data</p>

	<p>which profiles age, gender, disability and ethnicity. This data is scrutinised at quarterly 'Deep Dives' for each area and in management meetings.</p> <p>Kent Safeguarding Children Board includes equality profiles in its performance reporting.</p>
<p>Complaints about discrimination and other prohibited conduct from service users</p>	<p>The aim of the Pathways to Independence project is to help people with learning disabilities live more independently with support from carers when needed. The aspiration is for service users to become increasingly integrated into their communities and support them in using community facilities such as libraries and the local bus service. This is also a positive and proactive approach to counter disability hate crime.</p>
<p>Details and feedback of engagement with service users</p>	<p><u>Specialist Children's Services</u></p> <p>Feedback from children and parents and carers is collated via:</p> <ul style="list-style-type: none"> <li>• Children's Rights Information using the Kent Caretown interactive website.</li> <li>• Child Protection Case Conference parents and carers feedback routinely collated.</li> <li>• Family Group Conference Process feedback routinely collated</li> <li>• Children in Care Reviews collate data regarding the views of children and young people/parents/carers.</li> <li>• Disabled children and young people in all KCC short break residential units are asked for feedback on the service which informs planning and delivery of the service</li> <li>• Parents of disabled children are surveyed by Kent Parent Carer Forum on a variety of issues and these are reported to the Health and Wellbeing Sub-group for Special Educational Needs and Disabilities to inform service development</li> </ul> <p>Virtual School Kent leads on participation and engagement for children in care and convenes a number of participation days/events. This is underpinned by the Kent Children in Care and Care Leavers Participation Strategy.</p> <p>Additional information is provided by:</p> <ul style="list-style-type: none"> <li>• Children in Care Council (Our Children &amp; Young People Council – OCYPC)</li> <li>• LAC nurses seek children's views following Health Assessments</li> <li>• Children are able to provide feedback on their</li> </ul>

	<p>Personal Education Plans</p> <ul style="list-style-type: none"> <li>• Activity based participation events</li> </ul> <p><u>Kent Learning Disability Partnership</u></p> <p>KCC facilitates the partnership, which consists of:</p> <ul style="list-style-type: none"> <li>• Kent Learning Disability Partnership Board</li> <li>• Valuing People Now (VPN) Cabinet</li> <li>• Delivery Groups (Work on issues such as transition, health, safety, housing and daily activities such as employment, education, hobbies, etc)</li> <li>• District Partnership Groups (DPGs)</li> </ul> <p>All of these meetings are co-chaired by people with a learning disability. The Board, Cabinet and Delivery Groups are also co-chaired by professionals who are able to action work required, e.g. Cabinet Members, commissioners, members of the police force etc. to ensure that people with learning disabilities are able to move their agenda forward.</p> <p>Issues and information are fed upwards from a local level by the DPGs who consist of people with learning disabilities, parent carers and anyone who has an interest in issues around learning disabilities. Likewise, information is fed-down from the Partnership Board and VPN Cabinet to the District Partnership Groups via the Delivery Groups.</p> <p>People with learning disabilities are involved in all decisions from these groups and also do a lot of work to highlight and rectify issues.</p> <p>Members of the partnership who have learning disabilities have also presented to the Health and Wellbeing Board to make sure that there are good links with the work they are doing. They have also recently presented to the KCC Cabinet where they were well received and are now working with Cabinet Members to move the Valuing People Now agenda forward.</p> <p><u>Engagement with Carers</u></p> <p>Following engagement with carers a review of support to carers was carried out and the finding presented one year on with a view to improving the service provided.</p>
Quantitative and qualitative research with service users e.g. patient surveys	<p><u>Specialist Children's Services</u></p> <p>Views of children and young people are regularly sought including by:</p> <ul style="list-style-type: none"> <li>• Children in Care Council (OCYPC.) qualitative survey</li> </ul>

- Leading Improvements for Looked After Children (LILAC) survey
- Your Voice Matters survey
- LAC nurses seek children's views following Health Assessments
- Children are able to provide feedback on their Personal Education Plans

An overview of the views of Children in Care was presented by representative young people to the full council on 17 July 2014.

#### Research in Specialist Children's Services

Research has been carried out on Specialist Children's Services to quantify the take up of services by protected characteristics and demographic groups. This is being used to identify groups that are under represented.

#### Joint Health and Social Care Self-Assessment Framework

This is an annual check on health and social care services. Although this is a self-assessment, people with learning disabilities were involved in the consultation process on how this would be monitored. As part of the process, people were asked to give their own experiences on services to be added to the framework.

#### Living in Fear research

This is research conducted by MCCH, Tizard (University of Kent), Autism London and Kent Police. The purpose of the research was to look at the number of people with a learning disability or autism who had suffered hate crime, the nature of this hate crime and whether or not the crime was reported.

This study combined qualitative and quantitative methodology and looked at the experiences of people with learning disabilities and autism as well as family and paid carers.

The Kent District Partnership Groups were listed (in Appendix 4) as an example of good practice in promoting the community safety of people with learning disabilities.

#### The Accomplished Community: Building Inclusive Communities

Example 1, (page 6) shows the work of the Good Health Delivery Group in putting together the communication book and creating a poster to advertise in hospitals that the book is available.

	<p><a href="http://www.learningdisabilities.org.uk/content/assets/pdf/publications/The_accomplished_community1.pdf?view=Standard">http://www.learningdisabilities.org.uk/content/assets/pdf/publications/The_accomplished_community1.pdf?view=Standard</a></p> <p>Local research is regularly completed by District Partnership Groups. Please contact Joanne Cunningham for further information.</p>
<p>Records of how KCC have had due regard to the aims of the duty in decision-making with regard to service provision, including any assessments of impact on equality and any evidence used</p>	<p>Easy read minutes are produced for all meetings. Copies of these minutes can be obtained via Joanne Cunningham at <a href="mailto:joanne.cunningham@kent.gov.uk">joanne.cunningham@kent.gov.uk</a></p> <p><u>Bariatric Service Provision</u></p> <p>The need for a bariatric service was identified and the equality evidence was a key part of agreeing the service provision.</p>
<p>Details of policies and programmes that have been put into place to address equality concerns raised by service users</p>	<p>This is numerous and ongoing. Some examples from the delivery groups are:</p> <p>The Home Support Fund Policy has recently been rewritten to provide consistency between disabled adults and children. This has now been agreed as a key decision.</p> <p><u>Becoming an Adult (Transition)</u> Production of an easy read guide to be used by young adults to plan for transition. This was produced in collaboration with young people with learning disabilities, schools and colleges.</p> <p><u>Good Health Group (Health)</u> As well as the communication books listed above under “The Accomplished Community: Building Inclusive Communities”, there has also been the production of the electronic hospital passport. This is a keyfob is held by the individual and contains all relevant medical information that the hospital may need to know should the individual be admitted.</p> <p><u>Keeping Safe Group (Safety)</u> The group has been working with North Kent Independent Advocacy Scheme on the Shop Safe Scheme. This works by the individual being registered to the scheme and having their emergency information kept at a central point. If the individual finds themselves in difficulty whilst in the community, they can find a shop that is displaying the shop</p>

safe logo and know that the staff will help. The staff will be able to contact the central point and quote an ID number which is listed on a keyfob held by the individual. This will enable emergency medical advice to be given or a listed emergency contact, (such as family or paid carer) to be made aware of the situation.

The Keeping Safe group has also discussed many issues around public transport. Therefore, a transport sub-group has been formed and from this group journey cards have been produced for people who may have difficulty with communication. This will help people travel independently as they will be able to show a card which will state the required destination or if some type of assistance is needed.

#### What I Do (Employment, education, hobbies etc)

Through mystery shopping the What I Do Group established that there were issues around visits to jobcentres. Training is now being given to Jobcentre staff on working with people who have a learning disability to ensure that the visits are less intimidating. Initially, this was done by a member of the partnership with a learning disability visiting staff meetings and conveying their experiences. However, one of these sessions has now been filmed and DVDs have been given to Jobcentres so that they can be used for continual training.

Also, optician packs have been produced for opticians to give guidance on working with people who have a learning disability. This has easy read information that can be shared with the customer to help explain what the optician will do during the eye test.

#### Where I Live (housing)

The Moving On toolkit was created by JPPB Kent (housing) and the Kent Housing Group to guide people through the moving and settling in process. The Where I Live group has worked in collaboration with these groups to produce easy read guidance to help explain some of the more complex factsheets from this toolkit.

#### Dementia Support

Dementia support is often highlighted by service users and carers as an equality concern. The shared lives programme has been developed to address this.