

Health Inequalities and Fairer Scotland Duty Impact Check/Assessment

This simple tool will help you to screen your proposal, plan or programme to address health inequalities *and* support you in addressing the Fairer Scotland Duty. The tool is a local modification of the Scottish Health Inequalities Impact Screening Network (SHIAN) checklist.

Record of decision in fulfilment of the Fairer Scotland Duty

Programme/plan/proposal Community Learning and Development Plan

Is this proposal/decision/plan* **strategically important**?

YES

- ✓ Record the decision here
- ✓ Begin the Fairer Scotland assessment process as part of the development of the programme/plan/proposal.
- ✓ Use Health Inequalities and FSD Impact Check/Assessment - or similar - to support this.

NO

- ✓ Record clearly below the rationale for your decision.

This plan sets out the strategic direction and actions for Community Learning and Development in Moray in response to the CLD (Scotland) regulations 2013. This plan will inform/ determine the need for learning opportunities, reporting and performance measures; including the impact on Moray Communities.

***Examples** of strategic decisions include producing major investment plans, developing new strategic frameworks, developing significant new policies or proposals, preparing an annual budget, major procurement exercises, decisions about the shape, size and location of the estate, preparing locality plans, or corporate plans, or commissioning of services

Appropriate senior officer – post and signature



Acting Corporate Director, Education & Social Care, Moray Council

Chair, CLD Strategic Partnership

Date: 04 September 2018

This form will be published on NHSG website. Please send it to Public Health, via Andrea Thomson, Andreathomson1@nhs.net

Linda Leighton-Beck
Head of Social Inclusion
Public Health
5/18

Health Inequalities and FSD Impact Checklist

Community Learning and Development Plan

Populations	Could these groups be affected differentially by the proposal?
Older people, children and young people	<p>This plan has specific focus on communities, including;</p> <p>Children & young people, including those from disadvantaged backgrounds particularly in the locality plan priority areas.</p> <p>Older people; including those with specific requirements (SET groups)</p> <p>Young People; with an emphasis on employability and accreditation.</p>
Women, men and transgender people	<p>Community learning opportunities are open to all.</p> <p>Diversity training is available to support communities and staff secure a greater understanding of transgender needs.</p> <p>Gender neutral toilets/facilities are not widely available or promoted.</p>
People who are pregnant and using maternity services	<p>This plan proposes to recognise and promote learning opportunities are sited; particular for vulnerable pregnant women (Baby Steps & Healthy Start).</p> <p>Step by step provides support and opportunities for families.</p>
Disabled people	<p>Consider formats for sensory impaired learners; large print; brail, sensory impaired by utilising existing services such as North East Sensory Service and third sector groups.</p> <p>LEAD Scotland are active partners/advisors on the CLD Strategic Partnership. Other Third Sector groups and providers themselves or through volunteers may act as advocates to support disabled people.</p> <p>It is recognised that there may be factors impacting on people with disabilities accessing community learning and development opportunities.</p> <p>Actions to minimise would be to carry out risk assessments and make contact with Health and Social Care's "Hands up to Volunteering" for example.</p>
Minority ethnic people	<ul style="list-style-type: none"> • Non-native speaking residents of Moray are substantially disadvantaged with respect to education and community

	<p>opportunities.</p> <ul style="list-style-type: none"> • Interpreters and language support – greater support for those, whose first language is not English. Approximately 36 countries are involved in current ESOL classes, with learners ranging in age from 18 – 79. • Over 5% of Scottish residents speak another language apart from English at home. • Reference to Adult Literacy’s in Scotland 2020 • Sustained engagement is difficult as emails and texts often go unanswered.
Refugees and asylum seekers	<p>Non-native speaking residents of Moray are substantially disadvantaged with respect to education and community opportunities.</p> <p>Current LA officer has retired; awaiting guidance.</p>
People with different religions or beliefs	Information if shared is respected and supported where possible.
Lesbian, gay, bisexual and heterosexual people	Inclusion is at the core of all provision.
People who are unmarried, married or in a civil partnership	Inclusion is at the core of all provision
People living in poverty/people of low income (FSD)	<p>Locality plans will target areas where there are poorer outcomes.</p> <p>Strategically a Strategy is being developed and there are initiatives in Moray supporting specific issues that have arisen as a result of poverty.</p>
People who are homeless	Sustained learning is challenging due to lack of sustainability; access to community venues is reduced and chaotic lifestyle impact on sustained commitment.
People involved in the criminal justice system	Inclusion is at the core of all provision; once risk assessment completed. Community Justice/Family’s outside support and promote learning opportunities.
People with mental health illness	Mental Health and wellbeing services have supported and contributed to the CLD plan and promote learning opportunities. Resource support can impact on learning opportunities.
People with low literacy/numeracy	Essential skills is a universal, inclusive service catering for people post school. A part-time youth literacy worker supports the transition phase.
People in remote, rural and/or	Limited transport public transport opportunities limits access

island locations	to provision and access to community venues and activities is reduced. Broadband access can be limited in rural areas.
Carers	Lack of respite care; timings and duration of sessions/activities could potentially impact on access to learning opportunities.
Staff	Organisations have challenges releasing staff to attend opportunities; exploring new ways of cascading learning. Infrastructure to sustain and support volunteers is very limited.
Health Determinants	
What impact will the proposal have on health-related behaviour?	As partners we will model healthy behaviours and make every wellbeing opportunity count. Regular reporting on inputs will identify future needs; which will impact and inform future strategic delivery.
What impact will the proposal have on the social environment?	A culture of the values and ethics of CLD within the partnership and associated delivery should develop a culture of lifelong learning opportunities and empowerment.
What impact will the proposal have on the physical environment?	Legislative requirements mitigate any impact on physical environments, but it is recognised that community asset transfer of venues may impact on the experience of the provision by participants e.g hearing impaired (no loop system).
How will the proposal impact on access to and quality of services?	Governance measures will be via the CLD strategic partnership. Quality measures such as How Good is our Third Sector; How Good is the learning in our community and Quality Improvement Methodology will be in place.
What impact will the proposal have on equality?	The CLD plan promotes inclusion and equality of opportunity. Reporting via the strategic partnership will identify any unmet need that the partnership will consider and find solutions to.
Supporting Evidence on socio-economic disadvantage and inequalities of outcome (FSD)	Targeted locality plans are support by data and community engagement to improve outcomes.

Summary/recommendations for publication in fulfilment of FSD Duty*

CLD Strategic Plan
Date of screening: 13:08:18
Assessment and Improvement
Completing this impact checklist at this stage in the process has been a very useful exercise; it

has reassured us that the strategic plan is focussed on addressing inequality and that many issues requiring to be addressed have already been considered. However the dynamic resource context highlights the potential unmet need that as a partnership we need to regularly reconsider.

Decisions/ Recommendations: To support the delivery of the CLD Plan a detailed action plan has been produced in collaboration with partners and has set out the CLD actions for delivery over the 3 year period between 2018 and 2021.

The Education Scotland Inspection of the Buckie Coast area resulted in a CLD improvement plan. The actions contained in this have been incorporated into the CLD plan 2018-2021, any partner resource decisions should be taken in light of the CLD statutory regulations; training sessions will be delivered by Education Scotland in August 2018 on the requirement.

Name, signature and e-mail of appropriate senior officer

Susan Thom

Area Public Health Co-ordinator

Laura Sutherland

Acting Health & Wellbeing Lead, Health & Social Care

Karen Delaney

CLD Support Officer, Moray Council

NHSG is required to publish all assessments in connection with the Fairer Scotland Duty. Please send copy of this *summary*, for publication, to Andrea.Thomson1@nhs.net

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Public Health 5/18