Equality Impact Assessment Tool

This Tool has been developed to ensure that equalities, human rights, economic, social factors and the Armed Forces Covenant Duty are being considered ahead of the implementation of any new or revised policies, provisions, criteria, functions, practices and activities, including the delivery of services. Please note for the purpose of this document these will be grouped together and simply referred to as '**activity**'.

General Information			
Name of activity	Development of Dumfries and Galloway Complex Needs (Including Learning Disability) Plan		
Lead person and job title	Glen Graham - Strategic Planning and Commissioning Manager Sharon Young – Intellectual Disability Service Manager		
Contact Information *(telephone and/or email)*	glen.graham@nhs.scot sharon.young11@nhs.scot	Date of this assessment	Started 13/07/23 updated 06/09/23
Names and roles of those involved in the impact assessment process	Glen Graham - Strategic Planning and Commissioning manager Sharon Young - Intellectual Disability Service Manager Liz Forsyth - Strategy Support Manager Joe Gough - Wigtownshire Stuff Teresa O'Connell-Kerr - Key Housing Richy Lewis - Provider Group Representative James Rice - Member of the Powerful Voices Together Group Lesley Jeffrey - Carers Centre Representative Lynsey Fitzpatrick - Equality and Diversity Lead		
Describe the activity in no more than 200 words	The development of a Complex Needs Action Plan with stakeholders aims to reflect the needs and preferences of stakeholders and meet statutory requirements and recommendations set out in the documents shown below The Keys to life (2019) The Autism and Learning Disability Towards Transformation Plan 2021 | Resources | National Improvement Hub (education.gov.scot) Coming Home Report (2018) Coming Home Implementation (2022) Planning with People – Community engagement and participation guidance (2023)		
How will **people** be affected by this activity?	People living in Dumfries and Galloway that have complex needs, their Carers and people who work in Complex Needs and services for those with complex needs are developed and delivered across the life of the plan. Feedback from engagement with people who use services, their family, Carers and wider stakeholders has already influenced the strategic direction by moving from developing a local strategy to creating a local plan/implementation plan. Through the development and implementation of a Communication and Engagement Plan for the Dumfries and Galloway Complex Needs Plan people who use services and key stakeholders will be fully involved and will help shape and develop services during the life of the plan. This will continue to be done through direct engagement with staff, user and Carer groups. This involvement will be reviewed and monitored by the Complex Care Reference Group who regularly report on progress to the Complex Needs Programme Board		
Who has been **involved** in the development of this activity and in what capacity?	People living in Dumfries and Galloway that have complex needs and/or learning disabilities and their Carers, as well as individuals and organisations that provide care and support have been and will continue to be involved in the development and delivery of the plan. The plan is built on engagement undertaken pre-Covid in relation to the development of a Learning Disability Strategy and ongoing engagement during Covid in relation to the development of new services in response to national strategy. A Complex Needs Reference Group is in place whose members include • User Group Representative • Care Centre Representative		

	• Care Representative • Third Sector representative x 2 • Social Work Service Lead • Complex Needs Service Lead Through ongoing engagement with the reference group and user group, the lived experience and knowledge of stakeholders will continue to influence the plan and in particular its implementation highlighting areas of particular interest/concern. The reference group will report on progress directly to the Complex Needs Programme Board
Please include any evidence or relevant information that has influenced the overall decision being considered within this impact assessment	During the equality monitoring process, the project team has contributed to the aims of the Equality Act 2010 including Fairer Scotland Duty and Human Rights Act 1998 by ensuring information is accessible to all, including protected characteristic groups. We have met the Fairer Scotland Duty (The Duty) 2018 by actively considering how we can reduce inequalities of outcome caused by socio-economic disadvantage, when making strategic decisions. This is reflected in this EQIA. The Adult Social Care: independent review (2020) and recent Planning with People guidance (2023) recommend involving people with lived experience in the development of services that will affect them. A wide range of stakeholders (listed in the Statement of Consultation) including those delivering and those accessing complex needs and learning disability services have been and will continue to be included throughout the various phases of the project. Feedback from engagement activities has been used to identify gaps and ensure the process includes any people or groups that have previously been missed or not engaged with despite invitations to do so. Targeted engagement has taken place through local staff groups, protected characteristic group networks and support organisations. Alongside wider engagement activity including the stakeholder and Partnership distribution lists and web pages, has sought to ensure under-represented groups and communities of interest have their voices heard.

Impact Assessment Questions

Please complete the table below and outline within the comments sections:

1.   Any evidence, relevant information or involvement that has influenced the decision on impact (this may also include demographic profiles, audits, research, health needs assessment, work based on national guidance, findings from engagement and consultation). Prompts are available on **page 4** to support discussion around potential impacts.

2.   Mitigating measures that will be taken to ensure that no impact is negative

When assessing the impact on each protected characteristic, you should consider the following aims of the Public Sector Equality Duty:
- Does the proposed activity impact on the **elimination of discrimination**?
- Does the proposed activity contribute towards **advancing equality of opportunity** by removing or minimising disadvantages, meeting the needs of particular groups and encouraging participation in a particular activity?
- Does the proposed activity **foster good relations** between different groups?

Protected Characteristics/Impact Areas	Are there any positive impacts?	Are there any negative impacts?	Rationale for decision and further comments	What measures will be put into place to mitigate any negative impacts?
Age	*Yes*	*No*	People of all ages are included in the engagement to ensure their voices are heard and their experience helps shape the future of services for people with complex needs and/or learning disabilities, Carers and staff in Dumfries and Galloway. Although this project relates to adult services, the plan will also look to improve transitions between Children's and Adult Services which will widen the existing number of stakeholders including but not exclusively • Young Carers • Dumfries and Galloway Carer's Centre • Youth Matters • wider stakeholders identified in Children's Service Plan This aims to ensure people have been given the opportunity to participate in its development. Engagement activities will be available face to face as well as online to provide opportunities for people of all ages to get involved, including those that do not have access to a computer or smart phone	The project team and associated documents state that people of all ages could be affected by the outcome of this review, whether as Carers, staff or people accessing intermediate care now or in the future.
Disability	*Yes*	*No*	Invitations to engage include groups that represent people with disabilities and Carers. Engagement	Research with Inclusive Development and

			with this group of people is important as they are more likely to be affected by any changes to complex needs and learning disability services. All public facing project documents have been made accessible and available in Easy Read Format BSL (British Sign Language) and other translation services are advertised as being available on request. Options for engaging on a 1-2-1 basis or with the assistance of a support worker will be available to ensure people can get involved.	Knowledge Exchange Enabler at the Usual Place, Dumfries has identified that there can be • issues around access to web-based resources. As a result these resources will now be more accessible. • resources for visually impaired (and people who do not read English but understand spoken words) will be made available in appropriate format. To ensure there are fewer barriers to attendance, when meetings or activities are organised • accessible, gender neutral toilets will be available where possible • expenses for support workers will be considered on request – *these must be approved in advance of attendance.*
Sex	*Yes*	*No*	All resources use gender neutral terms to encourage engagement and reduce exclusion. The model of care is inclusive, so people recognise it as being relevant to them regardless of gender. Any resources ensure they acknowledge unpaid Carers of all genders and ages to make it clear that they do not exclude people.	Discussions with DGLGBT+ support organisation identified that gender identity can be seen as a potential issue in relation to people accessing care and support, so all resources use gender neutral terms. A range of options available for providing input means that those who may not feel safe at public event are still able to participate
Gender reassignment and Transgender	*Yes*	*No*	Care has been taken to ensure that trans (including non-binary) people are not excluded by language around gender in the context of any aspect of resources. Resources are shared and offers of bespoke presentations to both the LGBT+ Staff Network and D & G LGBT+ are available.	No issues or concerns were raised in respect of this characteristic. However, when meetings or activities are organised; accessible, gender neutral toilets will be available where possible.
Marriage and Civil Partnership	*Yes*	*No*	The focus of the engagement activities using inclusive, person centred approaches, discourages assumptions about relationship status. Engagement activity promotes respect for individual	No issues or concerns were raised in respect of this characteristic.

			people and relationships and seeks to ensure that care and support is delivered with no favour or discrimination based on marital status.	
Pregnancy and Maternity	*Yes*	*No*	All resources ensure the rights of pregnant people are acknowledged and respected. People who are pregnant or who have young children can be fully involved in activities in whatever format suits them best.	No issues or concerns were raised in respect of this characteristic. However, the Breastfeeding etc (Scotland) Act 2005 made it an offence to prevent or stop a person feeding milk to their child (under 2) in a public place. This includes hospitals and other locations where someone could be accessing health or social care and support.
Race	*Yes*	*No*	Opportunities to engage have been shared widely, including but not exclusively with people from minority ethnic communities across Dumfries and Galloway through means such as the Ethnic Minority Staff Network and D & G Multi Cultural Association	No issues in relation to race have been identified during the development of the plan. However, engagement resources and the Complex Needs and Learning Disability Plan will have a link to translation services to enable translation on request.
Religion or belief	*Yes*	*No*	Engagement activities consider cultural beliefs, language barriers and requirements of faith that may impact on a person or their Carer's ability to get involved. Efforts have been made to mitigate any potential risk of exclusion such as offering to change times or locations on request.	No issues in regards to religion or beliefs have been highlighted to date. However, should events be found to clash, alternatives will be arranged
Sexual orientation	*Yes*	*No*	It is recognised that a person's care and support needs should be person centred, regardless of their sexual orientation. Language and images around communities of interest and communities of experience are considered and included in engagement resources. Efforts to engage will be made through the LGBT+ Staff Network and D&G (Dumfries & Galloway) LGBT+ support organisation.	No issues in regards to sexual orientation have been highlighted to date. However, engagement with DGLGBT+ support organisation ensure resources and dates of engagement activities are circulated to enable people to get involved, in person or online.
Carers	*Yes*	*No*	Engagement activities consider the ability of Carer's to get involved.	Efforts have been made to mitigate any potential risk of exclusion such as offering alternate times or formats on request.

Human Rights	*Yes*	*No*	Ensuring a Rights Based approach is embedded in the Model of Care supports the PANEL principles of Participation, Accountability, Non-discrimination, Empowerment and Legality.	Resources sought to ensure that people were aware that anyone living in Dumfries and Galloway had the right to have their voice hear in relation to complex needs and learning disability planning, in whatever format is most appropriate for them. This includes people in prison and those detained under the Mental Health Act
Health, Wellbeing & Health Inequalities	*Yes*	*No*	To avoid disadvantage for people that do not or cannot use digital technology for whatever reason, alternatives to virtual meetings are always be made available. Improving communication and providing information in accessible formats supports choice and control, regardless of a person's health status, financial circumstances, or location in our region. The Poverty Action Group will ensure the voice of people on low income is heard.	The impact of poverty and unavailability of appropriate support on people's ability to access services has been considered. To minimise disadvantage such as lack of access to transport to events, no Wi-Fi or technology, the team are offering alternative options for engaging such as phone on online sessions or postal survey with prepaid envelope. Prepaid envelopes are available to avoid people having to buy a stamp or envelope if they want to write in to share their views.
Economic & Social Sustainability	*Yes*	*Yes*	Providing opportunities to engage virtually, by phone and in person seeks to reduce the cost associated with attending events far from home and aims to improve the level of engagement. Virtual events require broad band subscription and relevant technology to engage some people may not have this.	Telephone or postal opportunities as well as some 1-2-1 meetings aimed to mitigate this risk. Support organisations have offered to ensure people accessing their services have access to engagement resources in an appropriate format.
Staff	*Yes*	*No*	People working in complex needs and learning disability services are being engaged to ensure they have their voices heard.	Opportunities for staff to engage have been made available to ensure those who do not want to voice their concerns publicly or who want to do so outwith a work environment can do so.
Environmental	*No*	*No*		No issues or concerns were raised in respect of this characteristic.
Armed Forces Personnel and Veterans	*No*	*No*	The focus of the engagement activities using inclusive, person centred approaches. Engagement activity promotes respect for individual people and seeks to ensure that care and support is	No issues or concerns were raised in respect of this characteristic.

			delivered without favour or discrimination based on employment history or status.	

Where any potentially negative impacts are identified on page 2, the mitigating/follow up actions must be fully documented in the table.	

Does the activity have the possibility to support or detract from our efforts to promote the inclusion of people from under-represented groups?	Supporting efforts to promote inclusion by • Assuring accessibility at the venues before booking. • Engaging with faith leaders to try to avoid prayer timings and religious festivals where possible. • Offering telephone and postal opportunities as well as 1-2-1 meetings to mitigate any negative outcomes in relation to lack of digital access, lack of available support to engage or transport issues. • Adhering to best practice guidelines in respect of all communication and engagement. Activities supported and overseen by the communication team, Consultation and Engagement Working Group and Equality Team
Does this activity require consideration of the [Fairer Scotland Duty](#)? If yes, please outline the steps taken to meet the needs of the duty.	This activity aims to fulfil IJB's legal obligations under the Fairer Scotland Duty, by reducing inequalities of outcome in strategic decision making by involving people who are impacted in the design of the Complex Needs Plan and implementation actions. A written record of the decision-making process will be maintained and available at the end of the process to evidence their compliance with the Duty.

Please indicate how are you ensuring the information about the activity and around the proposed changes is accessible in terms of communication in the following formats, where relevant:	Easy Read	Available on all relevant documents
	British Sign Language	Available on request
	Alternative Languages	Available on request
	Large Print	All public facing documents will be produced in Arial 12pt minimum, and Easy Read will be produced in minimum Arial 14pt
	Other (please specify)	All resources will be in a format that can be used with an eReader to enable people with visual impairment to hear about events.

How will you monitor the ongoing impact of the activity on protected characteristic groups?	Feedback will be sought from people in protected characteristic groups individually and through groups that represent them. This will provide information on whether people feel they have had the opportunity to get involved. If completed, the equality monitoring questions in the survey will monitor level of engagement from all groups. This will be reviewed at each stage of the process.
Please outline next steps	The process has been and continues to be an iterative one and we will continue learn from it and use that learning to ensure the next stage is even better. Where gaps in accessibility or issues with communication are identified we will respond accordingly and use this knowledge to improve future practice.

When complete, the lead person should send a copy of the Impact Assessment Tool to the Equality and Diversity Lead by emailing it to – dg.odl@nhs.scot. The impact assessment will then be published on the NHS Dumfries and Galloway public website at www.nhsdg.co.uk

Please take 5 minutes to share your experience of completing this Impact Assessment by completing this short survey

Please note that this is a legal document stating that you have fully considered the impact on the protected characteristics and is open to scrutiny by service users/external partners/Equality and Human Rights Commission.

Prompts for Impact Assessment

This section is for reference only. It provides some prompts around what to consider when completing the Impact Assessment Tool. **This is not an exhaustive list, and is provided simply as initial pointers to stimulate thinking and discussion which should be noted within the template above.**

Equality Issues: All groups	Points to consider

- Consider the following equality impacts:
  - <u>Access</u>: consider whether different groups have the same ability to make use of your information or service
  - <u>Experience</u>: Think about what different people might think and feel during your programme, or as a result of your policy.
  - <u>Outcomes:</u> Consider how people from different groups may be at a disadvantage in the results achieved by your project or policy.
  - <u>Participation:</u> Think about the ways in which people are able or encouraged to take part, or the ways in which they are given the opportunity to make their own choices.
- Don't make assumptions
- Make yourself aware of the data and research that shows how protected characteristics impact on health and healthcare, and in particular, your own service.
- Have you considered local and national statistics and evidence available on the demographic breakdown of those who use your service, and which protected characteristic groups are more likely to be affected by any changes?
- Consider how to collect demographic information on each of the groups for profiling of access to/outcomes of services and initiatives.
- People within each protected characteristic group are not all the same – people may be disadvantaged in more than one way. There are sometimes issues within groups that may make some people more vulnerable.
- Consider intersectionality: the impacts on people with several protected characteristics that could result in them being particularly impacted
- Have you **engaged with the people affected** by any changes to services?
- Thinking about the information, language and imagery you are using.
      Is it translatable?
      Is it understandable in different formats?
      What alternative arrangements could be put in place to make it accessible?
      How do people know how to access those alternatives?
- Alternative formats include, Easy Read, British Sign Language and languages other than English.
- Consider **access** to services – is the way in which services are accessed changing? Has this been communicated in different formats to ensure understanding? This can be about physical access as well as how we communicate with people about our services, this can be about letters, IT used to access appointments and even the wearing of masks
- Are there particular groups who do not use or under use your service, or who are less satisfied with it?
- Don't just think about your piece of work in isolation - will this change make a difference at another point in the pathway? Impacts may be positive or negative
- How does this piece of work impact on people's ability to share any needs they have and for the organisation to then make any timely adjustments for that person
- Remember that everyone on the group has protected characteristics and experiences that they can bring to the assessment.

Age	Points to consider

- This refers to children and adults of a particular age or age range.

- What does local and national data tell you about different age groups? Is demographic information available on who is engaging with your service?

- Are there any discriminatory practices in terms of any age groups that may or may not be justified? E.g. is the service designed with a specific age group in mind?

- Younger people may have less access to transport, older people may be more likely to have underlying medical health conditions, age often connects with other characteristics but beware of making assumptions about the capacity of older or younger people

- Is information given in an appropriate format in relation to the age of your service users?

Disability	Points to consider

- A person has a disability if they have a physical or mental impairment (including learning disabilities) which has a substantial and long-term adverse effect on that person's ability to carry out normal day-to-day activities

- Have you considered reasonable steps that can be taken to accommodate the needs of disabled people such as:

  - Getting in and out of spaces, availability of information verbal and written, access to toilets, induction loop systems, provision of an interpreter.
  - Employment opportunities for people with disabilities – does your piece of work positively support this?
  - Are you sure that the output from the activity is "accessible to all"? Many people have disabilities that are not visible or that they don't feel comfortable to disclose

- Have you looked at what constitutes as a disability under the Equality Act 2010? This includes physical conditions, mental health, and sensory impairment.

- Do you routinely record the communication needs of patients with a physical or mental health condition, learning disability or sensory impairment for referring to when sending out appointments etc?

- Do you currently monitor whether or not service users have a mental health condition, physical or learning disability, or sensory impairment so that you know how well your service is being used by people with a disability? (this also applies to staff if assessing a piece of work that affects them)

- Have you considered the timing of your service/appointments/meeting to meet the different needs of people who may rely on particular modes of transport?

- Have you considered the accessibility of any technology being used?

Gender Reassignment	Points to consider

- This covers both:
- **Gender Reassignment**, which is the process of transitioning from one gender to another. Individuals in this category are often termed transsexual. Gender reassignment does not need to involve any medical supervision or surgical procedures; it could simply involve a permanent change of the social gender role in which the person lives their life, (for example through a permanent change of name and the way they dress).
- **Other transgender identities** - such as polygender, androgyne, intersex, and cross-dressing people. The terms **transgender** and **trans** are both widely used by equality organisations to refer to a diverse range of people who find their gender identity does not fully correspond with the sex they were "assigned" at birth. Although the term transgender does refer in part to transsexual people (see above), not all transgender people will undergo the process of gender reassignment, but may face similar barriers to access.
- Have you used non gender-specific language that is inclusive of Trans people, including non binary people?
- Where relevant, are there opportunities for people to indicate the pronouns they use rather than relying on assumptions?
- Do you consider the confidentiality of Trans people?
- Do you consider needs of Trans people accessing clinics, admission process etc?
- Are any of your services only available to a single sex? How have the needs of Trans people been considered within these?

Marriage and Civil Partnership   Points to consider

- The rights and responsibilities that come with marriage and civil partnership are almost identical. Under the Equality Act 2010 it is unlawful discrimination for people who are married or in a civil partnership to be treated less favourably than people who are not married or in a civil partnership.

- Equality legislation also protects people in relation to sexual orientation, which means that you cannot be treated less fairly as a same-sex couple than a mixed-sex couple would be treated.

- Have you considered that those in civil partnerships should be given the same rights and benefits as those who are married?

Pregnancy and Maternity   Points to consider

- Pregnancy is the condition of being pregnant/expecting a baby. Maternity refers to the period after the birth. Protection against maternity discrimination covers 26 weeks after giving birth, and this includes treating a woman unfavourably because she is breastfeeding.

- Are you aware that the new law makes it clear that it's against the law for people to get less favourable treatment because they are breastfeeding when receiving services? (this also applies to staff if assessing a piece of work that affects them)

- Are you aware that it is illegal to reuse to employ someone because they are pregnant, on maternity leave, because of an illness related to pregnancy and or to dismiss someone when they reveal this?

Race and Ethnicity   Points to consider

- This refers to a group of people defined by their ethnic or national origins, race, colour, and nationality (including citizenship). All minority race and ethnic groups are covered including, for example, Gypsy/Traveller communities, Jewish communities, English people as well as visible minority groups like African, Caribbean and Asian.

- We are required to provide an interpreter for people whose first language is not English, how will this happen in relation to this piece of work?

- Have you ensured that core information is available in languages other than English?

- Do you routinely record the language that a person speaks so that you can send letters in the correct language or to phone them instead if they can't read?

- Have you thought about your assessment materials and methods and made sure that they are relevant to people from different cultures?

- Have you considered general data available on health needs of equality groups i.e. Type 2 diabetes is up to 6 times more common in South Asian people and up to three times more common in African and African-Caribbean people?

Religion, Faith and Cultural   Points to consider

- Religion is the worship or faith in a God or Gods but belief is wider and includes religious, spiritual and philosophical beliefs. It also includes lack of belief or no belief in religion (e.g. Atheism). Generally, a belief should affect your life choices or the way you live for it to be included in the definition.

- Do you currently record patients' religion in order to assist you in identifying users and non-users of your service from various religious backgrounds and any specific needs which they may have?

- Are there inclusive prayer/reflective spaces available for those from all religions and beliefs for staff and service users?

- How do you consider necessary dietary requirements?

- Have you considered the gender of staff when caring for females?

- Does the service allow for requests from staff to have time off for religious festivals and functions?

Sex/Gender   Points to consider

- This covers biological sex - whether you are a man, a woman or non-binary. Non-binary is used for people who don't feel male or female; they may feel like both, or something in between, or they may not relate to gender at all. Some prefer to use the pronoun "they" rather than he or she.

- Does the data you are basing this piece of work on clearly show whether or not there any differences between the needs of women and men?

- Do you gather data about how women and men use the service/s? If there is a difference in how a service is accessed how do you act on that?

Sexual Orientation	Points to consider

- Whether a person's sexual attraction is towards their own sex, the opposite sex or to both sexes. This includes people who are heterosexual, lesbian, gay, bisexual, pansexual or asexual.
- Does your service recognise and respect individual's sexual orientation?
- Does your service recognise same sex relationships in respect to next of kin etc?
- Recording forms / use terminology such as partner / civil partner?
- Does your service make it easy for someone to discuss their sexual orientation if it is relevant?

Carers	Points to consider

- Will the policy or service change impact on staff who are carers?
- Does the policy or service change include provision for staff who are carers to access support?
- How will you inform and involve patients' carers?
- Have you involved patients' carers in the development of the service or policy?

Human Rights	Points to consider

- This is about protecting and promoting individuals' rights and freedoms in relation the Human Rights Act 1998
- **Does the activity affect people's human rights?**

Right to Life – protects your life, by law. The state is required to investigate suspicious deaths and deaths in custody

Freedom from torture and inhuman or degrading treatment - you should never be tortured or treated in an inhuman or degrading way, no matter what the situation

Freedom from slavery and forced labour - you should not be treated like a slave or subjected to forced labour

Right to liberty and security - you have the right to be free and the state can only imprison you with very good reason – for example, if you are convicted of a crime

Right to a fair trial and no punishment without law - you are innocent until proven guilty. If accused of a crime, you have the right to hear the evidence against you, in a court of law

Respect for your private and family life, home and correspondence – you have the right to live your life privately and enjoy family relationships without interference from government

Freedom of thought, belief and religion - you can believe what you like and practise your religion or beliefs

Freedom of expression – your right to hold your own opinions and to express them freely

Freedom of assembly and association – your right to protest by holding meetings and demonstrations with other people

Right to marry and start a family - you have the right to marry and raise a family

Protection from discrimination in respect of these rights and freedoms - everyone's rights are equal. You should not be treated unfairly – because, for example, of your gender, race, sexuality, religion or age

Right to peaceful enjoyment of your property – property can include things such as land, houses, objects you own, shares, licenses, leases, patents, money, pensions and certain types of welfare benefits

Right to Education – protects your right to an effective education. Parents also have a right to ensure that their religious and philosophical beliefs are respected during their children's education

Right to participate in free elections – support your right to free expression by holding free elections at reasonable intervals

Health, Wellbeing and Health Inequalities | **Points to consider**

- This is about physical and mental health and wellbeing and includes e.g. feelings of safety and security, leisure activity, participation, creativity, affection and developing/achieving potential. It covers all aspects of poverty including income and fuel poverty, lack of confidence and self-esteem

- Will this activity give people and families experiencing poverty the opportunity to ensure that their voice is heard?

- Will the activity support those experiencing poverty to move from dependence to independence?

- Will information and services related to the activity be easy to access?

- Will the activity provide services that meet the needs of people experiencing poverty?

- Think about how the activity will impact on increasing opportunities for:
    - Participation in physical activity
    - Accessing healthy food choices
    - Promoting positive mental health and wellbeing

Economic and Social Sustainability | **Points to consider**

- This is about e.g. pay, employment opportunities, assisting businesses to develop and grow, welfare to work schemes and disadvantaged groups, local self-help schemes and valuing and supporting voluntary work. It also covers issues around aspects of poverty including individual and community resilience.

- How will your activity impact on e.g. social status, employment (paid or unpaid), opportunities to expand on learning experiences, opportunities for volunteering, encouragement of investment in skills and training, assistance for people on low incomes or support for disadvantaged groups in any way, help people access advice on financial inclusion, availability or delivery of services for people living rurally and increase in access to facilities for arts, cultural and leisure pursuits?

- How will the activity work in rural areas where the existing infrastructure is typically less developed or where infrastructure does not exist (e.g. mains gas, fast broadband connections)?

Environment | **Points to consider**

- This is about enhancing the built environment, preserving local heritage, reducing the need to travel by improving or adding to local facilities, promotion of public transport, living conditions such as housing and green spaces, biodiversity, the amount of emissions, fuel consumption, fuel use and renewable energy technologies.

- If the effect or possible effect is minimal, no action is required under the requirements of Strategic Environmental Assessment (SEA) but there is a duty under the Environmental Assessment Scotland Act 2005 to notify the SEA authorities. There are templates available to help this process. This should be noted on the summary sheet. If there is any likely positive or negative environmental effect, a full SEA may be required.

- In order to comply with the Climate Change (Scotland) Act and Carbon Reduction Commitment Energy Efficiency Scheme organisations must maintain accurate records and data with regard to its Emissions. If your policy may lead to a change in levels of emissions, has account been taken of the need to accurately record this data?

- Will your policy affect infrastructure – housing, land and buildings?

- Does the activity promote active travel and physical activity?

Armed Forces Personnel and Veterans | **Points to consider**

- This is about ensuring that due regard is paid to the principals of the Armed Forces Covenant Duty. Due regard must be paid to:
    - The unique obligations of, and sacrifices made by, the armed forces
    - Removing disadvantage arising for armed forces personnel, or veterans
    - The principle that it may be justified to make 'special provisions' for armed forces personnel or veterans in the planning, delivery and provision of services

- How will the activity impact on members of the armed forces. veterans and their families?

- Is there an opportunity to reduce disadvantage for armed forces personnel, veterans and their families? For example, in relation to accessing healthcare, delays receiving treatment due to relocation and understanding

the health and care needs of armed forces personnel.