

## Ethnicity Delivery Plan

Updated: April 10

**Overall Objective: to improve access to services for people and their carers from the BME community.**

Red	Delayed/risks identified
Amber	On-going
Green	complete
White	Not started

Action	Which targets will this action help with?	Who will do it?	When will it be done?	What information do we need for checking?	When did we complete it?
<b>1. Improve involvement with the Partnership Board</b>					
<b>1.1</b>	To increase the number of people with learning disabilities from BME communities attending self advocacy groups and HOT group	Advocacy	Establish BME self advocacy group by June 2010  BME HOT Group members by December 2010	Ethnic monitoring of attendance lists	
<b>1.2</b>	To have a BME carer on the Partnership Board			PB minutes	Apr 10
<b>1.3</b>	To have a person with learning disabilities from the BME community as a PB rep.	HOT group	January 2011	PB minutes	

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<b>2. To ensure that all consultation and service developments capture and include the needs of people from BME communities as a matter of course</b>					
2.1	To find any anticipated areas for consultation and invite to the lead to the delivery group	<ul style="list-style-type: none"> <li>◆ SWYPFT strategy consultation</li> <li>◆ Day Opportunities review</li> <li>◆ Housing</li> <li>◆ Short breaks</li> </ul>	Delivery group	On-going	
2.2	To develop a guidance document for consultation with BME communities		Checked with Public Information & Access to see if this has already been done but it hasn't.	April 2010	
<b>3. To improve transitional arrangements, increasing joint working between BME development worker, CTLDs and children with complex care team</b>					
3.1	To forge links with Highfield and Oakfield schools to identify families and work with them on their transitions		BME development worker	June 2010	
3.2	To support Children's Service with the Aiming High work		BME development worker	March 2011	
<b>4. To support the BME carers group to work more closely with the carers' subgroup</b>					
4.1	BME carers' subgroup to identify how they wish to develop the		BME carers' group	March 2010	March 10

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links e.g. nominating a rep					
<b>5. To deliver basic Islamic and Muslim Culture course to staff and a follow up courses</b>					
<b>5.1</b>	Remaining Islamic and Muslim Culture • Carers Wakefield - booked March 2010	BME development worker	February 2010	Training Evaluation forms	June 2010
<b>5.2</b>	To identify other training courses required on other cultures  • CTLD's identified training in Polish culture	BME development worker	End of February 2010		
<b>5.3</b>	To develop a training programme	BME development worker	April 2010 funding dependent		
<b>6. To improve engagement with communities not accessing services including travellers, economic migrants and asylum seekers and refugees</b>					
<b>6.1</b>	To raise awareness with appropriate support and advocacy groups	BME development worker		Information on key community groups	
<b>6.2</b>	To identify young people through the SEN team	BME development worker			
<b>6.3</b>	To develop a protocol for identifying new (prospective) service users from these communities with lead agencies	Delivery group	Dec 2010		

Action	Which targets will this action help with?	Who will do it?	When will it be done?	What information do we need for checking?	When did we complete it?	
<b>7. To provide better information on learning disability services available</b>						
7.1	To ask carers what information they would like and what format		BME carers group	July 2010		
7.2	To develop guidelines for services on producing future publications		Checked with Public Information & Access To see if this has already been done but it hasn't			
<b>8. To identify people with learning disabilities and their families not accessing services</b>						
8.1	To provide community groups and services with information on the role of the BME development worker		BME development worker			
8.2	To establish regular community events/drop-ins.		BME development worker			
<b>9. To train interpreters used by learning disability services in respect of learning disability awareness</b>						
9.1	To agree with language services specific interpreters dedicated to LD (in conjunction with CTLDs)		BME development worker	Apr 2010		
9.2	To provide LD awareness training to the identified interpreters.		BME development worker	Feb 2010		

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<b>9.3</b> To develop a protocol between language services and CTLDs for continuity of interpreters for specific cases.		CTLD, language services, BME development worker	Apr 2010		
<b>10. To improve the voluntary community and faith sectors' knowledge on learning disabilities and services available</b>					
<b>10.1</b> To forge links with: <ul style="list-style-type: none"> <li>• Polish School</li> <li>• Arabic School</li> <li>• Catholic Churches</li> </ul>		BME development worker	December 09	Information on key community groups	
<b>10.2</b> To develop and roll LD awareness training to faith/voluntary sector leads.		BME development worker & CTLD  Delivery group to find out what demand is for training.		Training attendance records and evaluation forms	
<b>10.3</b> To distribute the carers directory to faith/voluntary sector.		BME development worker	December 09		
<b>11. Services to complete equality impact assessments and develop actions to improve the cultural competence of their service</b>					
<b>11.1</b> Approved providers to undertake equality impact assessments and feedback to the delivery group		Providers and delivery group		Completed equality impact assessments	
<b>11.2</b> To develop a rolling programme to review equality impact assessments and their impact		Delivery group		Outcomes of the equality impact assessments	

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<b>12. Other Workforce development implications</b>					
12.1	See 5.2 & 9.2				

**Note:**

- Information to be collected for performance monitoring should be both qualitative and quantitative and should demonstrate how actions undertaken in that period have made a difference to people's lives
- Include any workforce development issues as identified as the delivery plan is implemented.