



Digital Inclusion for People with Learning Disabilities Task & Finish Group (TFG)

Report title: Digital Inclusion for People with Learning Disabilities TFG – scoping report

Date: 8 July 2021

Key decision: No.

Class: Part 1

Ward(s) affected: All

Contributors: Assistant Chief Executive (Scrutiny Manager)

Outline and recommendations

This report defines the role of the Task and Finish Group (TFG), and defines the scope of the review.

The TFG is asked to:

- consider and comment on the content of the report
- define the intended outcomes of the review
- agree key lines of enquiry
- agree a timetable for completion of this work.

Timeline of engagement and decision-making

The subject of this TFG was proposed by Cllr Jacq Paschoud.

The subject and membership of the TFG were agreed by Overview & Scrutiny Committee on 26 May 2021.

1. Summary

1.1. This report asks the TFG to consider and finalise the scope of the review.

2. Recommendations

2.1. The TFG is asked to:

- Consider and comment on the content of the report.
- define the intended outcomes of the review
- Agree Key Lines of Enquiry
- Agree a timetable for the completion of this work

3. Introduction

- 3.1. In March 2021, Cllr Jacq Paschoud proposed a Task and Finish Group review as follows: *“How might greater digital inclusion be achieved, and how might this provide a better quality of life, for residents of Lewisham who have a learning disability?”*.
- 3.2. Her proposal was accepted by the Overview and Scrutiny Committee on 26 May 2021, resulting in the formal constitution of this Task and Finish Group. Among the reasons for the proposal was the escalation in the speed of implementation of digital platforms for work and leisure activities brought about by the COVID-19 pandemic. Cllr Paschoud explained that “many of those who believed they could not navigate the digital realm, including some people with a learning disability, have become digitally enabled however there are still those who have been left behind.”
- 3.3. Lewisham Speaking Up is an advocacy charity for people with learning disabilities. It recently published the findings of a research project which looked at how people with learning disabilities are digitally excluded, what barriers they face, and what support they need to help them get online.¹ A copy of the full report is included at **Appendix B**. The committee should familiarise itself with the full report and recommendations, which will inform the starting point of this review.

4. The role of the Task & Finish Group

- 4.1. The proposed role of the Learning Disability Digital Inclusion TFG is to consider:
- *How might greater digital inclusion be achieved for residents of Lewisham who have a learning disability?*
 - *How might greater digital inclusion support residents with a learning disability to maximise their quality of life and independence?*
 - *What good practice has been learned during the pandemic about digital inclusion among people who have a learning disability?*
 - *What benefits, and risks, might be experienced by people with a learning disability as a result of greater digital inclusion?*
 - *How might the council, its partners and the local community support people with a learning disability to be more digitally included?*
- 4.2. These are based on the proforma for the TFG, which can be found at **Appendix A**.

¹ Lewisham Speaking Up, *Research on Digital Exclusion since the Covid-19 pandemic 2020*, February 2021 (the Ramsbottom report)

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5. Policy context

- 5.1. The Council's *Corporate Strategy (2018-2022)* outlines the Council's vision to deliver for residents over the next four years. Delivering this strategy includes the following priority outcomes that relate to digital inclusion for people with learning disabilities:
- *Delivering and defending: health, social care and support - Ensuring everyone receives the health, mental health, social care and support services they need.*
 - *Building an inclusive local economy - Everyone can access high-quality job opportunities, with decent pay and security in our thriving and inclusive local economy.*
- 5.2. The Council's Covid-19 Recovery Plan, *Future Lewisham*, also outlines four strategic themes: An economically sound future; a healthy and well future; a greener future; and a future we all have a part in. The first of these is particularly relevant to digital inclusion for people with learning disabilities:
- *An economically sound future: We are working to get the borough back in business, with a future where everyone has the jobs and skills they need to get the best that London has to offer. We are a borough with businesses that are adaptable and prepared for change, a thriving local economy that sees 'local' as the first and best choice, with digital inclusion at the heart of our plans. We do all we can to support residents into jobs that pay fairly and provide families with the opportunities and security they deserve.*

6. Digital inclusion – a brief overview

- 6.1. In a recent analysis of data on digital inclusion, the Office for National Statistics (ONS) noted that, 'in an increasingly digital age, those who are not engaging effectively with the digital world are at risk of being left behind'.
- 6.2. The ONS observed that technological change means that digital skills are increasingly important for connecting with others, accessing information and services and meeting the changing demands of the workplace and economy; and that this is leading to a 'digital divide' between those who have access to information and communications technology and those who do not.²
- 6.3. Concerns about the digital divide have been particularly acute during the COVID-19 pandemic as the internet and digital devices have played an important role in allowing people to access services, attend medical appointments and stay in touch with friends and family.
- 6.4. The Good Things Foundation, a leading digital inclusion charity, argue that a lack of digital skills and access can have a huge negative impact on a person's life, leading to poorer health outcomes and a lower life expectancy, increased loneliness and social isolation, less access to jobs and education. They say it can also mean paying more for essentials and lead to broader financial exclusion.
- 6.5. Worryingly, the Good Things Foundation also points out that it tends to be those already at a disadvantage – through age, education, income, disability, or unemployment – who are most likely to be lacking digital skills, further widening the social inequality gap.³
- 6.6. According to the 2021 *UK Consumer Digital Index*, an annual survey of around 4,000

² ONS, *Exploring the UK's digital divide*, March 2019

³ Good Things Foundation, *The Digital Divide (webpage)*, undated

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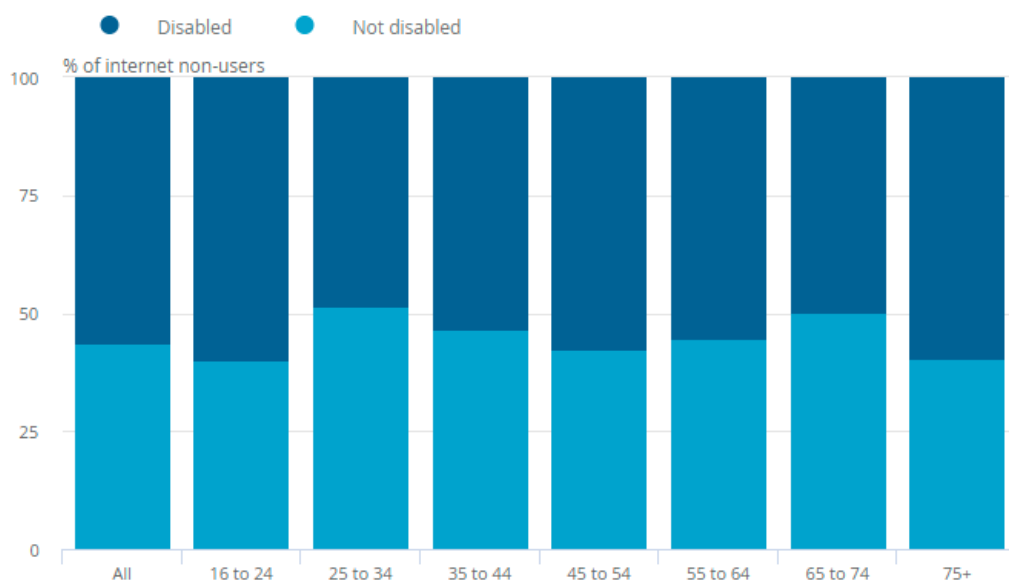
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people, 5% of the UK population remain digitally excluded.⁴ Furthermore, the 2020 Index found that 16% of participants could not carry out a full set of seven basic digital tasks (such as connecting a device to a Wi-Fi network and opening an internet browser to find and use websites) and that 9% of participants were unable to carry out *any* of the seven basic tasks.⁵

- 6.7. National data relating to digital inclusion among people with learning disabilities specifically is hard to come by, but there is some national-level information relating to digital inclusion among people with disabilities more generally which may still provide a useful impression of the digital divide that exists more broadly.
- 6.8. According to ONS data, for example, across all age groups, disabled adults make up a large proportion of adult internet non-users. In 2017, 56% of adult internet non-users were disabled, much higher than the proportion of disabled adults in the UK population as a whole, which was estimated to be 22%. Among the younger age groups, for internet non-users aged between 16-24, 60% were disabled – the same proportion as those aged 75 years and older (see chart below).⁶

Composition of adult internet non-users by disability and age group, UK,

2017



- 6.9. Similarly, the proportion of respondents the 2020 *UK Consumer Digital Index* survey who said that they used the internet daily or almost daily was lower for adults who were disabled (84%) compared with those who were not disabled (91%).⁷
- 6.10. ONS data also shows that although the percentage of disabled adults not using the internet has been declining, in 2018 it was 23.3%, compared with only 6.0% of those without a disability (see chart below).⁸

⁴ Lloyds Bank, *UK Consumer Digital Index 2021*, May 2021 (p14)

⁵ The Parliamentary Office of Science and Technology (POST), *COVID-19 and the digital divide*, December 2020

⁶ ONS, *Exploring the UK's digital divide*, March 2019

⁷ Cited in, The Parliamentary Office of Science and Technology (POST), *COVID-19 and the digital divide*, December 2020

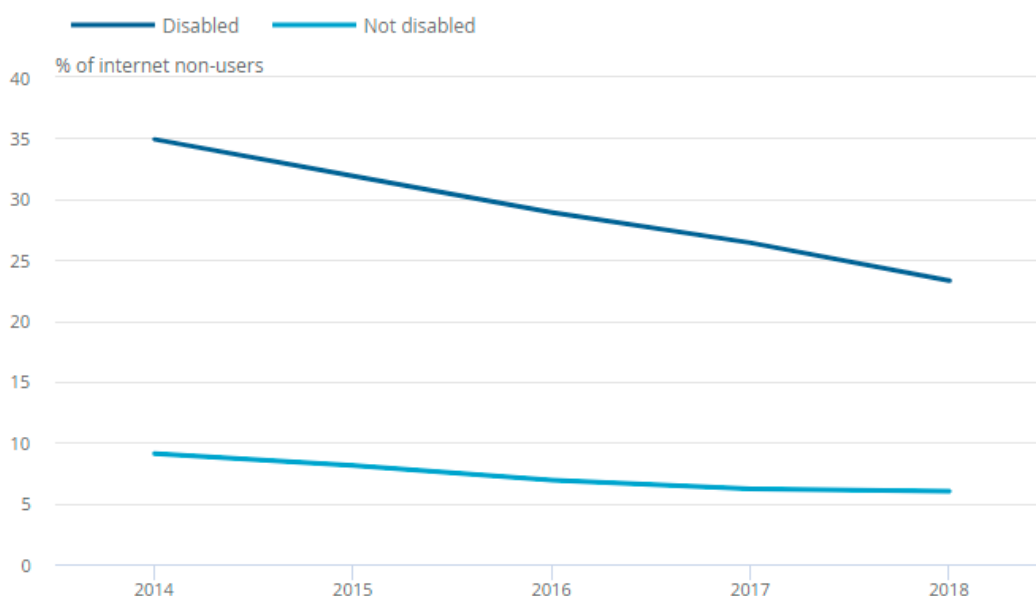
⁸ ONS, *Exploring the UK's digital divide*, March 2019

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Percentage of disabled and non-disabled adults who are internet non-users, UK, 2014 to 2018



- 6.11. Significantly, research continues to show that a lack of basic digital skills tends to be more common among groups that would benefit most from easy access to digital services, this includes people with disabilities. The *UK Consumer Digital Index* found, for example, that disabled people were 27% more likely to indicate that being online helps them to feel less alone.⁹
- 6.12. Studies have suggested that individuals who use the internet to create and maintain social ties expand their social capital, connectivity, social engagement, and community attachment.¹⁰ Accessing the internet has also been found to be a way for people with learning disabilities to have a private life separate from carers, one where they can generally present themselves separate from their disabilities.¹¹
- 6.13. A recent Open University research project on the role of technology in supporting people with learning disabilities during the coronavirus pandemic found that using technology has had a positive impact on mental health, wellbeing, sense of belonging and connectedness. It has also allowed people with learning disabilities to make new connections with other people.¹²
- 6.14. In terms of health and care services, the evidence again suggests that those people who would benefit most (older people, people with long term conditions and disabilities) are the least likely to be able to use digital health services.
- 6.15. The Institute for Research and Innovation in Social Services (IRISS) argues that without tackling digital exclusion, there is a risk that digital transformation widens health inequalities rather than narrowing them.¹³
- 6.16. IRISS suggests that supporting people to get online and use digital health resources

⁹ Ibid.

¹⁰ Cited in, Institute for Research and Innovation in Social Services (Iriss), *Digital inclusion, exclusion and participation (webpage)*, April 2020

¹¹ Cited in, Ibid.

¹² Jane Seale (2020), *Keeping Connected and Staying Well: the role of technology in supporting people with learning disabilities during the coronavirus pandemic*, November 2020, The Open University

¹³ Institute for Research and Innovation in Social Services (Iriss), *Digital inclusion, exclusion and participation (webpage)*, April 2020

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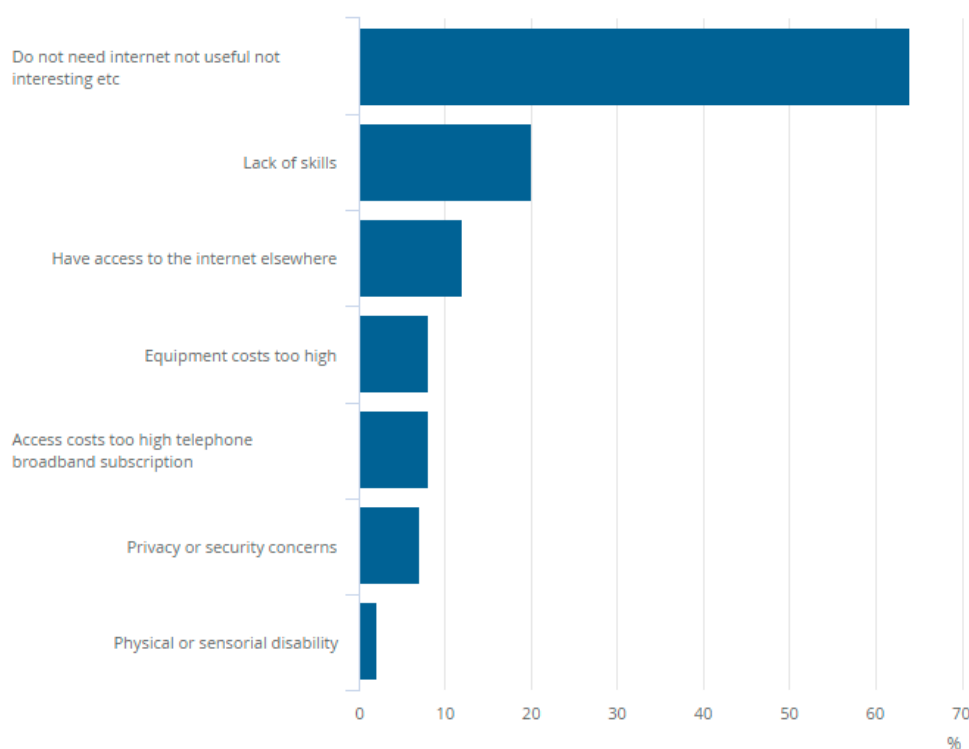
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could help achieve local priorities such as: physical and mental wellbeing, prevention, self-care and self-management, and appropriate use of urgent and emergency care.¹⁴

- 6.17. However, studies continue to find that people with disabilities are less likely to use the internet or have access at home.¹⁵ Some studies have described the internet as 'inherently unfriendly' to people with many kinds of disabilities.¹⁶ Complicated presentation of information, colours, size and layout of text, for example, can be off-putting and make websites and services unusable.¹⁷ The UK *Consumer Digital Index* found that 5% of those not using the internet reported that their disability prevented them from doing so.¹⁸
- 6.18. The Good Things Foundation notes that motivation is often highlighted as the most significant, persistent and hardest to address barrier to inclusion.¹⁹ ONS data from 2017 also shows that the most common reasons given by people for not having internet access at home was that they didn't need it (64%), followed by a lack of skills (20%). 2% identified a physical or sensorial disability as a reason (see chart below).²⁰ Given the experience of the COVID-19 pandemic however, it's possible that fewer people would now say they didn't need it.

Percentage of households by reason for not having household internet access, Great Britain, 2017



¹⁴ Ibid.

¹⁵ Cited in, Ibid.

¹⁶ Cited in, Ibid.

¹⁷ Cited in, Ibid.

¹⁸ Cited in, ONS, *Exploring the UK's digital divide*, March 2019

¹⁹ Ibid. 12.

²⁰ ONS, *Exploring the UK's digital divide*, March 2019

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- 6.19. According to the ONS, the barriers to digital inclusion can be seen most clearly when looking at the groups least likely to have used the internet or to have digital skills. For example, almost double the percentage of disabled respondents identified a lack of skills or knowledge as a reason for not having internet at home (29%) compared with non-disabled respondents (15%).²¹ Similarly, the UK *Consumer Digital Index* found that 38% of disabled people who are not using the internet reported that the internet does not interest them.²²
- 6.20. The ONS suggested that the barriers to digital inclusion they identified in their analysis suggests that increasing digital skills may need to start by highlighting the benefits of being online and overcoming any apprehension.²³
- 6.21. The Centre for Ageing Better (2018) argues that not using the internet and being digitally excluded can be two different things and suggests that we should move beyond basic skills to build confidence and motivation to do things online that matter to people.²⁴
- 6.22. Research has noted that the complex interaction of factors which contribute to digital exclusion make it challenging to put solutions into practice and that like other hard-to-reach populations it requires a multi-faceted approach.²⁵
- 6.23. Research from the Scottish Council for Voluntary Organisations (SCVO) has shown that you can engage people successfully by not making the online all about the tech element, but instead focusing on:
- a) recognising that motivation to learn something new is unique to an individual;
 - b) hooking people in through a relevant, personal interest;
 - c) facilitating invaluable peer support; and
 - d) embedding all of this in a service currently being accessed, when people can see an immediate practical application.²⁶
- 6.24. Pertinently, the 2021 UK *Consumer Digital Index* found that 77% of people would improve their digital skills if they thought it would directly help them with a day-to-day task or piece of work.²⁷
- 6.25. SCVO research has also found that people learn best from repeated, informal, face-to-face and one-to-one support,²⁸ which the Institute for Research and Innovation in Social Services suggests should come from encouraging and informal volunteers/tutors combined with peer learning to communicate the benefits of digital.²⁹
- 6.26. A recent Lewisham People's Parliament report on technology and coronavirus also noted that for some people the most important thing is having support from another person to get online, support that is right for them as a person.³⁰
- 6.27. Pertinently, the 2021 UK *Consumer Digital Index* found that 67% of people would

²¹ ONS, *Exploring the UK's digital divide*, March 2019

²² Cited in, Ibid.

²³ Ibid.

²⁴ Institute for Research and Innovation in Social Services (Iriss), *Digital inclusion, exclusion and participation (webpage)*, April 2020

²⁵ Cited in, Ibid.

²⁶ Cited in, Ibid.

²⁷ Lloyds Bank, *UK Consumer Digital Index 2021*, May 2021 (p5)

²⁸ Cited in, Institute for Research and Innovation in Social Services (Iriss), *Digital inclusion, exclusion and participation (webpage)*, April 2020

²⁹ Ibid.

³⁰ Lewisham People's Parliament, *Using Technology During Coronavirus*, September 2020

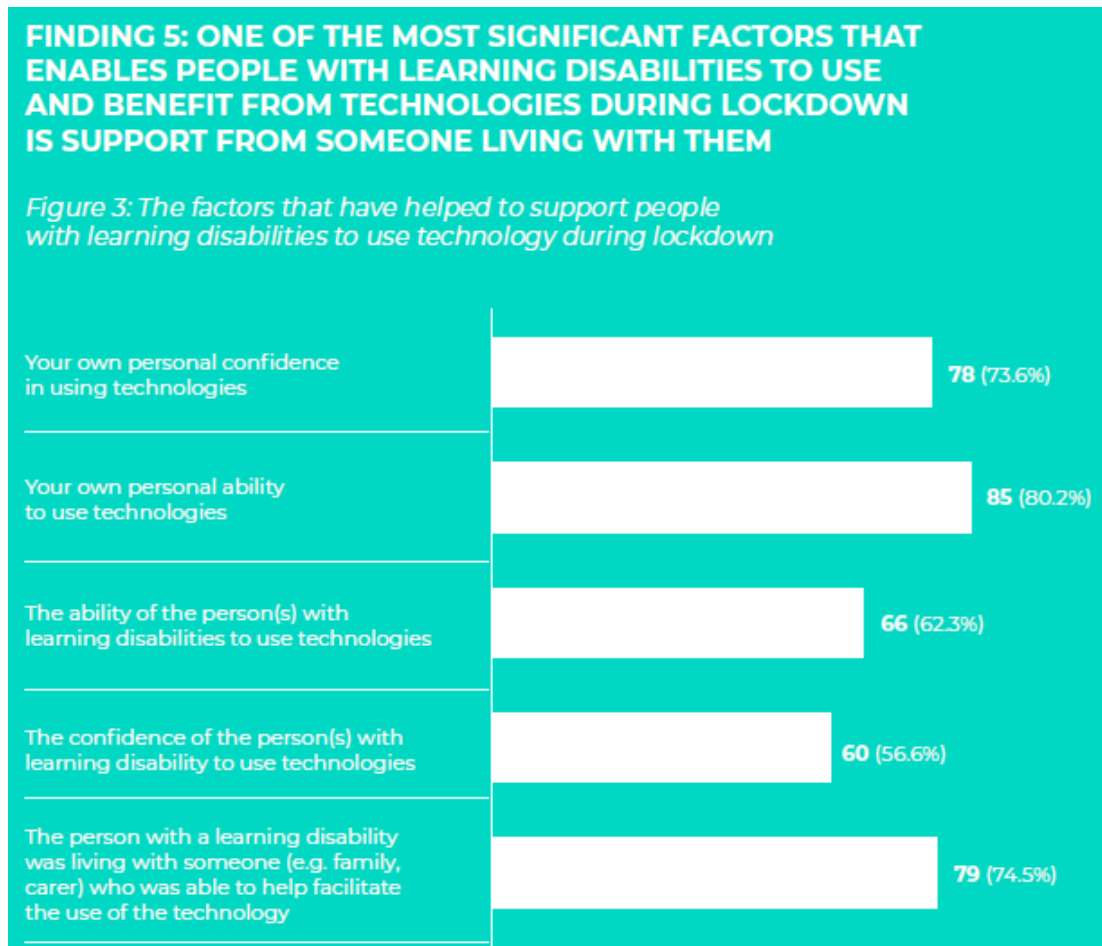
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improve their digital skills if they knew there was support available when needed.³¹

- 6.28. Recent Open University research into the role of technology in supporting people with learning disabilities during the coronavirus pandemic also found that one of the most significant factors that enables people with learning disabilities to use and benefit from technologies during lockdown is support from someone living with them (see chart below).³²
- 6.29. The research found that amongst people with learning disabilities there are huge variations in technology access, use, skill, and confidence, and whilst some people with learning disabilities have had good support to enable them to access and use technologies, others do not, particularly those living independently.³³
- 6.30. A significant barrier for people with learning disabilities living in residential care homes or supported living was found to be the support that could be provided by staff.³⁴ Respondents recognised that staff were doing a difficult job but, overwhelmingly, highlighted underlying systemic or cultural factors why carers and support workers might not always be inclined to help people with learning disabilities, in or out of lockdown. Sometimes lack of in-home support was attributed to a lack of technical skill and confidence.³⁵



³¹ Lloyds Bank, *UK Consumer Digital Index 2021*, May 2021 (p5)

³² Jane Seale (2020), *Keeping Connected and Staying Well: the role of technology in supporting people with learning disabilities during the coronavirus pandemic*, November 2020, The Open University, p25

³³ Ibid. p35

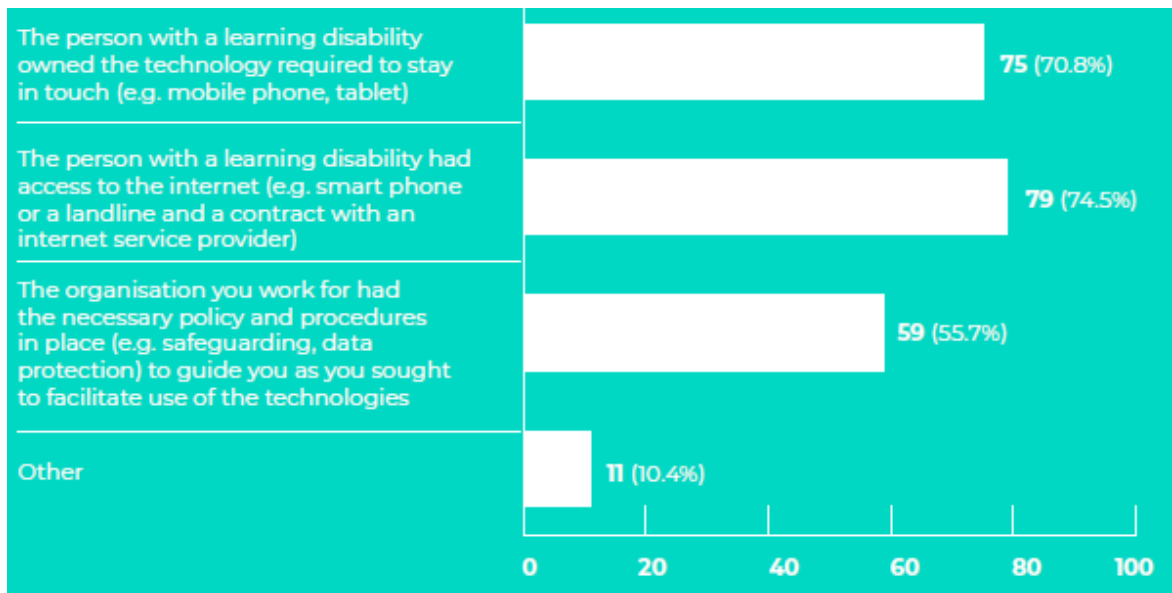
³⁴ Ibid. p36

³⁵ Ibid. p38

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6.31. The research concluded by making a number of recommendations for education, health and social care providers and commissioners:

1. *Collect detailed information about what technologies the people with learning disabilities that they support currently do and do not have access to and what they would like to have access to and be able to use. Create a detailed picture of what the digital divide looks like in their context.*
2. *Plan how to fund, set-up and distribute technologies to those people with learning disabilities who do not have access to technologies. But don't provide access to new technologies without also ensuring that the person with a learning disability and their in-home supporters know how to use it and can afford to use in the case of mobile phones and data.*
3. *Develop and embed in the practices and cultures of those organisations that deliver education, health, and social care innovative capacity-building programmes for both people with learning disabilities and their supporters (including family members) so that they can confidently use technology.*
4. *Review, and where necessary revise the policies and practices of those organisations that deliver education, health, and social care to ensure that they do not place unnecessary barriers in the way of enabling access to technology and effective in-home support. The experiences of those who have been providing remote support (including family members).³⁶*

6.32. The research on digital exclusion commissioned by Lewisham Speaking Up (LSU) published its findings in February 2021 (the Ramsbottom report) and is the result of some 27 interviews carried out during the pandemic in November and December 2020. People with learning disabilities, staff at LSU, support provider organisations and national and regional organisations were interviewed and a number of recommendations were made.

6.33. Interviewees with learning disabilities reported the following benefits of being more digitally active during the pandemic:

- Countering social isolation
- Keeping in touch with friends and family

³⁶ Ibid.

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- Enjoying contact with friends via social media
 - Worrying less about their friends who they could connect with online
 - Continuing to work using Zoom and MS Teams
 - Being able to join more meetings and activities than before
 - Building confidence and motivation by feeling connected, using new tech, developing interests and hobbies online.
- 6.34. The report is clear that the benefits of people with learning disabilities being online are many, but they face significant barriers. These barriers are complex, multiple and overlapping. The key barriers identified in the report were:
- Cost and poverty – including unaffordable wi-fi, data and devices, outdated hardware e.g. no camera or microphone on laptop, unstable wi-fi, lack of antivirus protection.
 - Learning disability –having a visual impairment, reading and writing issues and struggling with sound quality. Remembering and retaining information was also a key issue e.g. how to join a Zoom meeting
 - Lack of IT skills – needing to remember passwords, knowing how to keep safe, lack of digital education, issues with quality of IT training
 - Lack of adequate support – some interviewees lived with older parents or carers who could not support them to use IT (perhaps because they themselves lack the skills, do not appreciate the importance of IT use, or have a learning disability), devices can be too tricky to hold and use the screen or too complex to use, support workers not having the skills to help use technology, needing to be able to repeat regularly what they have been shown, finding the etiquette of Zoom meetings hard to learn and manage, assumptions being made about what access/ support people need and what their capabilities are
 - Feeling the burden of constantly having to ask for help.
- 6.35. Some interviewees felt that service and/or support providers assume that people with a learning disability do not want to use technology, or only want to use it for entertainment and speaking to friends and family, which results in low priority being placed on digital inclusion. Furthermore, support providers can be limited by their own lack of skills and time pressures on their role, leaving little capacity for addressing IT use issues in the small window of face to face time they have, during which they also have to deal with food, medicines, cleaning, post and other day to day practicalities. Patchy IT training provision for support workers results in lack of know-how, and organisations report difficulties in sourcing adequate IT training. Another challenge is that training can be expensive and needs to be regularly updated to stay current.
- 6.36. Hardware and broadband can be expensive, and hardware needs to be upgraded regularly. Some providers do make wifi available to residents, others do not. In some cases residents have to share equipment, which places natural limits on use. Often, the report found, IT provision is simply not a strategic priority for providers, and is seen as something of a 'nice to have'. IT is not, for example, an integral part of the standard needs assessment process.
- 6.37. The report made the following recommendations which can be grouped into 5 themes as follows:
1. Information sharing
 2. Training
 3. Campaigning / influencing
 4. Become a digital hub
 5. Fundraising
- 6.38. These recommendations are for Lewisham Speaking Up to implement, and you can read the full details in Appendix B.

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7. Task & Finish Group methodology

- 7.1. The TFGs will be run as projects, utilising an *agile* methodology, and are intended to be:

Collaborative – scrutiny officers, directorate officers and councillors working together to address a topical issue of concern, using a shared space on MS Teams

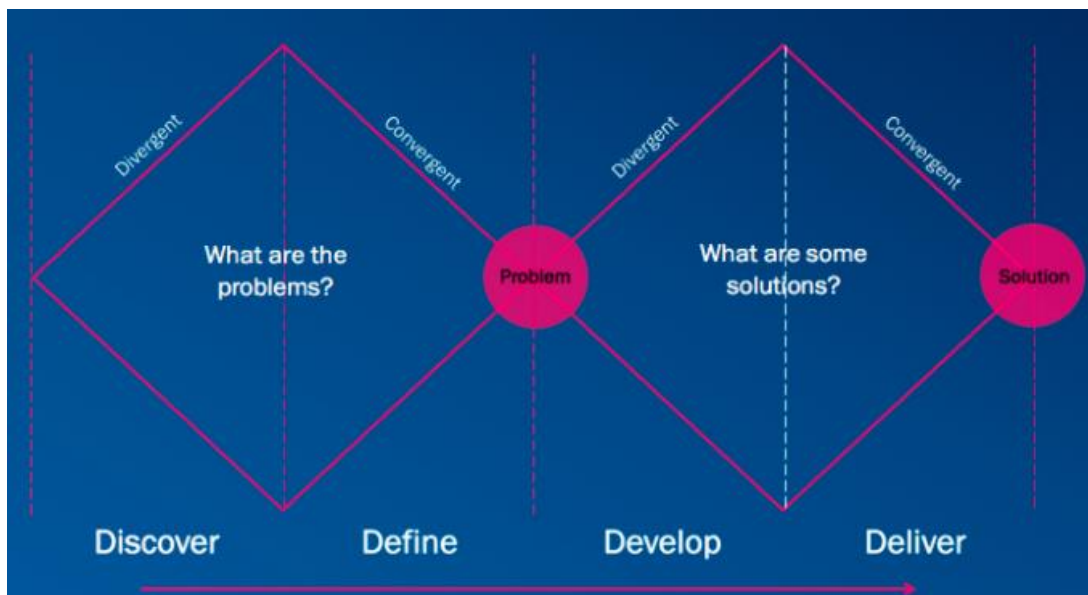
Time limited – to suggest solutions in a timely manner, with allocated tasks, progress checks and deadlines

Flexible – with a mixture of formal and informal meetings, visits, research, user engagement etc

Focussed on residents – service user experience is key, the issue will be clearly defined, and solutions suggested, on the basis of understanding residents' experience

Focussed on solutions – the aim is to take evidence from a wide range of sources and good practice to develop affordable, practical solutions that are evidence based and implementable and that will have a positive impact on the lives of residents.

- 7.2. A 'double diamond' approach will be taken which will split the project into two parts (diamonds). The first part is the 'discovery' stage. The issue (the topic of the TFG) is the starting point and then research and evidence collection is carried out to really understand the issue and define it more clearly. Once the issue is well understood and well defined, the second stage begins. Further research and evidence collection is carried out, seeking inspiration from elsewhere and working with a range of different stakeholders and experts to investigate potential solutions. Then a clear set of recommendations can be produced.



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8. Nature of expected outcomes

- 8.1. The work of the TFG is intended to support work to improve the following outcomes:
- *Increased levels of digital access and know-how among residents with a learning disability.*
 - *An increased awareness of the importance of digital inclusion as a fundamental life skill.*
 - *An increased understanding of local and national best practice in relation to digital inclusion and how to embed this into ways of working and services.*
 - *The identification of outcomes that the council and its partners might seek to achieve through greater digital inclusion.*

9. Stakeholder engagement

- 9.1. It is proposed that stakeholder engagement begins with engagement with **Lewisham Speaking Up (LSU)**, who commissioned the research on digital exclusion for people with learning disabilities by Helen Ramsbottom.
- 9.2. The aims of this engagement would be to get a more detailed sense of the digital inclusion issues that people with learning disabilities in Lewisham were found to be facing and some of the potential solutions that have been suggested.
- 9.3. It is proposed that this engagement takes place before August.
- 9.4. It is also proposed that stakeholder engagement also involves engagement early on with the **Learning Disability Digital Inclusion Forum** (a council-led group of local learning disability stakeholders including support providers, council officers, and LSU).
- 9.5. The aims of this engagement would be to get a more detailed overview of the digital inclusion work that is already going on with learning disability stakeholders in Lewisham. It is proposed that this engagement takes place in July.
- 9.6. It is proposed that other engagement includes:
- Engaging with the **Digital Poverty Action Alliance** (a group of local stakeholders, including housing providers and voluntary organisations, such as Phoenix Community Housing and Community Connections) in order to gather more evidence and examples of digital inclusion best practice from local stakeholders.
 - Engaging with **people with learning disabilities** and their families in order to better understand their digital aims and ambitions; the obstacles they face; and their experience of using online services, including council services. This will likely include engagement with Camphill Friends and Family and Lewisham Speaking Up.
 - Engaging with **learning disability support providers** in order to better understand the challenges they face on digital inclusion; the support and training they need; and their experience of using online council services.
 - Engaging with **Adult Learning Lewisham, Lewisham College and Libraries**, particularly those that are part of the Good Things Foundation Online Centres Network (Lewisham Library and Crofton Park Community Library), in order to hear more about their experience of providing training on digital skills.
 - Engaging with **Greenvale and Drumbeat Schools** to hear about their experience of digital inclusion for people with learning disabilities and to identify examples of good practice.

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- 9.7. Further engagement will be steered by the findings of this initial engagement. The TFG may, for example, wish to engage in more detail further local stakeholders or engage with other local authorities with experience in digital inclusion initiatives, or consider or holding an online call for evidence.

10. Key Lines of Enquiry

- 10.1. The *proposed key lines of enquiry for the TFG* are:
- *What support do people with a learning disability need to be digitally included in the way they want to be?*
 - *What support to parents, carers, support workers and providers need to help people with a learning disability to do this?*
 - *What best practice has emerged, locally and national, over the course of the pandemic and what lessons were learned?*
 - *How can digital enablement be built into the learning disability pathway and learning disability services?*
 - *Are the council's own online services accessible for residents with a learning disability?*
 - *What outcomes do the council and its partners want to achieve from greater digital inclusion among people with a learning disability?*
 - *What opportunities for local and national partnerships are there?*

11. Out of Scope

- 11.1. Children with learning disabilities.

12. Sources of Evidence

- 12.1. A combination of further desk-based research and stakeholder engagement.

13. Timeframe and resources

- 13.1. This is the first formal meeting of the TFG. There will be at least one more formal meeting to agree to final report and recommendations – this is provisionally scheduled for **8 March 2022**. Before then there will be a mix of informal and formal meetings as required to gather evidence for the review. The intention is for the majority of evidence gathering to take place before and after August 2021 with a mid-stage evidence review meeting provisionally scheduled for **17 November 2021**.

14. Financial implications

- 14.1. There are no direct financial implications arising from the implementation of the recommendations in this report. Elements of the work of the Task and Finish Group may have financial implications and these will need to be considered in due course.

15. Legal implications

- 15.1. The Council's Constitution provides at paragraph 6.11, Article 6 that the Overview and Scrutiny Committee may from time to time appoint sub-committees, to be known as task and finish groups which will exist for a period of no less than 3 months, nor more than 12 months from the date of their creation. It further adds that "Any task and finish

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group shall consist of 5 members and be established for the purpose of examining a particular issue in depth. The terms of reference of any task and finish group shall be agreed by the Overview and Scrutiny Committee which shall also appoint members to it.”

16. Equalities implications

- 16.1. The Equality Act 2010 brought together all previous equality legislation in England, Scotland and Wales. The Act included a new public sector equality duty, replacing the separate duties relating to race, disability and gender equality. The duty came into force on 6 April 2011. It covers the following nine protected characteristics: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.
- 16.2. The Council must, in the exercise of its functions, have due regard to the need to:
 - eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act
 - advance equality of opportunity between people who share a protected characteristic and those who do not.
 - foster good relations between people who share a protected characteristic and those who do not.
- 16.3. There may be equalities implications arising from activities undertaken by the Task and Finish Group and it will need to give due consideration to this.

17. Climate change and environmental implications

- 17.1. There are no direct climate change or environmental implications arising from the implementation of the recommendations in this report. Matters considered by the Task and Finish Group may have climate change implications and the Task and Finish Group will need to give due consideration to this.

18. Crime and disorder implications

- 18.1. There are no direct crime and disorder implications arising from the implementation of the recommendations in this report. Matters considered by the Task and Finish Group may have crime and disorder implications and the Task and Finish Group will need to give due consideration to this.

19. Health and wellbeing implications

- 19.1. There are no direct health and wellbeing implications arising from the implementation of the recommendations in this report. Matters considered by the Task and Finish Group may have health and wellbeing implications and the Task and Finish Group will need to give due consideration to this.

20. Report author and contact

- 20.1. If you have any questions about this report please contact:

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Appendix A – Task and Finish Group Proforma

Appendix B – Lewisham Speaking Up digital inclusion research (the Ramsbottom report)

Is this report easy to understand?

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