



NHS Quality Checkers

**Assessment and Treatment Unit
for people with a learning disability
Self-Assessment Questionnaire**

This document is one of four that makes up each of the NHS Quality Checker toolkits.

Each toolkit contains:

- An introduction
- A self-assessment questionnaire (specific to each service area)
- A guide to visiting the service
- A Feedback and Recommendation report template.

For the other documents in this series please go to NHS England's website at:

<https://www.england.nhs.uk/learning-disabilities/projects/>

Supporting legal obligations to involve patients and the public

All NHS organisations have legal duties to involve patients and the public in planning and developing services, as well as when proposing changes. NHS England has published statutory guidance for CCGs on meeting their duties, and there is a wide range of guidance, tools and resources on the Involvement Hub.

By taking part in this Quality Check of your service it will contribute to evidence of your involvement of patients in:

- monitoring the quality of your service;
- making changes and improvements to your service (where appropriate);
- the improvement of the service for people with a learning disability.



NHS Constitution:

The NHS Constitution (Department of Health) establishes the principles and values of the NHS in England. It sets out rights to which patients, public and staff are entitled, and pledges which the NHS is committed to achieve. It states:

The NHS provides a comprehensive service, available to all

It is available to all irrespective of gender, race, disability, age, sexual orientation, religion, belief, gender reassignment, pregnancy and maternity or marital or civil partnership status. The service is designed to improve, prevent, diagnose and treat both physical and mental health problems with equal regard. It has a duty to each and every individual that it serves and must respect their human rights. At the same time, it has a wider social duty to promote equality through the services it provides and to pay particular attention to groups or sections of society where improvements in health and life expectancy are not keeping pace with the rest of the population

“You have the right to be involved, directly or through representatives, in the planning of healthcare services commissioned by NHS bodies, the development and consideration of proposals for changes in the way those services are provided, and in decisions to be made affecting the operation of those services.”

The Equality Act (2010). Making reasonable adjustments:

Equality law recognises that bringing about equality for disabled people may mean changing the way in which services are delivered, providing extra equipment and/or the removal of physical barriers. This duty to make reasonable adjustments aims to make sure that a disabled person with disabilities (which includes visible and non-visible disabilities) can use a service as close as it is reasonably possible to get to the standard and quality usually offered to non-disabled people.



NHS Accessible Information Standard:

From 1st August 2016 onwards all organisations that provide NHS care and / or publicly-funded adult social care are legally required to follow the Accessible Information Standard. The Standard sets out a specific, consistent approach to identifying, recording, flagging, sharing and meeting the information and communication support needs of patients, service users, carers and parents with a disability, impairment or sensory loss.

For more information go to
<https://www.england.nhs.uk/our-work/accessibleinfo/>

Completing this questionnaire

To complete this questionnaire we would recommend holding a team / ward / department meeting with as many staff as possible. This would provide the opportunity to discuss as a team what you are doing for patients with a learning disability and how well you are meeting the standards of care. The questions relate to each of the standards but if there are other comments you would like to make please add them at the end of each section. We suggest reading through the questionnaire before starting to answer the questions.



Please use plain English and avoid using jargon in your answers.

Assessment and Treatment Unit Self-Assessment Questionnaire

Flagging systems



1. Is there a flagging system to identify those people with a learning disability, those who have a learning disability and autism and those who are autistic (but do not have a learning disability)?

Yes

No

2. If you do, does your flagging system contain any key information such as physical health conditions, allergies or sensitivities, any additional support needed and reasonable adjustments you will make for the people using your service?

If no, how do you ensure their physical health issues and treatment are taken in to account and support is appropriate to their individual needs?

- 3. In the last 12 months, how many people with a learning disability have attended the service?**

What are the main reasons for their attendance? for example are they mostly admitted under the mental health act? On a voluntary basis? As a step down from a secure unit? Or breakdown in community support?

- 4. Are you able to determine the ages of those using the service in the last 12 months? Eg numbers of those aged:**

0 – 17 yrs 18 – 24 yrs; 25 – 49 yrs; 50 – 74 yrs; 75+ yrs?

Standard 1: The patient is involved with their care at all times



- 5. Does each person with a learning disability have a care plan that is developed with them where they have capacity, and with their carers/legal guardian where appropriate if not?**

Please give details. Please include if you use the Care Programme Approach?

- 5.1 Does the care plan include the reasonable adjustments you will make?**

Yes

No

- 5.2 Does it include areas where you are unable to meet the needs of the person?**

Yes

No

- 5.3 Does it include supported decision making?**

Yes

No



6. What communication methods have you used to give information to people with a learning disability, including those who are non-verbal, about:

- Diagnosis and treatment, therapeutic activities.
- Mental Health Act, their rights, how to give feedback/complain, friends and family test.
- Daily routine, ward routines, what happens at night, meals.
- What support is available to them while they are in your care, who's who.
- Discharge planning/pathway.

Please include written and printed materials as well as verbal communication.

7. For people with a Learning Disability who are detained under the Mental Health Act, how do you ensure they are supported to understand their section and their rights of appeal (including those who are non-verbal?). Please give examples:



8. **For people with a learning disability who lack capacity under the provisions of the Mental Capacity Act (MCA) 2005, how do you ensure that they are involved, as far as possible, in the decision making process about their care and treatment?**

Please give examples:

9. **How do you work with advocates, carers and families to give support to a person with a learning disability?**

Please comment on the following:

If you have visiting times for family, what are they?

Are family members allowed to be in rooms with the person and receive some privacy if the person wants it?

Are there areas you do not allow family members/carers to go? If so why?

Are families/carers invited to all reviews (consent permitting)?

10. How do you support people with a Learning Disability to access Independent Mental Health Advocate support and know and use their rights of appeal?

11. Do you have a 'Best Interests' process for all people who lack capacity?

Yes

No

If yes, please tell us who is included in this, how it is recorded and/or shared and if family members or carers are present do they get written notes of the meeting and /or agreed actions?

12. Do you collect feedback from individual people with a learning disability and their families and carers about the service, including its effectiveness, the reasonable adjustments made or how it can be improved?

Yes

No

If yes, how is it collected?

13. Have you had any complaints, compliments or feedback in the last 12 months from a person with a learning disability?

Yes

No

If yes, please give the number of complaints, compliments and other feedback:

Number of complaints	
Nature of the complaints?	
What action was taken?	
Number of compliments	
Nature of the compliments?	
Was any action taken? if yes, what?	

Are there any other comments you want to make on how you are supporting people to meet standard 1?

Standard 2: The patients care, treatment and support is planned to meet their needs



14. Does your service have a learning disability strategy or action plan for the improvement of services for people with a learning disability?

Yes

No

If yes, have people with a learning disability taken part in developing this?

15. Pre-admission planning that is person centred and flexible can allow services to plan reasonable adjustments for patients and leads to safer and more effective care and treatment.

Please tell us about any pre-admission planning that takes place before a person with a learning disability is admitted.

- 16. If someone has a rare condition, how do you ensure you can meet their needs before they arrive?**
- 17. Does each patient have a key worker /named worker they can go to for advice and support?**
- Yes No
- 18. How do you use peoples support plans / health action plans / hospital passports in your service?**
- 18.1 If a person does not have a hospital passport or health action plan, what action is taken?**

19. Do you hold Care and Treatment Reviews for those in your care?

Yes

No

If yes, how do you ensure actions agreed are followed up and completed in the agreed timescale?

20. How do you maximise a person's physical health while they are in your care?

Are the following proactively managed, discussed with the person and recorded in their health plan?

	Yes	No
Eating Healthily		
Constipation		
Physical activity		
Eyesight		
Hearing		
Condition of their skin		
Cleanliness		

21. What activities are available each week to people in your care?

22. Do you add any changes to a person's treatment such as medication, to their health plans?

Yes

No

23. What reasonable adjustments do you make to support people with a Learning Disability to get ready for and to attend Hospital Manager's hearings and Mental Health Tribunals?



24. How do you ensure that relevant information about a person with a learning disability is shared with other departments and professionals who might need it whilst respecting their confidentiality?

25. When you make a referral to another service, do you include information about reasonable adjustments and communication methods (as agreed with the individual)?

Yes

No

If yes – please give examples

26. Do you and social workers from the area the person came from maintain regular contact to plan the person's discharge?

27. Do you ask the person where they want to go when they leave your service?

Yes

No

Do you take the person to where they want to go to show them the services available in that area?

Yes

No

Do you show them possible housing options in the area?

Yes

No

How do you support the person in your care to make and follow the decision they want if that isn't the same as their family?



28. Who do you tell to ensure a person with a learning disability is safe and are aware of their right to receive support once they leave?

For example: care agencies, family and carers, GP. Please give examples:

Are there any other comments you want to make on how you are supporting people to meet standard 2?

Standard 3: The patient gets good care and feels safe



**29. How well are people with a learning disability able to keep family relationships while they are in your care?
Please tell us more about this:**

Are people in your care allowed to use mobile phones / technology to stay in touch with family and friends?

30. How well do you ensure that people with a learning disability are supported to keep or have access to community services?

Please give examples:

30.1 If there are problems keeping access what do you do?

31. How would you work with people with a learning disability who show behaviour that challenges?

Please also state what reasonable adjustments have you used to help someone's behaviour?

32. How often have you used restraint in the last 12 months? Do you have a plan to reduce restraint?

33. How do you know if people with a learning disability are experiencing pain and distress or have an underlying physical issue that is causing or making worse their behaviour?

34. Do you have procedures in place, which staff put in to practice, to recognise, assess and respond to distress and pain experienced by people with a learning disability?

Yes

No

If yes, How do you measure how well staff put the procedure in to practice?

35. If the person is unable to tell you how they are feeling, what things do you take into account when making a diagnosis and prescribing treatment?

36. Research carried out by Public Health England estimated that on an average day in England, between 30,000 and 35,000 adults with a learning disability are receiving an antipsychotic, an antidepressant or both without an appropriate clinical reason.

Has everyone who is prescribed any medication got a clear clinical reason for it recorded in their health records/plan?

Yes

No

Are there any other comments you want to make on how you are supporting people to meet standard 3?

Standard 4: The patient gets good care from a service that has trained staff that know how to do their job well and are always looking to improve.



37. Have all staff been given learning disability awareness training?

Yes

No

Does the training include human rights, equality diversity, accessible information standards and communication?

Yes

No

If not, which staff have not had training?

37.1 Has someone with a learning disability given any input to this training for staff?

If so, please tell us more about how and what they do:

38. What happens when agency staff come to work in your service? What training checks are done?

39. Some people with a learning disability may also be autistic. Have staff had training on autism including training on people with both a learning disability who are also autistic?

Yes

No

40. Has your organisation signed up to the S.T.O.M.P pledge?

Yes

No

If yes, can you give examples of how you put it in to practice?

41. Have staff had training in how to manage conditions such as diabetes, constipation, asthma, dysphagia, epilepsy?

Yes

No

What links has the service made to ensure specialist support is available to staff to support with conditions such as these while the person is in your care?

42. Does the service regularly check the quality of its service?

Yes

No

If so please state how it does this.

Are there any other comments you want to make on how you are supporting people to meet standard 4?

Good practice



43. Do you share good examples of reasonable adjustments with other wards, departments, agencies and organisations?

Yes

No

Please give examples:

44. Please tell us about a time when things did not go well for a person, how you dealt with it and what you learnt?

- 45. Please give details of a case study where you feel that your services did well in the provision of care to a person(s) with a learning disability. This may be at the pre-admission stage, care while receiving treatment, at discharge or at any time from when they were referred to when they left, and how this improved the outcomes for the person with a learning disability.**



Thank You for completing the NHS Quality Checkers Self-Assessment Questionnaire.

You are now part of a national programme to reduce premature mortality rates of people with a learning disability.



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