



## **NHS Quality Checkers**

# **Acute Self-Assessment Questionnaire**

Gateway reference number: 08060

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 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.



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

# Acute Self-Assessment Questionnaire

## Flagging systems for patients with a learning disability



**1. Is there a flagging system to identify people with a learning disability?**

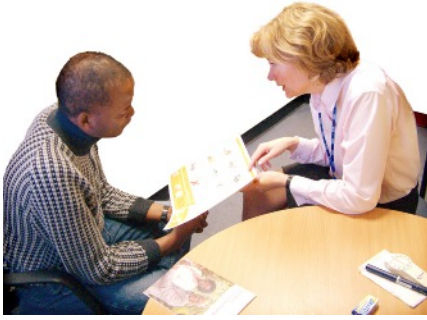
Yes

No

**If yes, what does the flagging system record?**

For example, does it identify additional support patients may need and the reasonable adjustments you will make? Such as the need to have their carer stay with them, flexible visiting times, support during mealtimes, a side room if available.

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



- 2. Does each patient 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 provide details:

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

Yes

No

**Does it include areas where you are unable to meet the needs of the patient?**

Yes

No



- 3. For patients with a learning disability who lack capacity under the provisions of the Mental Capacity Act (MCA) 2005, how do you ensure that patients are involved as far as possible in decisions about their care and treatment? Who else would you involve?**

Please provide examples:

- 4. How do you provide information and communications about tests, diagnosis, procedures, changes in condition and treatment, to patients with a learning disability in a way they can understand?**

Please state communication methods you use.

**Is extra time dedicated to this?**

Yes

No



**5. How do you work with families and/or carers during the treatment of a patient with a learning disability?**

For example, keeping them informed about care and treatment (with consent of the patient where they have capacity) or do you discuss what their role in the care of the patient will be while they are in the hospital?

## Patient engagement and involvement



- 6. Do you collect feedback from individual patients with a learning disability, their families and carers about the effectiveness of your service, including the reasonable adjustments you make to support their care?**

Yes

No

- 7. Do you have an easy read version of the Friends and Family Test that is easily accessible to people with a learning disability?**

Yes

No

- 8. What do you do to make sure that people with a learning disability are involved in the improvement and design of the service?**

For example, are people with a learning disability members of any patient forums or patient participant groups?



**9. Do you offer accessible information to support patients with a learning disability to provide compliments, complaints and other feedback?**

Yes

No

**10. Have you received any compliments, complaints and other feedback in the last 12 months from a patient with a learning disability or their family or carer on their behalf?**

Yes

No

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

<b>Number of complaints</b>	
<b>Nature of the complaints</b>	
<b>What action was taken?</b>	
<b>Number of compliments</b>	
<b>Nature of the compliments</b>	
<b>Was any action taken?</b>	

**Are there any further 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**



**11. 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 for patients.**

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

**12. How does your service plan discharge for patients with a learning disability to other wards or discharged home?**

## **Who do you notify to ensure that they are safe?**

For example: care agencies, family and carers, GP or Community Learning Disability Team.

## **What information do you include regarding reasonable adjustments and communication needs?**

Please provide examples:

**Are there any further 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**



**13. We know people with a learning disability are at a higher risk of having heart disease, cancer and epilepsy. What do you do to determine if a patient with a learning disability is receiving treatment that may impact on any care or treatment you need to give for the presenting condition?**

For example, do you use hospital passports and health action plans within your service?

**If patients do not have a hospital passport or health action plan, what action is taken?**

For example, do you contact other services or speak to family and/or carers?



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

**15. What system is in place to assess and manage distress and pain in patients with a learning disability?**

**Are pain assessment tools used proactively?**

Yes

No



**16. How do you support someone with a learning disability who is scared of particular procedures such as having blood taken?**

**What reasonable adjustments do you make to ensure the person is supported to allow the procedure to take place?**

**Have there been occasions when staff have been unable to undertake procedures? If so, please describe:**



**17. How would you work with a patient with a learning disability, who displays behaviour that challenges?**

For example, a patient who has difficulty complying with medical procedures and examinations.

**Are there any further 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.**



**18. Is there a named Learning Disability Liaison Nurse within your Trust that is trained to provide advice and support to staff around care and treatment of patients with a learning disability, as well as offering advice and support to patients?**

Yes

No

Don't know

**If yes, when is the Learning Disability Nurse available? eg full time / part time / available at weekends / evenings?**

Please comment:

**19. If you do not have access to a Learning Disability Nurse, where do you seek advice and support?**



**20. How would a patient and their family/carer find out about the Learning Disability Liaison Nurse and how do they contact them?**

**21. Have all staff been given learning disability awareness training, including equality, diversity and communication training? If not which staff have had training?**

**Has someone with a learning disability provided input to this training for staff?**

Please expand on their involvement:



**22. Have all staff who provide care and treatment to patients undergone training in the Mental Capacity Act (MCA)?**

Yes

No

**If not, which groups of staff have not had training?**

**23. Does the service regularly check the quality of its service?**

Yes

No

If so please state how it does this.



**24. Does your service have a strategy or action plan for the improvement of its services which includes how it can better meet the needs of people with a learning disability?**

Yes

No

**If so, have people with a learning disability been involved in developing it?**

**25. Are you able to easily search your records to inform wider strategic planning for people with a learning disability?**

For example, to determine the reasons why people were admitted over the previous 12 months or the age range of those attending?

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

## Good practice



**26. Do you share examples of good practice with other wards, departments, agencies and organisations?**

Yes

No

Please provide examples:

**27. Please give details of a case study where you feel that your services did well in the delivery of care to a patient with a learning disability. This may be at the pre-admission stage, care on the wards, at discharge or at any time from when they were referred to when they left, and how this improved the outcomes for the patient 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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