



NHS Quality Checkers

Community 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.

Community Self-Assessment Questionnaire

Flagging systems for patients with a learning disability



1. Is there a flagging system to identify people with a learning disability who use your service?

Yes

No

If yes, what does the flagging system record?

Whether you have a flagging system or not, what information do you include in the records of those with a learning disability?

For example, does it include the reasonable adjustments you will make?

Or identify additional support patients may need, such as if the patient would like to have their carer stay with them?

Please provide examples:



2. If no, how do you identify if someone has a learning disability?

Please provide details:

3. Do you have a register of people with a learning disability that have used your services?

Yes

No

If yes, what do you use the register for?

Please explain:

4. In the last 12 months, how many patients with a learning disability have attended the service?

What are the main reasons for their attendance?

Are you able to determine the ages of those using the service in the last 12 months?

For example, 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. When someone with a learning disability first makes an appointment or when they attend their first appointment, how do you go about identifying their communication needs to ensure they can understand and be involved in their care?**

For example, easy read, Mackaton, using interpreters.

- 6. What communication methods have you used?**

Please include written / printed material as well as verbal approaches. For example easy read appointment letters:



- 7. How do you ensure that the patient's family and/or carers are kept informed about care and treatment (with consent of the patient where they have capacity)?**

How is the information recorded and shared with the patient and family / carers?

Please give examples:

- 8. All treatment involves complex decisions. How do you assess a patient's capacity when planning treatment?**



- 9. 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? For example: involve support workers, contact the community specialist services.**

Please provide examples:

Patient engagement and involvement



10. 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, do you have a patient group that includes people with a learning disability which you involve in the development of your service?

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

Yes

No

12. 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



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

Yes

No

14. 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:

Number of complaints	
Nature of the complaints	
What action was taken?	
Number of compliments	
Nature of the compliments	
Was any action taken?	

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

Standard 2: The patient's care, treatment and support is planned to meet their needs



15. When meeting a new patient with a learning disability what information do you access or ask to see to understand the patient's history and their current needs?

For example, their health action plan.

16. What tools and resources have you used to support people with a learning disability and their families / carers before they arrive at the service or during the appointments?

For example, easy read information about the service, photos of clinicians on the appointment letter, offer of an alternative location.



17. Do you have a standard referral letter others use when referring a patient to your service?

Yes

No

If yes, does this ask about the patient's specific needs or whether reasonable adjustments are required?

18. If required, are facilities available to aid the transfer of those with a physical disability into a chair or examination couch?

For example, hoists or wheelchair recliners.

Yes

No

What do you have in place if this isn't available?



19. Is your service involved in the annual review of a person's medication?

Please give examples:

20. We know people with a learning disability are at a higher risk of having or developing diabetes, heart disease, cancer and epilepsy. If appropriate, what interventions does your service carry out to prevent, maintain and manage these conditions for people with a learning disability? How do you ensure any treatment you give does not impact on any pre-existing condition / treatment?

Please give examples:



21. When you make a referral to another service, what information do you include about the patient's reasonable adjustment requirements?

Please give examples:

22. How is discharge information recorded and shared with the patient and family / carers?

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



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

24. 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 a particular procedure or examinations.

25. Does your service hold Best Interests meetings for patients who lack capacity?

Yes

No

Please provide details:

If Yes, who do they include and how are they recorded and/or shared?

26. How do you support patients who are anxious or afraid during an appointment?

For example if someone is afraid of needles or other equipment.



27. Have you used any desensitisation work with a patient with a learning disability within the last 12 months?

For example: showing them around the service, showing them the equipment that may be used.

28. How do you understand patients' pain levels?

For example: asking patients to raise their hand if they are in pain.

Are pain assessment tools used proactively?

Yes

No

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.



29. Have all staff (including reception staff) been given learning disability awareness training, including equality, diversity and communication for non-verbal patients?

Yes

No

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

Yes

No

If so, please expand on their involvement:

How often is the training provided?

Is it compulsory for all staff?

Yes

No



30. Do you know where to go to get additional support for patients with a learning disability?

For example the local community learning disability service.

How easy is it to access the support? Do you know what they offer?

31. Does your service regularly check the quality of its service?

Yes

No

If so please state how it does this.



32. Does your service have a strategy, policy 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?

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

Good practice



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

Yes

No

Please provide examples:

34. Please give details of a case study where you feel that your services did well in supporting a patient with a learning disability and how this improved their outcomes.



**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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