



NHS Quality Checkers

Dental 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 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.

Dental 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 dental practice?

Yes

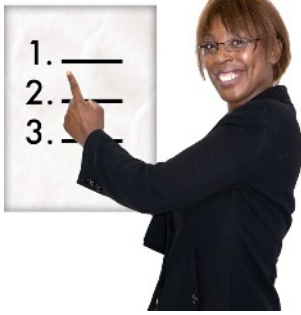
No

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

Yes

No

What do you use the register for?

Please explain:

3. 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?

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



4. When someone with a learning disability first makes an appointment or attends, do you ask them how they want you to communicate with them and any support they may need?

What communication methods have you used? Please include written / printed material as well as verbal approaches. For example easy read appointment letters:

5. How do you ensure that patients' 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:

- 6. 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



- 7. 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

- 8. 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

- 9. 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?



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

Yes

No

11. Have you received any compliments, complaints or 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 or 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



12. When meeting a new patient with a learning disability, what information do you access or ask to see to understand the patient's history?

For example, would you ask to see their health action plan?

13. Are facilities available to aid the transfer of those with a physical disability into the dental chair?

For example, hoists or wheelchair recliners.

Yes

No

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



14. How do you support patients to keep their teeth and gums healthy?

For example: do you have any easy read information on tooth decay, gum disease and teeth cleaning?

15. How do you ensure that diet advice and information on how to look after your teeth and mouth is delivered to people with a learning disability?

For example, do you have therapists; observe patients brushing their teeth; show them disclosing tablets?

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

Please give examples:



17. Is there anything else you do in the service that provides a positive experience for patients with a learning disability?

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



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

19. How would you work with a patient with a learning disability who displays behaviour that challenges? For example, a patient who has difficulty being examined.

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

For example, if someone is afraid of needles.



21. Can you give an example of 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 is used by the dentists.

22. 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.



23. Have all staff (including reception staff) been given learning disability awareness training, including equality, diversity and communication training?

Yes

No

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

Yes

No

If so, please expand on their involvement:

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

Yes

No

How easy is it to gain access to the support?

25. Do you regularly check the quality of your service?

Yes

No

If so please state how it does this.

26. Does your dental practice 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



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

Yes

No

Please provide examples:

28. 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.



Credits

This paper has been designed and produced by the EasyRead service at Inspired Services Publishing Ltd. Ref ISL169 17. March 2018

www.inspiredservices.org.uk



It meets the European EasyRead Standard.



Inspired.pics

Selected photos are from the Inspired.pics EasyRead collection and cannot be used anywhere else without written permission from Inspired Services Publishing Ltd.

www.inspired.pics