



**NHS Quality Checkers**

**Mental Health In-Patient Services  
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 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.

# Mental Health In-Patient Self-Assessment Questionnaire

## Flagging systems for people 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?**

For example does it identify additional support people with a learning disability may need and the reasonable adjustments you will make? Such as having their carer stay with them, flexible visiting times, support during mealtimes, if they require a quiet side room if available?

**2. 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:

**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?**

**4. 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. How do you ensure people with a learning disability take part in the following:**

- the development of their care plans; (please state if you use the Care Programme Approach?)
- what reasonable adjustments you will make
- what will be done if you are unable to meet the needs of the person with a learning disability;
- supported decision making.

### **6. How do you give information and communicate about every bit of care to people with a learning disability in a way they can understand, including those who are non-verbal? Including with regard to:**

- diagnosis, treatment and therapeutic activities
- their rights, how to give feedback/complain, friends and family test
- daily routines, ward rounds, what happens at night, meals
- what support is available to them while they are in your care, who's who
- discharge planning / pathway.



**Does this include an easy read version of the Friends and Family Test?**

Yes

No

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

- 8. For people with a learning disability who lack capacity under the provisions of the Mental Capacity Act 2005, how do you ensure they take part, as far as possible, in the decision making process about their care?**

Please give examples:



**9. How does your service work with advocates, paid carers and families to give support to the person once admitted to your service?**

Please include detail on the following:

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

Are family members allowed to be in the 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 family members/carers invited to all the 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. Does your service have a 'Best interest' process for all people who lack capacity?**

Yes

No

If yes, please give details of how this works:

**Who are included in this process and how are they recorded and/or shared?**

**If family or carers are present do they get written notes of the meeting and/or agreed actions?**

Yes

No



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

Yes

No

If yes, how is it collected?

**13. Have you had any compliments, complaints or feedback in the last 12 months from a person with a learning disability or their family or carer on their behalf?**

Yes

No

If yes, please give the number of complaints, compliments 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? If so, what?</b>	

**Are there any other comments you want to make on how you are supporting people with a learning disability to be involved with their care at all times?**

## **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 care 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 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 person with a learning disability is admitted.

- 16. If someone has a rare condition, how do you ensure your service can meet their needs before they arrive?**
- 17. Does each person have a key worker / named worker they can go to for advice and support?**
- 18. How do you use peoples support plans / health action plans / hospital passports in your service?**

**If a person with a learning disability 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 persons physical health while they are in your care?**

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

	<b>Yes</b>	<b>No</b>
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. What reasonable adjustments do you make to support people with a Learning Disability get ready for and to attend Hospital Manager's hearings and Mental Health Tribunals?**



**23. 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?**

**24. 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

- 25. Do you ask the person where they want to go when they leave your service? Do you show them possible housing options? How do you support the person in your care to make and follow the decision they want, if it isn't the same as their family?**



**26. Who do you tell when a person with a learning disability is discharged to ensure that they are 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 the care, treatment and support of people with a learning disability is planned to meet their needs?**

## **Standard 3: The patient gets good care and feels safe**



**27. 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 the people in your care allowed to use mobile phones / technology to stay in touch with family and friends?

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

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

What reasonable adjustments have you used to help someones behaviour?

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

- 30. How do you know if a person with a learning disability are experiencing pain and distress or have an underlying physical issue that is causing or making worse their behaviour?**
- 31. Do you have procedures in place to recognise, assess and respond to distress and pain experienced by people with a learning disability? How do you measure how well staff put the procedure in to practice?**

- 32. 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?**
- 33. 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 anti-psychotic, an anti-depressant or both without an appropriate clinical reason.**

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

**Are there any other comments you want to make on how you ensure people with a learning disability get good care and feels safe?**

**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.**



**34. Is there a named person in the department who is trained to give support and advice to staff around care and treatment of people with a learning disability? Such as a learning disability liaison nurse?**

Yes

No

If yes, can you tell us more about their role and give examples of good practice? Are they full/part time/ available at weekends or nights? Do all staff have access to this person?

**How does the liaison nurse help with the persons care? Do they introduce themselves when someone first arrives at the service?**

**35. If you do not have a learning disability liaison nurse, where do the staff and family / carers of a person in your care with a learning disability go to for support?**

**36. How would a person in your care, their family or carers find out about the learning disability liaison nurse and how to contact them?**

**37. Have all staff (including those who cover nights and weekends) been given learning disability awareness training?**

Yes

No

**Does their training include:**

- methods of communication?
- Accessible Information Standard?
- Human rights
- a 'do with' rather than 'do to' way of working.

Yes

No

**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:

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

- 38. Some people with a learning disability may also be autistic. Have staff had training on autism including people with a learning disability who are also autistic?**
- 39. Has your service signed up to the S.T.O.M.P. pledge? If so can you give examples of how you put it in to practice?**
- 40. Have staff had training on how to manage conditions such as diabetes, constipation, asthma, dysphagia, epilepsy? What links have ben made to ensure specialist services support is available to staff to support the management of conditions such as these while the person is in your care?**

- 41. Does the service regularly check the quality of its service? If so please state how it does this.**
- 42. Are there any other comments you want to make on how you make sure staff are trained and know how to do their job well and how the service continually looks to improve its service for people with a learning disability?**

## Good practice



**43. Do you share examples of reasonable adjustments that have worked well with other wards, departments, agencies and organisations?**

Yes

No

If yes, please give examples:

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

- 44. Please give details of a case study where you feel that your service did well when it gave care to a person(s) with a learning disability. This may be at the pre-admission stage, care while giving 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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