

# Accessible Information

WHAT WE NEED TO KNOW

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# The Accessible Information Standard (AIS)

## WHAT IS IT?

The Accessible Information Standard sets out a standardized framework to ensure people are given information in a format that they understand. And they are able to communicate effectively.

## WHO DOES IT APPLY TO?

Anyone who has a disability, impairment or sensory loss. This includes services users, parents and carers.

It should be considered that anyone could have a communication difficulty.

## WHO IS REQUIRED TO FOLLOW THIS POLICY?

All NHS trusts and publicly funded adult social care services in England are required to adhere to this policy.

**Since August 2016 a law called The Accessible Information Regulations 2016 made this is legal requirement.**

# Key Aims

To ensure people receive information in a format they understand.

People are provided with communication support for their specific needs.



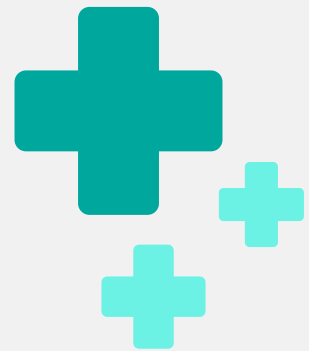
Their communication needs are recorded and consistently met throughout health and social care services.

# 5 Steps

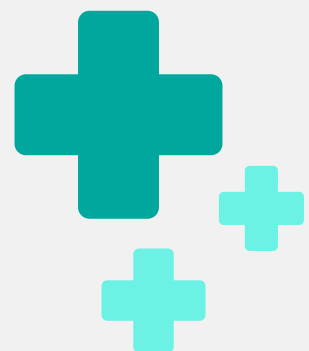


- 1 Identify** patients' communication needs at the first point of contact.
- 2 Record** those needs clearly in the patient's records.
- 3 Flag** those needs in systems so they are visible to all staff.
- 4 Share** information about these needs with other health and social care providers when appropriate.
- 5 Meet** those needs to ensure patients receive accessible information and communication support when needed.

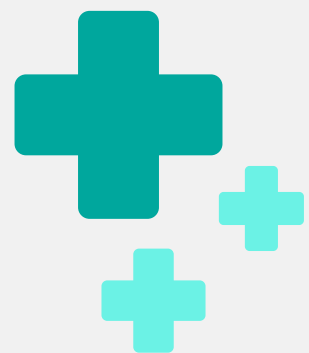
# Why is it so important?



Without adapting to meet communication needs, we are not providing service users with access to adequate healthcare, and decisions about their health.



The AIS works alongside the Equality Act 2010. It would be discrimination to restrict access to healthcare based on factors such as disability or nationality.



The AIS promotes inclusion, in line with the Health and Social Care Act 2012 and Care Act 2014.

# Are we meeting ALS requirements in our services?



# Challenges in implementation



Staff being aware of the standard and having access to training on AIS

Staff having access to shared records which advise on the user's communication needs

Having access to resources to support people's communication appropriately

Having access to communication specialist professionals, such as translators, speech and language therapists, deaf specialists within services once a need is flagged

Staff having an awareness of the diverse range of communication needs, and how to meet the individual's needs



# What can we do to help meet the Accessible Information Standard?



## ASK

Consider if someone might have a communication need

Ask them what their preferences are



## RECORD

Record, in a consistent way, people's needs and preferences

This should be easy to access and easy to understand



## PROVIDE

Information must be provided to the individual in way they understand

This could be easy-read, audio recordings, braille, large print, video



## SUPPORT

Ask for other professionals to help support where appropriate

Use resources and read information about that person's communication



# ASK

Obtain needs and preferences

When finding out people's preferences, consider how you'll ask

Always ask the individual

But, if appropriate speak with people who know them best too



“Would you like me to explain that again?”

“Do you know what the word X means?”

“Shall I write it down for you?”

“Is this leaflet too complicated?”

“Would you like a summary to look at later?”

“Shall I tell you again later?”






“Is there anything I can do to make the information clearer?”

# RECORD

Make sure everyone's needs are recorded in the same way and that they are easy to understand

Remember, staff will have varying literacy levels as well so keep it accessible

Consistency will encourage shared understanding

About me	How I communicate
 My name is: <input type="text"/>	 I communicate using: E.g. BSL, deafblind interpreter <input type="text"/>
 My date of birth is: Date <input type="text"/> Month <input type="text"/> Year <input type="text"/>	 To help me communicate I use: E.g. hearing aid, talking mat <input type="text"/>
 My address is: <input type="text"/>	 I need information in: E.g. braille, easy read <input type="text"/>  The best way to contact me is: E.g. mobile, email <input type="text"/>

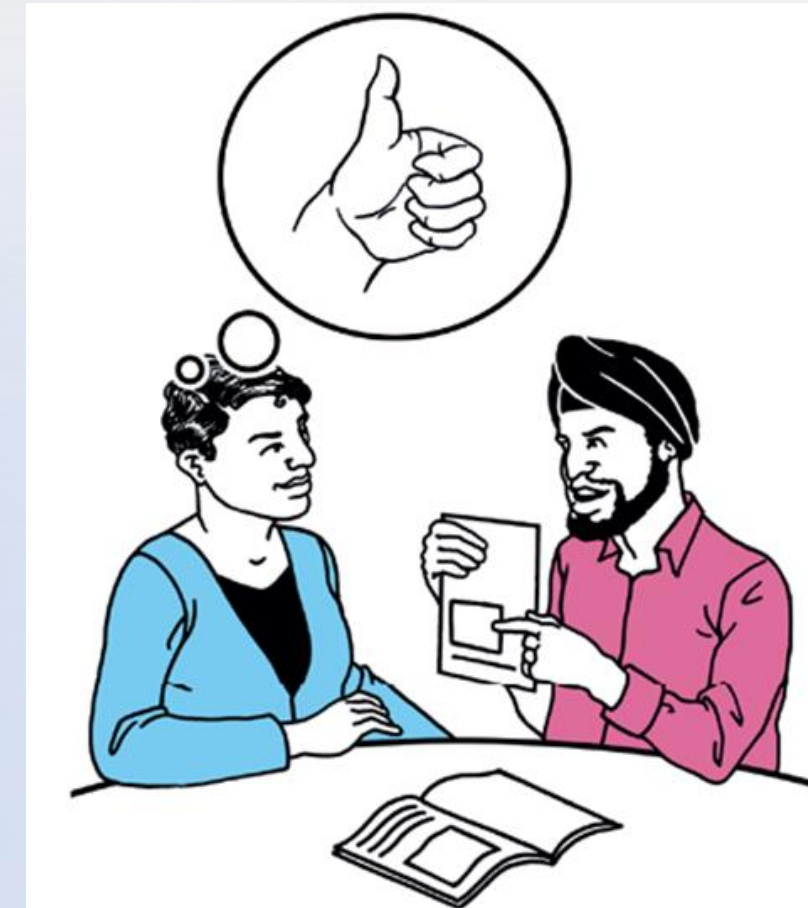
Where is information on communication needs stored currently? Is it easy to find?

How could we more effectively store information on communication needs?

# PROVIDE

Make sure that people receive information in a way they can access and understand.

Consider this before the appointment. They will feel more validated if the resources are readily available.



Most of our patients have comprehension difficulties.

A lot of our patients have memory difficulties.  
A few of our patients have visual and/or hearing impairment.

All of our patients have literacy difficulties.

# SUPPORT

Work together to support

It may be that you work with someone who speaks the same language as the patient, or someone knows BSL when working with a deaf person

Is there someone available that is particularly good at communicating with people with this diagnosis?

Play to strengths amongst the team

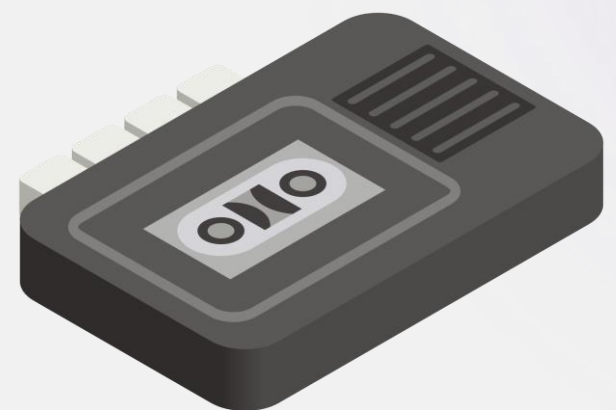
Do you have access to

- Translators?
- Speech therapists?
- Staff trained in easy-read?



Conditional Discharge (Section 41) Conditions


	<p>When you leave <u>hospital</u> you will have to follow some rules.</p>
	<p>Following these rules stops you coming back to <u>hospital</u>.</p>
	<p>These rules are often called conditions. These are the rules you must follow:</p>
	<p>1. You must live at your new <u>bungalow</u>. The address of your bungalow is: <span style="background-color: black; color: black;">XXXXXXXXXXXXXXXXXXXX</span></p>




Consider the environment  
 Ask about communication preferences  
 Establish expectations for the interaction

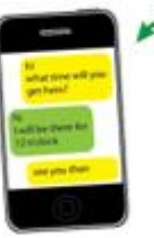
Gain and maintain attention  
 Adjust your own speech, language and communication  
 Use visual resources

Check understanding  
 Maximise memory  
 Support decision making  
 Coproduce a plan





X





see you there





You **must not** try to **contact** any of your **victims**.

You **cannot**:

**Text them**

**Email them**

**Phone them**

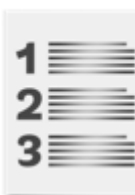
**Talk to them in any way**

I have been sectioned under the mental health act

What does being sectioned mean?




The **mental health act** is a law that explains **mental health treatment** in the UK.



The mental health act has **different parts**, these are called **sections**.

Sections are **numbered** so people know which part to look at.



People can be taken to a **mental health hospital** for treatment, even if they **do not** think they need to be there.


This is called being **sectioned**.

The word **sectioned** refers to the **sections** of the **mental health act**.

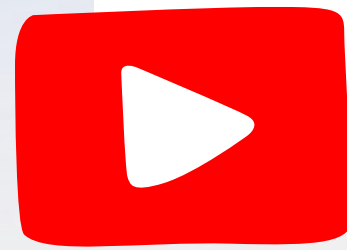
**MENTAL HEALTH ACT (1983)**

**KEEP IN MIND:**

- **MOST ARE DETAINED UNDER**



Simple (Most Commonly Used Sections)



**Easy read and accessible information for people with intellectual disabilities: Is it worth it? A meta-narrative literature review**

Deborah Chinn BA (Hons), Dip Clin Psych, PhD | Claire Homeyard RM, BSc (Hons), MSc

- Individualized adapted information for people with ID is more effective than generic information
  - Easy-read information as a standard has so far helped to bridge some of the gap for people with ID accessing health information
- It needs to be considered who is going to be going through that information with them, if appropriate. Some may be reliant on others. This should be considered when providing information.
- Consider how/ when you will obtain consent

“Individuals are at a disadvantage if they lack the requisite skills to fully comprehend what is happening or to express themselves clearly”

“It is vital that people in the criminal justice system are able to understand what is happening to them and what is required of them”  
(RCSLT, 2017)



**Thank You**