

CQC Indicators - LD

The following slides are copied from
the CQC Performance indicators
'Access to Healthcare for People with a
Learning Disability

Access to healthcare for people with a learning disability

Rationale

Equality in access to healthcare is central to the delivery of healthcare. The Independent Inquiry into Access to Healthcare for People with learning Disabilities, led by Sir Jonathan Michael, published its findings 'Healthcare for all' on 29th July 2008.

The inquiry was ordered following Mencap's 'Death by indifference' report, which told the stories of six people with a learning disability who died while in NHS care. The Inquiry sought to identify the action needed to ensure adults and children with learning disabilities receive appropriate treatment in acute and primary healthcare in England.

Central to the development of these performance indicators is adherence to the Human Rights Act 1998 and the Disability Discrimination Act 1995, to ensure equality of access and equity for all people with learning disabilities and that a human rights approach is adopted by the NHS and that 'reasonable adjustments' are made in the delivery of services to reduce health inequalities.

This indicator will seek to respond to the recommendations made in the Inquiry report for providers, specifically around the collection of data and information necessary to allow people with a leaning disability to be identified and the arrangements trusts have in place to ensure the views and interests of people with learning disabilities and their carers are included in the planning and development of services.

Indicator

NOTE

This indicator will not be included in the scored assessment for 2009/10. However, trusts will be expected to collect the requisite information and report on it separately and we will publish this along side the results of the review to ensure visibility.

Trusts will be assessed on their responses to the following six questions, based on the recommendations set out in 'Healthcare for all' (2008) – the Independent Inquiry into Access to Healthcare for People with learning Disabilities. For each question, a response of 1 to 4 is required depending upon the extent to which plans and protocols are in place and are fully implemented for all aspects of each question.

The scoring guide for all questions (except question 2) is as follows:

- (1) = Protocols/mechanisms are not in place.
- (2) = Protocols/mechanisms are in place but have not yet been implemented.
- (3) = Protocols/mechanisms are in place but are only partially implemented.
- (4) = Protocols/mechanisms are in place and are fully implemented.

1. Does the trust have a mechanism in place to identify and flag patients with learning disabilities* and protocols that ensure that pathways of care are reasonably adjusted to meet the health needs of these patients? (1-4)

2. In accordance with the Disability Equality Duty of the Disability Discrimination Act (2005), does the trust provide readily available and comprehensible information**

(jointly designed and agreed with people with learning disabilities, representative local bodies and/or local advocacy organisations) to patients with learning disabilities about the following criteria:

- treatment options (including health promotion)
- complaints procedures, and
- appointments

Scoring:

1. Accessible information not provided
2. Accessible information provided for one of the criteria
3. Accessible information provided for two of the criteria
4. Accessible information provided for all three of the criteria.

3. Does the trust have protocols in place to provide suitable support for family carers who support patients with learning disabilities, including the provision of information regarding learning disabilities, relevant legislation*** and carers' rights? (1-4)
4. Does the trust have protocols in place to routinely include training on learning disability awareness, relevant legislation***, human rights, communication techniques for working with people with learning disabilities and person centred approaches in their staff development and/or induction programmes for all staff? (1-4)
5. Does the trust have protocols in place to encourage representation of people with learning disabilities and their family carers within Trust Boards, local groups and other relevant forums, which seek to incorporate their views and interests in the planning and development of health services? (1-4)
6. Does the trust have protocols in place to regularly audit its practices for patients with learning disabilities and to demonstrate the findings in routine public reports? (1-4)

* Learning disabilities (Valuing People, 2001) include the presence of:

1. A significantly reduced ability to understand new or complex information, to learn new skills (impaired intelligence), with;
2. A reduced ability to cope independently (impaired social functioning);
3. which started before adulthood, with a lasting effect on development.

**As described in the Mental Capacity Act (2007), organisations should take 'all practicable steps' to present information in a way that is appropriate to the person's circumstances.

***To include the Mental Capacity Act (2007), the Disability Discrimination Act (1995) and the Carers Act (1995)

Data source and period

Care Quality Commission special data collection (as at 31st March 2010)