

***Practice* Based Scenario**

**Accessible information guidelines**

**About this document**

This document is designed to take you through a practice-based scenario to help you reflect on what you might do if faced with a similar situation. It can be used to guide your thoughts and prompt discussion with your colleagues. Working through this document counts towards your continuing professional development (CPD). Your reflections on this document are not assessed and you do not have to send your responses to the RCSLT.

You can work through it on your own, with a colleague or supervisor, or in groups, eg as part of an RCSLT Hub or Clinical Excellence Network.

This document is broken into six parts:

1. **The scenario:** for you to read
2. **The issues to consider:** for you to gather your thoughts on practice issues relating to this scenario
3. **Next steps:** for you to plan out what you would need to do next
4. **Prompts for consideration:** RCSLT prompts for further consideration
5. **Sources of further information:** links to professional guidance
6. **Update your CPD diary:** for you to do
7. **The scenario**

***(Population level accessible information)***

**You have been asked to support your trust or health board’s information manager to update its accessible information guidelines, so that they are consistent with your nation’s guidance on accessible information.**

****

**What do you do in this scenario?**

1. **The issues to consider**

**What do you need to consider?**

Think about the above scenario and its implications and jot down your notes about issues you may need to consider. Please feel free to use extra sheets of paper if you need. Or, if you are in a group, you may like to record on a whiteboard or flipchart.

1. **Next steps**

**What steps do you think you need to take next?**

1. **Prompts for consideration**

This scenario provides a great opportunity to shape the accessible guidelines, which will lead to improvements for service users. Furthermore, it could provide a chance for you to raise awareness of SLCN and also help you to develop your own skills in influencing and working at a higher level. However, you should still consider carefully how you might proceed.

Remember that if you are faced with a similar situation you will need to think about it in relation to the frameworks within which you work, such as the Health and Care Professions Council (HCPC) Standards, RCSLT professional guidance and resources, local and national policies and also policies of your employer (or your own policies if practising independently).

Please note that this list is not exhaustive and does not constitute legal advice.

**Prompt questions to consider**

1. Is this compatible with your present role?
2. Are you able to allocate sufficient time to this project?
3. How can you demonstrate that this is a good use of your time?
4. What role do they want you to play?
5. Do you have the right skills and knowledge?
6. Do you understand the standards?
7. Do you know which groups of service users require communication support and the most effective methods to use to support them?
8. What best practice guidelines and evidence base are available?
9. How will you get people with communication support needs involved? Are there existing mechanisms in place in the trust already?
10. Will staff require training? Who should do it?
11. How can the impact of implementing the guidelines be measured?
12. The emphasis is on accessible information. How can you influence the trust or board’s overall communication policy?
13. Is there learning and/or resources you can take from this to meet similar requests coming from other departments and organisations?
14. Are there CPD opportunities for other SLTs in the trust linked to this activity?
15. How and with whom can you share your learning?
16. How can you use the involvement of SLTs in this initiative to highlight their value within the trust?

**Possible next steps**

1. Find out more about what role from the information manager.
2. If you are employed, discuss with your manager. Be prepared to argue the case, with a list of benefits for service users and risks if you don’t get involved.
3. Find others who can support you in developing this material as it would benefit from a cross team approach.
4. Think about how you might pilot the questionnaire with service users to test it works. How would you evaluate the pilot?
5. Once you have an agreed plan you can make a start!
6. **Sources of further information**

**The following information in the professional accountability and autonomy, and professional guidance sections of the RCSLT website is also particularly relevant:**

1 – [Promote and safeguard the interests of service users and carers](https://www.rcslt.org/professional-autonomy-and-accountability-guidance#section-5)

2 - [Communicate appropriately and effectively](https://www.rcslt.org/professional-autonomy-and-accountability-guidance#section-6)

6 - [Manage risk](https://www.rcslt.org/professional-autonomy-and-accountability-guidance#section-10)

[Inclusive communication](https://www.rcslt.org/inclusive-communication)

**Other resources**

[NHS England Accessible Information Standard (2015)](http://www.england.nhs.uk/ourwork/patients/accessibleinfo)

1. **Update your CPD diary**

Working through this scenario counts towards your CPD. Once you have completed this scenario, please record this learning and your reflections in your CPD diary.