

***Practice* Based Scenario**

**Inclusive communication in justice sector**

**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 five 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 CQ Live themes
6. **Update your CPD diary:** for you to do
7. **The scenario**

**You receive a referral from the probation service to support an individual with learning disabilities to understand their probation conditions.**

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**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**

It is recommended that you think about the following prompt questions and formulate a considered strategy to deal with the problem.

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). See related information on these webpages and consider the list of prompts to help with your thinking.

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

**Prompt questions to consider**

1. How does your service pathway support this caseload?
2. Do S/LT’s have a leadership role in this scenraio?
3. Who do you need to collaborate with?
4. What tools can you use support understanding?
5. How can you promote the offenders engagement with your service?
6. How can you record outcomes of S/LT role in inclusive communication in this scenario?
7. Inclusive communication is vital to equal participation in society and access to services – at a broader service level how is this being supported in your place of work and what is the S/LT role?
8. Is there any training that could be run to support inclusive communication in this environment?
9. What are the barriers to providing training and how might these be addressed?

**Possible next steps**

1. Provide appropriate assessment and resource materials to support the service user.
2. Consider the wider network of support for this individual and how S/LT links in.
3. Reflect on your service pathway. What mechanisms are in place to support people with long term communication impairments in the justice system? Could these be improved?
4. Reflect on wider service pathway networks – how are they working together to support inclusive communication.
5. Promote awareness of S/LT services in the justice sector
6. Gather evidence of service need and take to commissioners.
7. Consider
8. **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)

3 – [Knowledge and skills](https://www.rcslt.org/professional-autonomy-and-accountability-guidance#section-7)

4 – [Delegate appropriately](https://www.rcslt.org/professional-autonomy-and-accountability-guidance#section-8)

5 - [Respect confidentiality](https://www.rcslt.org/professional-autonomy-and-accountability-guidance#section-9)

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

7 - [Report concerns about safety](https://www.rcslt.org/professional-autonomy-and-accountability-guidance#section-11)

8 – [Be open](https://www.rcslt.org/professional-autonomy-and-accountability-guidance#section-12)

10 – [Record keeping](https://www.rcslt.org/professional-autonomy-and-accountability-guidance#section-14)

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

[Justice](https://www.rcslt.org/justice-guidance)

[Leadership](https://www.rcslt.org/Brief-position-statement-regarding-the-importance-of-leadership-in-SLT-services)

[Raising Awareness/Giving Voice](https://www.rcslt.org/raising-awareness)

[Mental Capacity](https://www.rcslt.org/supported-decision-making-and-mental-capacity-guidance)

[Planning your service](https://www.rcslt.org/planning-process-for-planning-your-service)

1. **Update your CPD diary**

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