

# Policy on Provision of Information To People We Support: Easy-To-Read Version

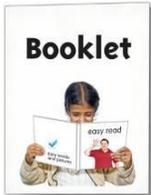
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## Who does this policy apply to?

This policy applies to all staff working in Cope Foundation.

## What does this policy aim to do?

The aim of this policy is to make sure that every person that Cope Foundation supports gets information in a way that they can access and understand, and with enough time to make any decisions or choices.



### 1. How information is presented:

All information given to people we support must be easy for them to access and understand. Ways for this to happen include:



Information written in easy-to-read



Using video



Using objects



Key staff that work with each person should think about each person's strengths and abilities.



They should think about what each person is good at and what they can do.



Staff should understand each person's strengths and abilities very well.



Key staff should decide on the best way for a person to get information based on what that person is good at. They should decide this with the person in charge of the residence / centre and with the person supported if possible.



The key staff and the person in charge should ask other professionals (for example, speech and language therapy) for advice if they are not sure what the best way is for an individual person.



## 2. Making Information Easy-to-Read:



All staff working with people supported by Cope Foundation will get training in making information easy to access and understand.



Staff should also use the following guidelines when making any information easy-to-read:

~~A~~Make it Easy: A guide to preparing Easy to Read Informationq (2011)

Inclusion Europe checklist: [www.inclusion-europe.com/checklist](http://www.inclusion-europe.com/checklist)

Mencap\$ Make It Clear: [www.mencap.org.uk/make\\_it\\_clear](http://www.mencap.org.uk/make_it_clear)



### 3. Support to get information and make choices:

When staff are giving information to people they will:



Spend plenty of time with the person and give them any help they need to look at and understand the information.



Give the person the information as soon as possible, so that they have enough time to understand and make choices or decisions about it.

Give the information to the person a few times if needed to help them make proper choices or decisions.



Give each person choices during their day including at mealtimes.

Give each person a choice in the way that suits them best, for example photos, symbols, objects or spoken words.



Key staff that work with each person should think about each person's strengths and abilities.



They should think about what each person is good at and what they can do.



Staff should understand each person's strengths and abilities very well.



Key staff should decide on the best way for a person to get information based on what the person is good at. They should decide this with the person in charge of the residence / centre and with the person supported if possible.



The key staff and the person in charge should ask other professionals (for example, speech and language therapy) for advice if they are not sure what the best way is for an individual person.



#### 4. Information about the day to day running of the residence / centre:

People will be given information on the day to day running of the centre they live in or attend by day in a way that they can access and understand. This means staff will give people:



Staff rotas / timetables using photos



Daily activity timetables / schedules using photos or symbols or objects or text



Schedules of any planned outings using photos or symbols or objects or text



Signs on rooms around the building using photos or symbols or objects or text



Notices about the Complaints rules and regulations in easy-to-read format



Notices about the emergency procedures and assembly points in easy-to-read format



Key staff that work with each person should think about each person's strengths and abilities.



They should think about what people are good at and what they can do.



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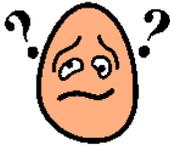
Key staff should decide on the best way for a person to get information based on what that person is good at. They should decide this with the person in charge of the residence / centre and with the person supported if possible.



The key staff and the person in charge should ask other professionals (for example, speech and language therapy) for advice if they are not sure what the best way is for an individual person.



Any rotas or schedules **must** be kept up to date with changes in staffing and routines.



This is to make sure that people get the right information and don't get confused.



## 5. Advocacy

Speaking up about something you think is important is called advocacy.

There are different types of advocacy to do with if you speak up for yourself or if other people help you speak up or speak up for you.



Each residence / centre will have its own advocacy group if this is practical.

This group should have people living in or attending the residence / centre in it.

The person in charge should get advice from Cope Foundation's Advocacy Working Group on the best type of advocacy for their own residence / centre.



The group should meet regularly and should have some support from staff.

The role of this group will be to:

Make sure that people in the residence / centre get information in a way they can understand and are given enough support and time to understand it properly.



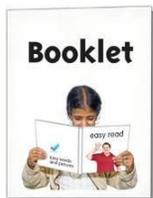


Make sure that people in the residence / centre get to make choices and decisions during the day and get enough support and time to do this.



Make sure that people in the residence / centre get information on the day to day running of the residence / centre in a way that each person can access and understand.

Make sure that information on the day to day running is kept updated and that people get the right information each day.



Make sure that people in the residence / centre get information on any big events, changes or new rules that affect their residence / centre.



Make sure that people in the residence / centre are told what kind of personal information is kept about them and who can look at it.

Please look at Cope Foundation's Data Protection Policy for more information.



The person in charge of the residence / centre should meet with the advocacy group regularly to talk about any worries or any new information.



## 6. New staff:



Any new staff starting work in Cope Foundation will get training in making information accessible, giving people support to access and understand information and making schedules / timetables.

When new staff start work in a residence / centre, they will get time to:



Spend time with each person in the residence / centre to get to know them.



Talk to key staff about what each person is good at and what is the best way for them to get information.



Look at each person's communication passport (when the person has one) to learn about how that person communicates and how they get information.

**A special thank you to the following people who attend BTC for making this document as accessible as possible:**

Thomas McCarthy

Maurice Attikosi

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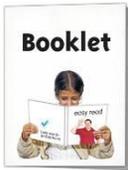
Conor Crowley

Niamh McCarthy

Tracy Prendergast

There is a bigger copy of this policy and it has more information in it. Please see Cope Foundation's Policy on Provision of Information to People We Support.

## Glossary of Symbols Used:



information



easy-to-read



DVD / video



objects of reference



someone thinking



someone is good at something



very well / very good



people talking and making decisions



a person asking someone for advice



a document is easy-to-read



staff training



a person supporting another person



time



someone thinking and making choices



choices at mealtimes



timetable / schedule / rota



team of staff



timetable / schedule



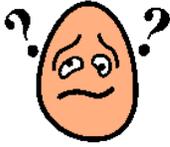
bus for outings



room signs



emergency procedures



confused



speaking up for yourself or others (advocacy)



an advocacy group



a group meeting



folders with information in them



2 people getting to know each other



a communication passport