

Communication Strategy Adults with Learning Disabilities

December 2005

Communication Strategy – Adults with Learning Disabilities

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|-----------------------------------|---|
| Review | |
| Approval/Adopted | |
| Where to get a copy | Communication Plan Project Officer St George's Industrial Estate White Hart Lane Wood Green N22 5QL |
| Related Documents | Haringey Council-Corporate Communications Handbook Booklet 9 Haringey Teaching Primary Care Trust |
| Author Further Information | Communication Plan Project |

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1 Background

1.1 Introduction

How we communicate with people with Learning Disabilities is probably the most important factor in how we as a local authority provide information and services to one of the most marginalised groups in our community.

In addition, since the publication of the government's white paper, "*Valuing People*" there has been an expectation that organisations working with people with learning disabilities develop policies to improve communication.

Although there has been some attempts to improve how the council communicates with people with learning disabilities in some service settings there has not been a consistent whole council approach.

The policy and guidelines propose a number of recommendations in relation to the use of symbols and photographs, style of language and developing individual plans.

1.2 Aim

The aim of this specific communication strategy is to act as addition to the on going development of the authorities communication policy and to ensure it also meets the needs of adults with learning disabilities.

It will do this by extending the Person Centred Planning approach already adopted by the authorities specialist services by supporting expertise and knowledge in communication.

1.3 Approach

Through the community strategy, the council aims to improve the life of local people by ensuring that it works on its priorities to improve services in addition to its commitment to respect and celebrate diversity and being inclusive and open.

The purpose of this strategy, through the use of a Person Centred Planning approach,

- Focus first on listening to the person to find out what they want to do and what their aspirations are and how they want these fulfilled;
- Engage with individuals and with those who know them well, those whose job it is to support them and those who arrange fund the support to achieve this through planning together;
- Put plans into practice by organising how people receive support into their everyday live;
- Ensure that we check ourselves to see if we are doing it right – review.

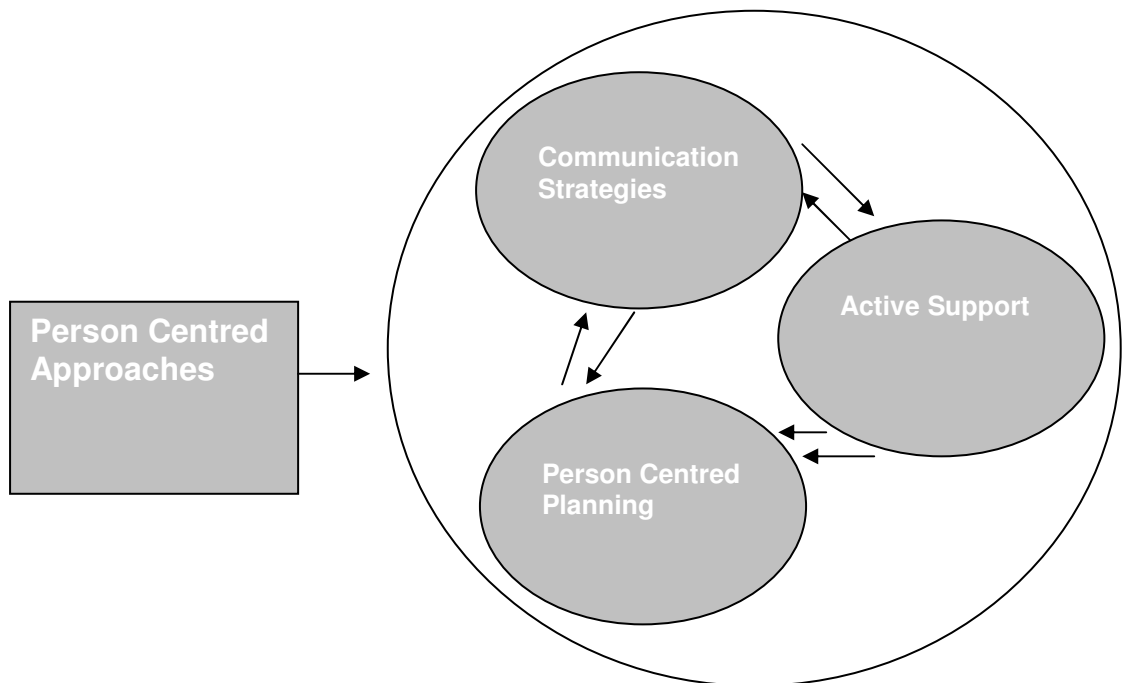
- Ensure that this is a whole council approach

This strategy focuses on the listening aspect of the way we work, and to further develop our Person Centred approach to providing support to Haringey residents with a learning disability.

The underlying assumption is this:

To listen to people, we have to know how each person communicates, and be able to communicate with them. In many cases this is already happening. Where we don't know this, we have to find out and bring about practices that help us identify how someone communicates and that help us communicate with them, and embed this into service and organisational systems.

Effective communication is therefore a gateway to our providing the desired and required support, which also needs to be maintained. Continuous support means continuous listening and engagement with service users and their allies. The graphic below illustrates the main Person Centred Approaches we need to use to support people.



1.4 What do we want to achieve?

A structured and planned promise to support and improve people's communication, in their lives, in the organisation, so that they can exercise rights, make choices and have control of their lives.

Embed communication in service structures, in organisational structures, and enable Haringey Council to become a better listening organisation to meet the needs of Haringey residents with a learning disability.

1.5 Why do it?

The assumption is that it would be very beneficial to the people we support as a whole, and those who support them, and not doing it would have the adverse effect of making things harder for all. However more specifically:

Benefits:

- Central role of communication in people's lives.
- It will enable AS and PCP to be delivered more effectively
- It will ensure support and systems are informed by service users
- Tells service users, families, funders and staff that we are committed to driving and maintaining communication with individuals as a fundamental aspect of our work.
- It will give people opportunities to participate
- Focuses people's work (organisation)
- Substantial increase in our listening
- Avoids the assumption that it happens
- Provides a way of doing things in practice.
- It will make it someone's job to be looking for improvements
- Ensuring that gains are maintained
- It will help create a more enabling organisational culture.

Drawbacks – if we don't do it:

- Communication can easily slide off the table efforts by the organisation, pre and during Project Include can get lost.
- Service users and staff having unmet expectations.
- Risk of staff working under their own assumptions about people, resulting in inappropriate support
- Give in to service pressures
- Lack of consistency, fragmented approaches not corporate
- Service users will miss out opportunities
- Communication could show increasingly as 'challenging behaviour'
- People and their aspirations will not be listened to
- We will not fulfil our aspiration to be inclusive
- The community would miss out enrichment by service users and not have this as part of our growing and learning.
- Staff skills might will not be upkept
- Isolation for service users and staff

1.6 Implications

The task of this strategy is to link the identified requirements into existing systems (for example as part of service plans) and create systems that work.

The implications are as follows:

- | | |
|--------------------------------|---|
| Press and publicity – | Ensure that all publicity that is targeted to Residents with a learning disability follows the agreed guidelines. Ensure that an effort is made to ensure that all council's documents can be made accessible if required. |
| Customer Service / Reception – | To ensure staff understand the differing needs of residents with a learning disability and are trained to meet their needs. |
| Staff working in LD Services – | Ensure they make all information accessible through the use of Person Centred Planning |
| Commissioners – | That all contacts (not just specialist LD Services) place a requirement on contracts to adopt this approach |

1.7 Development and monitoring

It is proposed that an implementation / monitoring group should be setup to ensure that these guidelines are fully implemented.

2 **Definitions**

2.1 Definition of a learning disability

Learning disability includes the presence of:

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

This definition encompasses people with a broad range of disabilities. The presence of a low intelligence quotient, for example an IQ below 70, is not, of itself, a sufficient reason for deciding whether an individual should be provided with additional health and social care support. 'Valuing People' is based on the premise that people with learning disabilities are people first. We focus throughout on what people can do, with support where necessary, rather than on what they cannot do ('Valuing People' 2001:14-15)

2.2 Learning Disabilities – facts and figures

- According to 'Valuing People' (DoH, 2001) at a national level it is estimated that there are about 210,000 people with severe and profound learning disabilities of which around 65,000 children and young people; 120,000 adults of working age and 25,000 older people. In the case of people with mild/moderate learning disabilities, lower estimates suggest a prevalence rate of around 25 per 1000 population – some 1.2 million people in England.
- In Haringey there are 1,000 people with a learning disability that are known to our services. It is felt that there are approximately another 4,000 with some level of learning disability.
- People with a learning disability can find it difficult to understand new or complex information.
- People with a learning disability learn new skills in different ways.
- People with a learning disability need support to be independent.
- 3 out of 10 people with a learning disability have a visual impairment.
- 4 out of 10 people with a learning disability have a hearing impairment.
- 3 out of 10 people with a learning disability need support when moving around.
- People with a learning disability need support when reading and writing.
- People with a learning disability need support to understand abstract concepts such as time, colour or numbers.
- People with a learning disability need support to understand and produce speech.

2.3 Respecting everyone

- All people communicate and have the right to be treated with dignity and respect at all times.
- Haringey Council and TPCT work to give everyone the same quality of service
- We are committed to eliminating discrimination on the grounds of age, disability, colour, ethnic origin, nationality, national origin or race, gender, HIV status, marital status, religious belief, responsibility for dependants, sexuality or unrelated criminal conviction.

3 **Policy Statement**

Communication is about sharing information, ideas, thoughts and feelings with others. We can communicate by speaking, writing, moving our body or using other signals. We can communicate by using pictures, symbols or objects of reference.

There is a need to communicate in a way that everyone understands. It is therefore evident that we need to communicate in a way that people with learning disabilities can understand as well.

Communication underpins everything we do and is part of our development.

4 The Legal Context

4.1 Valuing People 2001

There are four key principles at the heart of the Government's proposals in Valuing People: Legal and Civil Rights, Independence, Choice and Inclusion.

The government states that 'people with learning disabilities currently have little control over their lives, though almost all, including the most severely disabled, are capable of making choices and expressing their views and preferences'(Valuing People 2001: 44).

'Valuing People' (2001: 44) highlights that one of the problems is that within services it is not observed 'enough effort to communicate with people with learning disabilities in accessible ways'. Also, it continues, that 'one of the challenges for public services is to find ways to give people with learning disabilities more control over their lives'. One proposed way is through 'Improving information and communication with people with learning disabilities' (Valuing People 2001: 45).

The government expects organisations working with people with learning disabilities to develop communication policies.

4.2 The Disability Discrimination Act

Under S.21 of the Disability Discrimination Act 1995, since October 1999 service providers have had to consider making "reasonable adjustments" to the way they deliver their services so that disabled people can use them. Making "reasonable adjustments" includes providing a supporting aid or service, which would enable disabled people to use a service; for example, putting information into an accessible format. National Minimum Standards for Care Homes brought in under the Care Standards Act 2000, and Regulations under that Act, require organisations working with people with a learning disability to communicate in their preferred method of communication and to produce documents in a format that people can understand.

5 The Purpose of this Strategy

- To ensure effective and functional communication with people with a learning disability is at the centre of all the Council's policies and practices.

- To ensure that everyone in Haringey involved with people with a learning disability will use the person's preferred means of communication.
- To ensure that all information will be in an accessible format for people with learning disabilities.
- To ensure that the Translation and Interpretation Unit of the Corporate Communication Department offers the option of documents being produced in an accessible format for people with learning disabilities and for this option to be on the language panel of all Council documents.
- To identify standards for staff training and support and to ensure that staff from all services and agencies with direct or indirect contact with people with learning disabilities will have training on Communication.
- To set standards for effective communication environments for people with learning disabilities within all areas of the Council and TPCT
- To establish a resource library with Augmentative and Alternative Communication (ACC) resources (e.g. photos, symbols, objects of reference) available to anyone in Haringey.
- To define and agree areas of responsibility.
- To agree recording, monitoring, evaluation and success criteria for communicating with people with learning disabilities.
- To make plans and take steps to make 'reasonable adjustments' when communicating with people with learning disabilities in using their preferred means of communication.
- To give access to a wider range of communication means to people with learning disabilities.

6 Procedures

6.1 Face to face communication

- To facilitate and actively reinforce the use of Augmentative and Alternative Communication systems (e.g. **Makaton** signs, symbols, photos) when people with learning disabilities use little or no speech.
- Makaton is an internationally recognised communication programme, used in more than 40 countries worldwide. Makaton uses speech together with a sign (gesture) and/ or a symbol (picture), suitable facial expression, eye contact and body language. Only key words are signed alongside everyday speech.

6.2 Written communication

Written communication needs to be in an 'easy to read' format.

The question of whether text is 'easy to read and understand' depends very much on the abilities and experience of the reader. Some people can read long documents others will find it difficult.

The concept of 'easy to read' cannot be universal and it will not be possible to write in a way that everybody understands. However, easy to read material is generally characterised by:

- The use of a simple, straight forward language
- The avoidance of technical language, abbreviations and initials
- A clear and logical structure
- Use of certain fonts and size
- Use of symbols and pictures

6.3 Information technology / resource requirements

- The implementation of the proposed policy and guidelines requires the use of Non Standard Software Applications that provide users access to a range of photos and symbols.
- It is agreed that in order to facilitate effective communication with people with learning disabilities there is a need for a range of different Non Standard Software Applications enabling users to chose the best possible image/picture on each occasion. We agree to use:
 - A. **Photosymbols**: a set of 1500 images, featuring models of people with learning disabilities. Photosymbols are designed for people who find words hard to read. They are clear photos.
 - B. **CHANGE Picture Bank**: a bank of pictures for everyday life. They were developed by people with learning disabilities who change hard words into easy words through line drawings.
 - C. **Writing with symbols 2000**: computer application where you type the text and symbols pop up. This application includes Makaton signs and symbols as well as Rhexus symbols and Picture Communication Symbols.

7 **Training**

It is being recognised that communicating with people with learning disabilities needs specific skills.

7.1 Target groups

- All people who work directly with people with a learning disability
 - Learning disability staff

- All people who have contact with people with a learning disability
 - Corporate communication unit
 - Reception staff
 - Call centre staff
 - Customer services centres
 - Complaint and feedback services
 - General Practitioners' Centres
 - Hospital staff
 - Health Professionals
 - Education services
 - Staff supporting students with a learning disability

7.2 Types of training

The Training Programme will include:

Communication Awareness Training – a one day course designed as an introduction to communicating with people with learning disabilities.

It includes the history of people with learning disabilities, what communication is, why and how we communicate, the role of feedback (verbal/non verbal), why a person with a learning disability may have communication difficulties, what the participant can do to improve communication.

The trainers utilize role plays, communication activities, as well as more formal presentation styles in order to deliver this training.

Advanced Communication Training – this two day course is designed for those working with people with complex needs, with those who exhibit behaviours that challenge services, and for those who wish to become communication 'champions' or facilitators.

Communication 'Champions' will take the lead on communication in their work place. They will be given ongoing support from the Speech and Language Therapy Service for Adults with Learning Disabilities.

The course will include the use of Augmentative and Alternative Communication (AAC) systems, such as symbols signing, objects of reference, use of photographs.

There is a component on communication and behaviour that challenges services, highlighting the role of communication in those who present with challenging behaviour.

In addition there will be a focus on how to implement communication plans in the working environment, such as how to create communication passports, visual timetables, Makaton signing etc.

Accessible Information Training - This is a one day course for all staff that want to learn how they can make different documents more accessible for people with learning disabilities. It will include looking at the language used and how pictorial representations can help facilitate the reader's understanding.

d) Makaton Signing Training;

This is a two-day course for all staff that work with people with learning disabilities whose preferred means of communication is not speech. It is delivered by a qualified Makaton tutor.

Makaton is a unique language programme offering a structured, multi-modal approach for the teaching of communication, language and literacy skills for people with communication and learning difficulties.

It leads to a nationally (internationally) recognised certificate.

8 Monitoring

The following people will monitor the delivery of the Communication Plan:

- Head of Haringey Learning Disabilities Partnership
- Head of Corporate Communication Unit
- Head of Haringey Speech and Language Therapy Service
- Speech and Language Therapy co-ordinator of Haringey Learning Disabilities Partnership
- Manager of Translation and Interpretation Unit
- Director of Communication of Haringey Teaching Primary Care Trust

9 Bibliography

American Speech-Language-Hearing Association (ASHA)(1992) A **Communication Bill of Rights**, The National Joint Committee for the Communication Needs of Persons with Severe Disabilities.

Camden Teaching Primary Care Trust and Camden Council (2004) **Getting the message across**, the Camden Learning Disabilities Service communication plan.

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Kelly, Alex (2002): **Working with Adults with a Learning Disability**, A Speechmark Practical Therapy Manual, Speechmark Publishing Ltd., UK

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Royal National Institute of the Blind: www.rnib.org.uk/access/ visited on 11/10/05

Somerset County Council (2004) **Somerset Total Communication: Principles, Process, Practice**, March

United Response (2002)- **Communication Strategy** (Operational) – May, www.unitedresponse.org.uk

Appendix A - Guidelines

Communication Plan Adults with Learning Disabilities



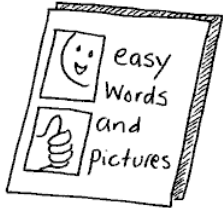
Guidelines

September 2005

What is in this book



1. Face to Face Communication page 3



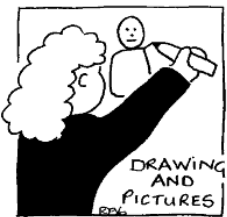
2. Making ourselves clear – key points page 6



3. Using plain English page 7



4. Using layout and design page 9



5. Using symbols, drawings and photos page 12



6. Using technology to make ourselves Clear page 16

7. Examples page 18

The pictures used in this document are from photosymbols



The drawings used in this document are from CHANGE Picture Bank.

These guidelines are based on Mencap's guidelines for accessible writing. Mencap (2002): **Am I making myself clear?**



1. Face to Face Communication

Everyone with a learning disability is an individual and will have individual communication needs. However, the general points below should help when you are talking to an individual with a learning disability.

Talk to the person with the learning disability



If something is not clear or they do not respond, only then ask them if you can check with their carer.

Use simple everyday language

Avoid using complex language and long sentences. Break down instructions, checking that the person has understood before moving on to the next bit of information.



Use natural gesture and sign key words using Makaton signs.



This will enable the person to understand more than if you just use speech as it gives visual information as well.

People with learning disabilities need to have enough time to speak for themselves.



Allow extra time when making appointments for the person with the learning disability. It may take the person longer to get words out, and they may use communication aid such as photos or symbols, or a voice output device.

Some people may find crowds, waiting, or confined spaces difficult to cope with and may become distressed



Offer the first appointment of the day to the person with the learning disability.



Talk about things in the here and now

The person may have difficulty with understanding time. Give the person written appointment times rather than just saying, 'come back next Tuesday'. Use visual information to support what you are saying such as photos, pictures or drawings.

Check that the person has understood

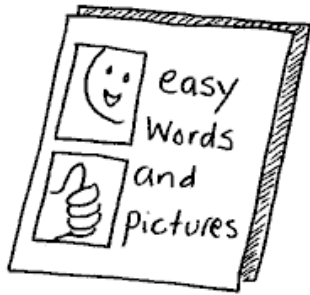


Some people with a learning disability will appear to have understood what you have said and may be able to repeat back what you have said. However, this does not mean they have understood. Ask them to repeat back in their own words.

Use words and phrases in a literal way



The person with a learning disability may have difficulty understanding phrases that are not literal, such as 'it's raining cats and dogs' or 'this file is on its last legs'. Instead say 'it's raining very heavily' and 'this file is very old, we need to make a new one'.

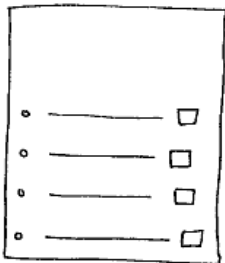


1. Making ourselves clear – key points

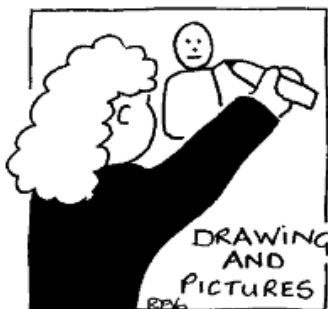
If you want to communicate in writing with people with learning disabilities:



Use clear and simple text (plain English) with short sentences, simple punctuation and no jargon.



Use bullet points or story boxes and fact boxes to make the main points clear.



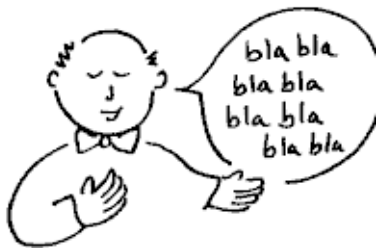
Use images such as photos, drawings or symbols to support your text. Aim to make the subject of your material clear at a glance, even to a non-reader.



Do not rely heavily on abstract symbols unless you know your readers are confident symbol users. Choose one or two simple, pictorial symbols and put them to the side of the words.



2. Using plain English



Plan what you want to say

Cut out the unnecessary detail and present the important information in a logical sequence, one step at a time.



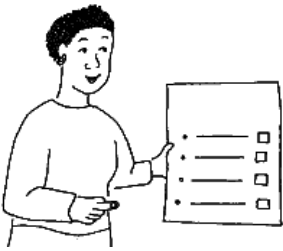
Try to write as you speak

Don't use jargon, unnecessary technical detail or abbreviations. If you need to use difficult words, include a 'list of useful words' to explain them.



Keep sentences short

Have only one main idea per sentence. See if any sentences using commas or joined with 'and' can be broken in two.



Use simple punctuation

Avoid semicolons (;), colons (:), hyphens (-) or sentences broken up with too many commas.



Use active and personal language

Talk to your readers directly using active and personal language. Using 'you' and 'we' makes your writing more direct and understandable. Use the person's name wherever possible



Be consistent

For important concepts, use the same words and phrases consistently even if it sounds repetitive. Do not begin writing about 'the delegates' when you used before different words, such as 'attendees' or 'participants', to describe the same thing.



Use the number and not the word

Always use the number and not the word even for small numbers. Use 3 instead of 'three'. Try not to use percentages or large numbers. You can say 'a few' instead of 7% and 'many' instead of 1,552.

Make it clear what action is required

For example:

An invitation to a conference or

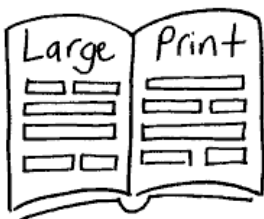
Material that is just for information or

A reply is needed

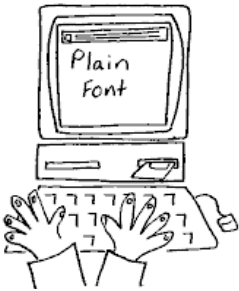




3. Using layout and design



Use large print. Use at least type point 14 for the main text and 16 for the titles and allow plenty of spacing.

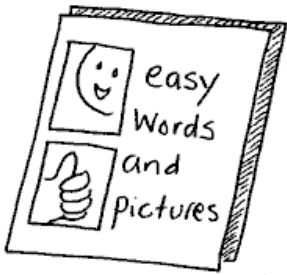


Use a clear typeface such as AvantGarde BK BT, Century Gothic, or Futura. All these typefaces have an easy to understand 'a'.



Use a good contrast between the text and the background. For example black letters to a cream background. In this way the text is easier to read.

Use good quality matt paper. The writing on the other side will not show through, and there will not be a glare to make it hard to read.



Do not run writing over the top of a photo or drawing.

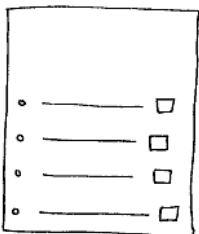
Avoid block capitals, italics or underlining. They all make text hard to read. Highlight important points with bolding.



Use a ragged right edge rather than justified.

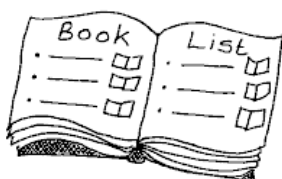
Do not break up words with a hyphen at the end of a line.

Always start and finish a sentence on the same page. Don't let articles run onto another page.



Break the text into short chunks with plenty of white space around it.

Keep the line length short. Running across the width of an A3 page is too long.



Use bullet points and fact boxes to make the main points clear.

Provide clear contents lists and section headings.



- Write all addresses as they appear on an envelope, not on one line separated by commas:

John Smith
357 Blue Lane
London
N22 3XT



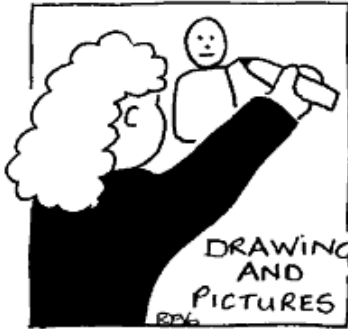
Keep the layout consistent for a large publication. Try to put similar articles in the same place or page in each issue.



Consider using a large A3 format. It can feel friendlier and lets you use larger print and images.



Use images to support your text.



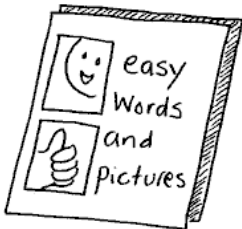
4. Using symbols, drawings and photos

Choose the image which best explains your text

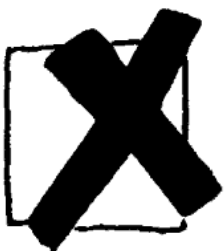


It can be a photograph, drawing or symbol. Within the same document you may need to use a photo you have scanned in yourself, some line drawings, and some common symbols.

Link together words and pictures



Make it clear which part of the text each image relates to. Usually this is by placing the image alongside the text. Some people like to use an image for each main idea or paragraph. It is important that images help explain the text and are not just there to make the material 'look accessible'.



Don't use too many symbols

Do not rely heavily on symbols unless you know the people receiving your material are confident symbol users.

4a. Using symbols



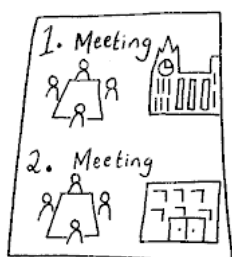
You can use computer software like Writing with Symbols 2000 to add symbols to your writing. This is a computer programme where you type the text and symbols pop up. This program includes Makaton signs and symbols as well as Rhebus Symbols and Picture Communication Symbols.



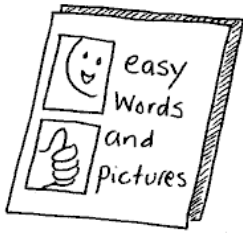
Some people find too many symbols on a page confusing. Unless you know your readers like symbols above most words, it is better to use symbols just for key words or ideas.



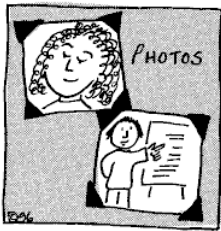
If someone writes to you in symbols, try to use them in your reply. It takes practice and training to use symbols effectively. The first step is always to write a clear message in plain English.



Do not use the first symbol you find. Find a symbol that best represents what you want to say and is easy to understand.



Use symbols to illustrate the key words or ideas and place them alongside the text (symbol to the left, text to the right) rather than above the words. Do not place them above words unless you know your readers use the symbols this way.



Explaining complicated concepts will often be easier with a drawing or photo. Common or obvious symbols (such as toilet, meal time, no smoking) are useful for signs and timetables

Remember: Do not rely heavily on symbols unless you know your readers are confident symbol users.

4b. Using drawings



A good drawing can convey more information than a symbol, or even than a photo with too much irrelevant detail in it.



Use **CHANGE Picture Bank**: this is a bank of drawings for everyday life like the ones used in this document. People with learning disabilities have done the drawings.



Keep in mind that what some people like, others do not like.



The best drawings are often the simplest. Sometimes drawings are too 'busy'. They have shading which can make them hard to see when made smaller, and have too much extra detail which is confusing. Avoid using drawings that are too 'busy'.

4.c Using Pictures



A photo can carry a lot of information and be very easy to 'read'. Photos of people (especially of faces) catch the eye.



If you are writing about a specific building or person, a photo will aid recognition and understanding.

Put a photo of the writer at the end of a letter or article.



Sometimes photos can be too 'specific', which can be confusing. You also have to be very careful when you show recognisable people. You should always ask their permission.

Photos in colour or with lots of detail do not photocopy well.



5. Using technology to make ourselves clear



Many people prefer to get information on audio tape, CD or video.



Tapes and CDs are accessible for people who do not read. You can stop the tape or CD and go over something you did not understand. Keep tapes short. Always say when to turn the tape over, and when it ends.

If someone communicates with you by tape, try to record your reply on tape.



Be consistent when you say numbers, such as telephone numbers. Say zero instead of 'oh'. For example, in phone numbers, say zero-eight-zero-zero instead of oh-eight-oh-oh.



Meeting minutes can be recorded on audio or video tape.



Many people with learning disabilities are confident using computers, but if you send e-mails remember they can lose formatting and become harder to understand.



Provide aids and props for supporters to use in discussions with people with a learning disability. Examples are large photographs, overhead transparencies or an object to pick up and feel.

6. Examples



Haringey Active London Project leaflet-
example of good practice.

Hospital appointment letter – example of
good practice.

Day plan for Communication Awareness
Training – example of good practice.



Hospital appointment letter – example of
bad practice.



Good practice example

Haringey Active London Project

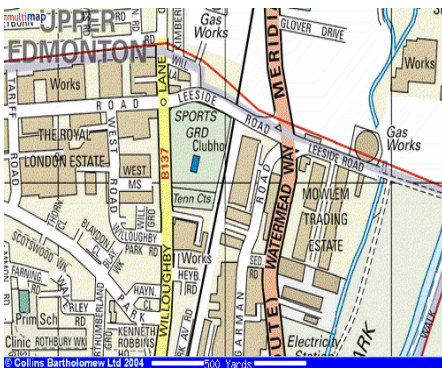
Haringey Council and
Haringey Mencap
working together

We want to know what
you think about our ideas.
Please come and tell us.

Thursday 23 June 2005
11:00 – 3:00pm

Frederick Knight
Sports Ground
Willoughby Lane N17

Come and try the sports
taster group.
Tell us what you would like
to do.
Find out what other things
you can do.





Bad practice example

Ms Sue Renton
30 Heysham Road
South Tottenham
London
N15 6HL

21 February 2005

Dear Sue Renton

You have an appointment at the X-Ray department on 21 March 2005 at 1.30
Hospital Transport will pick you up at 9.00am

Yours sincerely

Shirley McDonald



Good practice example

Haringey 
Teaching Primary Care NHS Trust

Sue Renton
30 Heysham Road
South Tottenham
London N15 6HL

21 February 2005

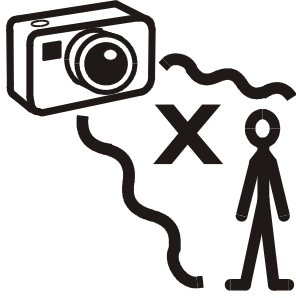
Dear Sue Renton



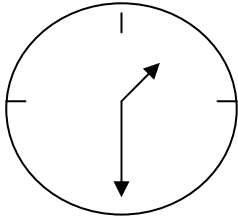
Appointment at
North Middlesex
Hospital



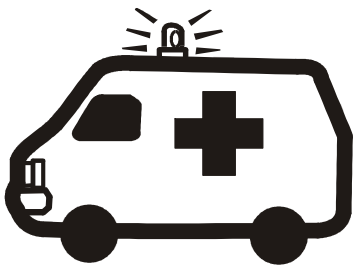
21 March 2005



X-Ray

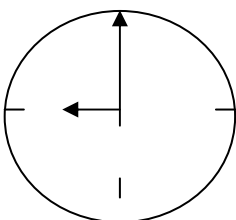


1.30pm



Hospital Transport

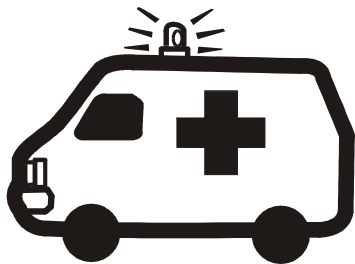
Will pick you up



9.00am



and take you to the hospital



Hospital Transport



will take
you back home again

Yours sincerely

Shirley McDonald

Good practice example

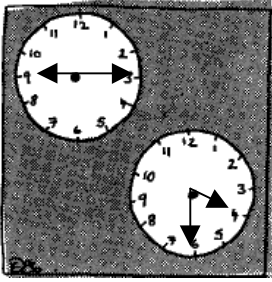
Thank you for coming to



**Communication
Awareness
Training**



On 21 June 2005



From 9.15 to 4.30

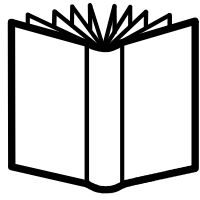


At
St George's Estate
Unit 5
White Hart Lane
N22 5QL
Tel: 0208 489 1327

Communication Awareness Training

Plan of training on 21 June 2005

| | | |
|------|--|------------------------|
| 9.15 | A simple line drawing of four stylized human figures. Each figure has a speech bubble containing the word "hello". They are arranged in a circle, appearing to be in conversation. | Welcome |
| | A line drawing of a woman with short hair, wearing a light-colored top and a dark skirt. She is holding a book in her right hand and gesturing with her left hand as if speaking. | Introduction and Start |



History of People with Learning Disability



Ideas on Communication



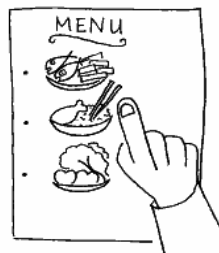
11.00

Drinks and Break



11.15

Things to do to help Communication



12.30

Lunch

1.30



More Ideas



Work with a partner



Work in Teams

3.00



Drinks and Break

3.15



Communication
Passports



Evaluation forms

4.30



Finish