



## Lincolnshire Autism Reasonable Adjustments Mark

### Review Feedback Form



<b>SERVICE NAME</b>	
<b>SERVICE AREA / ORGANISATION</b>	
<b>SELF-ASSESSMENT SUBMITTED BY</b>	
<b>NAMES OF REVIEWERS</b>	
<b>DATE OF REVIEW</b>	
<b>TOTAL SCORE</b>	
<b>OUTCOME (Awarded/Not Awarded)</b>	

SECTION / QUESTION	SELF-ASSESSED SCORE	REVIEWERS SCORE	STRENGTHS / AREAS FOR DEVELOPMENT
<b>1.a POLICIES &amp; DOCUMENTATION</b> Service's policies and documentation (e.g. at organisation level) promote inclusion of autistic people  <b>Examples of evidence:</b> Provide the URL of policies that demonstrate the above, attach document giving information about your service			

<p><b>1.b PROCEDURES</b> Local level procedures &amp; protocols support autistic people</p> <p><b>Examples of evidence:</b> Attach copy of initial assessment form, team protocols, service user feedback, etc.</p>			
<p><b>2. NAMED PERSON</b> The service has a named member of staff designated as Autism Lead/Champion who acts as a point of contact and source of expertise</p> <p><b>Examples of evidence:</b> Attach copy of information for staff about Autism Lead/Champion, example of work undertaken</p>			
<p><b>3.a BASIC AUTISM AWARENESS TRAINING</b> All staff receive basic autism awareness training</p> <p><b>Examples of evidence:</b> Attach record showing details of the training (provider, duration, etc.) and what % of staff have completed it</p>			
<p><b>3.b FURTHER AUTISM TRAINING</b> Relevant staff have a more in-depth autism training</p> <p><b>Examples of evidence:</b> Attach summary training records, staff notices about autism information, etc.</p>			

<p><b>4.a ENVIRONMENT</b> Staff understand how the environment can produce anxiety</p> <p><b>Examples of evidence:</b> Attach information about adjustments put in place, signage, photos of adaptations, etc.</p>			
<p><b>4.b JOURNEY THROUGH SERVICE</b> Structures and strategies are used to lessen anxiety at key times</p> <p><b>Examples of evidence:</b> Attach copies of processes in place, service user feedback forms, copies of information or appointment letters containing visual prompts, anonymised case notes</p>			
<p><b>4.c DEALING WITH DISTRESS</b> Staff understand how autistic people respond to severe stress and might communicate their distress</p> <p><b>Examples of evidence:</b> Attach copies of processes in place, service user feedback forms, anonymised case notes</p>			
<p><b>5.a CONSULTATION</b> Service users and parents/carers (where appropriate) are consulted and their preferences taken account of in service development</p> <p><b>Examples of evidence:</b> Attach copy of anonymised meeting minutes, autism easy read info, service user feedback</p>			

<p><b>5.b ADAPTATIONS REFLECT INDIVIDUAL NEEDS</b>  The service user is at the centre of decision-making and interventions and therapeutic work are adapted for that individual, based on their strengths and needs</p> <p><b>Examples of evidence:</b> Attach copy of anonymised service user notes, anonymised treatment plan, staff meeting notes, etc.</p>			
<p><b>6.a COMMUNICATION PREFERENCES</b>  The service user's preferred style of communication is recorded as part of the referral and assessment process and this information is shared with the team</p> <p><b>Examples of evidence:</b> Examples of service's forms and details of resources</p>			
<p><b>6.b ADAPTED INTERVENTIONS</b>  Staff understand how to adapt their specific interventions for autistic people, as a condition with communication needs distinct from learning disabilities</p> <p><b>Examples of evidence:</b> Attach anonymised examples of communication passport, service user's easy-read document, etc.</p>			
<p><b>TOTAL SCORE:</b></p>			