



ASK

Fairness Informed Practice

Question	Always	Never	Sometimes
<p>1 All our staff are aware of the barriers that women with learning disabilities face when accessing support for gender-based violence, including:</p> <ul style="list-style-type: none"> ▶ not being believed or taken seriously ▶ support that isn't tailored to their needs ▶ not having access to accessible information, about gender-based violence and where to get support for gender-based violence ▶ false ideas about who women with learning disabilities are, as described in the THINK section of Fairness Informed Practice. 			
<p>2 We validate the experiences of gender-based violence that women with learning disabilities tell us about.</p>			
<p>3 We work with women with learning disabilities to make any reasonable adjustments required.</p>			
<p>4 We have an Equality Strategy that:</p> <ul style="list-style-type: none"> ▶ complies with the Equality Act (2010) (www.equalityhumanrights.com/equality/equality-act-2010/your-rights-under-equality-act-2010/disability-discrimination) ▶ is informed by the results of our Equally Safe and Supported self-assessment, and improvement plan ▶ takes account of the United Nations Convention on the Rights of Persons with Disabilities (www.ohchr.org/en/instruments-mechanisms/instruments/convention-rights-persons-disabilities), sometimes called the UNCRPD ▶ is publicly available in a variety of formats 			
<p>5 New practices, policies, and changes to existing ones, are reviewed prior to implementation to ensure consistency with our Equality Strategy.</p>			



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<p>6 We make our website, communications and marketing as accessible as possible in the following ways:</p> <ul style="list-style-type: none"> ▶ they meet minimum accessibility standards (www.mencap.org.uk/advice-and-support/health/accessible-information-standard) ▶ they are WCAG2.0 (www.w3.org/WAI/standards-guidelines/wcag/) compliant ▶ they contain accessible information about the reasonable adjustments our service can provide, for example providing information in accessible formats like easy read and video formats ▶ they are reviewed annually to ensure that any information we share is accessible to women with learning disabilities and updated as part of our Equality Strategy 			
<p>7 Women with learning disabilities are routinely asked to provide feedback on the accessibility and performance of our services. Feedback is then:</p> <ul style="list-style-type: none"> ▶ used to inform our Equality Strategy ▶ included in our annual performance report which is publicly available in a variety of formats, including easy read 			
<p>8 We have an accessible complaints procedure that is publicly available.</p>			
<p>9 As part of their annual professional development review, all staff are assessed on their understanding and delivery of fairness informed practice (https://equallysafe.sclld.org.uk/file-download/5/fip-infographic.pdf) .</p>			



Decision-making

Question	Always	Never	Sometimes
1 We ask women with learning disabilities about their communication needs and preferences and offer support to communicate their decisions in a way that they understand.			
2 Our staff are encouraged to take the time they need to support women with learning disabilities to make fully informed decisions.			
3 We ask women with learning disabilities if they have a legal guardian, power of attorney or appointee.			
4 We respect women with learning disabilities' decisions and where possible, support them to achieve their goals.			
5 We support women with learning disabilities to review their decisions where required.			
6 We conduct an accessible risk assessment (https://equallysafe.sclld.org.uk/file-download/8/dash-accessible-cards.pdf) with women with learning disabilities and refer them to their local MARAC (https://safelives.org.uk/resources-for-professionals/marac-resources/find-a-marac/find-a-marac-scotland/) when there is a high risk of serious harm or murder because of domestic abuse.			
7 We are open and honest with women with learning disabilities, gain their consent for sharing information about them, and involve others to the level that they want. Any information we share is relevant and proportionate to the risk identified, and to those who have a need to know.			
8 We provide women with learning disabilities with accessible information about: <ul style="list-style-type: none"> ▶ Learning disability advocacy services, for support to access their rights ▶ The appropriate adult service, for support to communicate with the Police ▶ The Scottish Women's Rights Centre, for legal advice ▶ Victim Support Scotland, for practical advice and support about the justice system ▶ NHS SARCS, when a sexual assault or rape has taken place ▶ Women's support services i.e. Scottish Women's Aid and Rape Crisis Scotland, for emotional support 			



Peer support

Question	Always	Never	Sometimes
1 We provide women with learning disabilities with opportunities for peer support, as described in the 'what does good peer support look like' section of THINK.			
2 We build the capacity of women who offer peer support to other women. We do this by: <ul style="list-style-type: none"> ▶ Facilitating peer support relationships to begin ▶ Providing information and support around self-care ▶ Ensuring that peer support is mutually empowering 			
3 Our staff understand peer support well and get the training and support they need to enable it to work well.			



Collaboration and Co-production

Question	Always	Never	Sometimes
1 We collaborate with women with learning disabilities to identify barriers to accessing our services.			
2 We collaborate with women with learning disabilities to remove barriers to accessing our services and make them more inclusive.			
<p>3 We have policies and procedures in place to ensure that women with learning disabilities are fully included in making decisions about the accessibility of our services.</p> <p>Our policies and procedures state that women with learning disabilities who are involved in making decisions about our services should:</p> <ul style="list-style-type: none"> ▶ have all their communication needs recognised and met ▶ be supported to develop and express their views ▶ have their views given due weight in decision-making. 			