



Service Six

Changing Lives • Creating Futures

# Accessibility Strategy

February 2021

**All children and families will have different needs at different times and in different circumstances.**

To address different barriers children, young people and their families are experiencing, such as financial, social environmental, psychological or conditional difficulties, we provide:

- free service;
- flexible opening hours;
- trained, equipped and supported practitioners from diverse backgrounds integrated into local communities;
- blended service delivery model, including peripatetic face-to-face and digital services;
- easy communication channels and support, such as translators, visual leaflets, easy to read information etc.;
- non-real time communication through helpline, text, email or contact forms;
- needs-led intervention model with whole family focused approach;
- mutual sign-posting or direct referral partnership where another service is more appropriate or where joint working is required;
- Information sharing through wide range of channels, including social media, schools, local authority, other partner organisations.

Our commitment to simplicity and accessibility is underpinned by five principles:

- Easy to understand
- Easy to access
- To improve
- To manage and
- To adapt

Based on a large and diverse bank of practitioners and network of supporting partners, children will benefit from a number of integrated diversity options including gender, age, disability, sexuality, signers, translators and multi-lingual practitioners.

Our support and therapeutic approaches are culturally-aware and tailored where necessary to meet the cultural context and world view of children from different communities. Besides we continue to gather feedback from children and young people accessing our services to further improve accessibility by implementing an annual accessibility audit.

## Barriers

Financial barriers (such as cost of accessing service)

Social barriers

(such as family situation, social deprivation)

Limited client knowledge of service

Environmental factors (such as transport)

Psychological barriers (such as lack of confidence, anxiety, fear)

Conditional barriers (such as physical, learning or mental disabilities, complex needs, sensory needs etc.)

Communication

## High Impact Practice

Provision of flexible service opening hours

Provision of peripatetic face-to-face service to ensure appropriate access arrangements (Disabled access, mobile service, usage of community facilities and schools etc)

Provision of appropriate format in which individuals can access information

Provision of trained, equipped and supported Service Six practitioners from diverse background integrated into communities

Provision of easy communication channels and support (translators, visual leaflets etc)

Provision of Helpline (phone, text)

Continued feedback gathering from service users

Client choice to access service

Provision of flexible intervention model

Mutual signposting or direct referral partnership where another service is more appropriate or where joint working is required

## Service Delivery Change

Develop service provision within specialist schools for Disabled Children and Young People

Increased communication to provide service information to hard-to-reach communities (School and social media campaign, website etc)

Continuous professional development

Service provision to focus on whole family approach

Further development of self-help resources

Provision of specialist learning disabilities training for all practitioners (such as Asperger's, Autism etc)

Explore provision of eSupport service (online)

Explore home visits for special arrangement/circumstance, adhering to our lone working policy

## Benefits

Improved knowledge and attitudes about inequalities and ways of reducing limitation to access

Improved knowledge and understanding of services available

Greater and easier access and demand for service

Seamless client journey through service

## Outcomes

Increased satisfaction of service users and amongst communities we serve

Reduction in DNAs and non-attendance

Provision of easy accessible fully integrating service

Complying with Equalities Act and Disabilities Discrimination Act