

Guidance on Supporting People with Disabilities to Use the Diabetic RetinaScreen Programme

The National Screening Service has prepared a set of resources to assist people with intellectual disabilities to use our Diabetic RetinaScreen Programme.

These resources can be used in conjunction with our leaflets on:

- The Benefits and Harms of Screening
- Giving Consent for Screening Programmes
- Looking after your information at the National Screening Service.

All of the resources were developed with experts by experience – people with intellectual disabilities, and their support staff.

The resources may be helpful to others too, for example, people with English as a second language, or people with communication or literacy support needs.

The resources are targeted at different stages of the screening process, so you will need to decide which are relevant and appropriate to the individual you are supporting.

Easy to Read and Plain English resources may not be suitable for everyone. They require a person to have a level of symbolic understanding if they are to be meaningful. You may need to adapt and personalise these resources to suit the person you are supporting.

Resource 1- About Screening for Eye Disease: This is an Easy to Read leaflet explaining Diabetic RetinaScreen, diabetic eye disease, and screening. This leaflet is designed to be an introduction to the screening process. It is most relevant to people at the start of their journey with Diabetic RetinaScreen. It covers a number of topics including what diabetic eye disease is, the causes, how to screen for diabetic eye disease, why screening is important, and how to get an appointment.

Resource 2 – About Screening for Eye Disease – Plain English version: This is a version of Resource 1 for people that prefer materials without images.

Resource 3 – Going for a Diabetic Eye Screening Appointment – A photo story: This is a photo story which takes you through the experience of having a diabetic

eye screening appointment, from receipt of appointment to attendance at the unit. It explains each stage in detail with photos of real people in real environments. It is designed to support a person that receives an appointment and wants to know more about having this screening test. The aim is to reduce anxiety by providing clear information about the things that are important to persons with disabilities.

Resource 4 – Going for a Diabetic Eye Screening Appointment – A Plain

English story: This is a version of Resource 3 for people that prefer information without images.

Resource 5 – Going for a Diabetic Eye Screening Appointment – the video:

This is a simple video which reiterates the information in the photo story. It is designed to support people who prefer to have information in this format.

Resource 6 – What happens if I need screening more often? This is a short, Easy to Read guide for people that require more frequent screening. It explains what happens at a follow up appointment. It is appropriate for people that do not receive a normal result after their eye screening test.

Resource 7 – What happens if I need screening more often? – Plain English

version: This is a version of Resource 6 for people that prefer information without images.

Resource 8 – Going for more tests if you have signs of Diabetic Eye Disease –

A photo story: This is a photo story which takes you through the experience of having more frequent screening, from receipt of results letter to attendance at the clinic. It explains each stage in detail with photos of real people in real environments. It is designed to support people that need more frequent screening and want to know what will happen next. The aim is to reduce anxiety by providing clear information about the things that are important to persons with disabilities.

Resource 9 – Going for more tests if you have signs of Diabetic Eye Disease –

A Plain English story: This is a version of Resource 8 for people that prefer information without images.

Resource 10 – Blank templates: These blank templates allow you to add additional information to both the leaflets and photo stories. This is to ensure you can use a person-centred approach in the provision of information.

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