

Assistive Technology Partnership Board

Priorities Template

| | Outcome | Priorities |
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| 1 | Helping people to speak up and to be active citizens | Increasing service user and carer participation in AT board activities e.g. building on relationships through Carers Bucks and other user led organisations such as Alzheimer's Society and Age UK. Using these organisations to help identify potential participants. |

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| | Improve use of data collection and |
| | management information from real cases |
| | in promoting and informing priority areas |
| | for AT e.g. The issuing of a questionnaire |
| | post assessment allowing users to rate |
| | and comment on service and wellbeing |
| | and its impact on their independence. Also |
| | looking at those users that may decline the |
| | service and why. |
| | |
| | Advising on the stimulation of retail market |
| | to increase choice and competition for AT |
| | in Bucks e.g. inviting AT Board members |
| | to AT provider forums to comment on what |
| | retailers stock. This could range from local |
| | independent retailers, through to large |
| | national retailers. |

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| 2 | Supporting Carers | Promoting provision and information of AT |
| | | that may help to relieve carer burden e.g. |
| | | Buddi Holiday Scheme, expanding use of |
| | | online resources such as Bucks Connect |
| | | and online assessment functions. We |
| | | need to ensure that carers who are not |
| | | able to access online resources, are |
| | | supported to do so in other ways such as |
| | | equipment 'surgeries' and supported self |
| | | assessment at home. |
| | | |
| | | Improving on existing support delivered to |
| | | voluntary organisations e.g. contributing |
| | | towards Carers Bucks development of AT |
| | | community awareness programme beyond |
| | | just financial resources. |

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| 3 | Day and employment opportunities | Improving access to AT that can support |
| | | service users in day and employment |
| | | opportunities, particularly those with higher |
| | | levels of need that may currently not be |
| | | able to e.g. the use of cognitive support |
| | | technology to aid a service user in |
| | | returning to work. |
| | | |
| | | Work collaboratively with day opportunity |
| | | providers to promote the use of AT in |
| | | ensuring that those that want day |
| | | opportunities, are able to have them. Also, |
| | | look at requirements and application of AT |
| | | in new day centres. |
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| 4 | Housing and support | Helping service users who wish to remain at home, to do so, through the innovative use of AT e.g. ensuring that AT systems are considered when new care facilities are being developed, or adapting simple technology to go beyond its original design purpose. |
| | | Ensuring AT is considered in every discharge plan by either Health or Social care e.g. when someone leaves hospital, they can do so earlier with the support of AT |

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| 5 | Improving Health | Making health related AT available to a |
| | | greater number of service users e.g. |
| | | Promoting Telehealth to be as prolific as |
| | | Telecare through a retail platform and |
| | | beyond just social care and NHS provision. |
| | | |
| | | To work with Assistant Director for Quality |
| | | in the PCT to develop quality indicators |
| | | and the PCT Contracts Team to ensure |
| | | providers (e.g. Bucks Healthcare Trust, |
| | | GPs and Oxford Health) are supported to |
| | | embrace AT as a core part of the |
| | | development of services. |
| 6 | Personalisation | Ensuring that the AT assessment process |
| | | continues to be tailored to individual |
| | | service user needs when merged with |
| | | single assessment process e.g. that AT is |

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| | not 'watered down' as a result of |
| | practitioners having to assess for multiple |
| | needs. |
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| | Building AT into self directed support and |
| | personal healthcare plans and ensuring |
| | equipment available is flexible enough to |
| | meet changing needs e.g. training all |
| | social care practitioners to be able to |
| | assess for AT as a standard part of the |
| | care assessment process and understand |
| | services available for individual needs. |
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