

National Learning Disability and Autistic Spectrum Disorder Dataset V4.0

Changes in this version:

Section 1: Person Information	
2. Autistic Spectrum Disorder	Wording of the definition changed.
5. Current Gender	Name changed to “Gender”, rewording of the definition.
8. Ethnic Group	Changes to the wording of the definition to bring into line with the corresponding item in the SCDS Data Manual.
9. Religion	Changes to the wording of the definition to bring into line with the corresponding item in the SCDS Data Manual.
10. Country of birth	Changes to the wording of the definition to bring into line with the corresponding item in the SCDS Data Manual.
11. First Language	Changes to the wording of the definition and recording guidance to bring into line with the corresponding item in the SCDS Data Manual.
12. Interpretation Assistance	Changes to the wording of the definition to bring into line with the corresponding item in the SCDS Data Manual.
14. Preferred Communication Method	Changes to the wording of the definition to bring into line with the corresponding item in the SCDS Data Manual.
Section 2: Housing	
19. Household Composition	Changes to the wording of the definition to bring into line with the corresponding item in the SCDS Data Manual.
Section 3: Current Services and Opportunities	
29. Employment Status	Changes to the wording of the definition to bring into line with the corresponding item in the SCDS Data Manual.
Section 4: Health Information	
No changes	
Section 5: Needs record	
No changes	
Section 6: Finance	
No changes	
Appendices	
New appendix added with the full SCDS Current Gender item. All other appendices	

renumbered to reflect this change.

Document History

Version	Comments	Author
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2.0	Version produced following review by the eSAY team, project partners and the Social Care Data Standards Project 2 (SCDS2).	Karen Middleton
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3.1.1	Version released to stakeholders following the second round of national consultation.	Karen Middleton
4.0	First full national release.	Karen Middleton

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Section 1: Person Information

Item 1 – Learning Disability

Definition: A learning disability is a significant lifelong condition which is present prior to the age of eighteen and which has a significant effect on a person's development.

People with a learning disability will need more support than their peers to:

- understand new and/or complex information
- learn new skills and
- to lead independent lives

Learning disability does not include specific learning difficulties such as dyslexia.

Purpose: This item will record whether a person has a learning disability.

It will show the current number of people in Scotland, known to services that have a learning disability. This will assist with service planning and potentially with epidemiological research.

Recording Guidance: Where a person has a learning disability and an autistic spectrum disorder (ASD), they should be recorded as having a learning disability under this item and an ASD under the following item. Where a person has an ASD but no associated learning disability, this should be recorded as none for this item.

Codes: eSAY Project

Code	Value/Definition
00	None
01	Person has a learning disability
99	Not known

Item 2 – Autistic Spectrum Disorder

Definition: Autistic Spectrum Disorders are characterised by the “triad of impairments” which are:

- **Social interaction** – difficulty with social relationships, for example, appearing aloof and indifferent to other people.
- **Social communication** – difficulty with verbal and non-verbal communication, for example not fully understanding the meaning of common gestures, facial expressions or tone of voice.

- **Imagination** – difficulty in the development of interpersonal play and imagination, for example having a limited range of imaginative activities, possibly copied and pursued rigidly and repetitively.

Purpose: This item will record whether a person has been diagnosed as having an autistic spectrum disorder.

It will show the current number of people in Scotland, known to services that have an autistic spectrum disorder (ASD). This will assist with service planning and potentially with epidemiological research.

Recording Guidance: Only record under this category where a person had received a formal medical diagnosis.

Codes: Adapted from ICD-10

Code	Value/Definition
00	No ASD diagnosis
01	Classical Autism Defined by the presence of abnormal or impaired development in all three areas of the triad of impairments with onset occurring prior to three years of age, irrespective of when diagnosis was confirmed.
02	Asperger's Syndrome As with other types of autism, the same difficulties with social interaction and repetitive or rigid behaviours are present. There are however no significant delays in spoken or receptive language development or in cognitive development.
98	Other Autistic Spectrum Disorders
99	Not known

Item 3 – Autistic Features

Definition: People with autistic spectrum disorders will typically exhibit a range of features that are characteristic of the triad of impairments. This item records where people have some of these features but have never been formally diagnosed as having autism or Asperger's Syndrome.

Purpose: Current research suggests that the prevalence of autistic spectrum disorders (ASD) is considerably higher than the number of people who have been diagnosed as having an autistic spectrum disorder.

This item will help to show the potential number of people who may benefit from a formal diagnosis and specialist ASD services. It will assist with planning of future services and epidemiological research.

Recording Guidance: Use this category to record where individuals have autistic features but there has not been a formal diagnosis of autistic spectrum disorder. This category should be used for people who are waiting for a formal diagnosis or are suspected of being on the autistic spectrum. All features that apply should be recorded by the assessor.

Codes: eSAY Project

Code	Value/Definition
00	None
01	<p>Impaired Social Interaction:</p> <ul style="list-style-type: none"> A. Difficulty in establishing relationships with peers B. Unusual eye contact C. Unusual imitation D. Lack of social or emotional reciprocity E. Misunderstands or does not notice social rules F. Difficulties with joint attention/ play
02	<p>Impaired Communication:</p> <ul style="list-style-type: none"> A. Delayed or no development of spoken language B. Little to no communicative intent – inadequate attempts to make or sustain conversation C. Repetitive language D. Literal interpretation of words E. Uses language that may or may not be appropriate in context but appears to have little or no understanding of meaning
03	<p>Rigid thought or behaviour</p> <ul style="list-style-type: none"> A. Need for familiarity, strongly dislikes or resists change B. Fixed rituals that do not appear to have a function C. Trouble with transitions D. Has little to no understanding of needs of others E. Obsessions/preoccupation with interests F. Focuses on detail and misses the big picture
98	Other
99	Not known

Item 4 – Area Code

Definition: Code to identify the area from which the data originated.

Purpose: This will allow data to be compared across different areas and between the local and national picture.

Recording Guidance: The Local Authority and Health Board codes should be combined to show the origin of the data.

Codes: *Standard Names and Codes for administrative and electoral geographies in the UK (SNAC) from the Government Data Standards Catalogue*

Local Authority Codes

Council Area Code	Council Area Name
00QA	Aberdeen City
00QB	Aberdeenshire
00QC	Angus
00QD	Argyll & Bute
00QE	Scottish Borders
00QF	Clackmannanshire
00QG	West Dunbartonshire
00QH	Dumfries & Galloway
00QJ	Dundee City
00QK	East Ayrshire
00QL	East Dunbartonshire
00QM	East Lothian
00QN	East Renfrewshire
00QP	City of Edinburgh
00QQ	Falkirk
00QR	Fife
00QS	Glasgow City
00QT	Highland
00QU	Inverclyde
00QW	Midlothian
00QX	Moray
00QY	North Ayrshire
00QZ	North Lanarkshire
00RA	Orkney Islands
00RB	Perth & Kinross
00RC	Renfrewshire
00RD	Shetland Islands
00RE	South Ayrshire
00RF	South Lanarkshire
00RG	Stirling
00RH	West Lothian
00RJ	Comhairle nan Eilean

Health Board Codes

Health Code	Health Name
SA9	Ayrshire and Arran
SB9	Borders
SC9	Argyll and Clyde
SF9	Fife
SG9	Greater Glasgow
SH9	Highland
SL9	Lanarkshire
SN9	Grampian
SR9	Orkney
SS9	Lothian
ST9	Tayside
SV9	Forth Valley
SW9	Western Isles
SY9	Dumfries and Galloway
SZ9	Shetland

Item 5 – Gender

Definition: Gender is expressed in terms of masculinity and femininity. It is largely culturally determined and helps shape how people perceive themselves and how they expect others to relate to them. Gender is a statement by the individual about the gender they identify themselves to be.

Purpose: Generally acknowledged as integral to individualised records. Will also be used for aggregate service development information and epidemiological research. Can also be used to target communications and information provision.

Recording Guidance: Record the person's current gender, irrespective of gender at birth.

Note: This item corresponds with the Current Gender item developed by the Scottish Social Care Data Standards Project, the full version of this item can be found in Appendix 1.

Codes: *Government Data Standards Catalogue*

Code	Value/Definition
0	Not Known
1	Male
2	Female
9	Not Specified

Item 6 – Year of Birth

Definition: The person’s year of birth. This should conform to recognised recording standards, i.e. it should be the full century year of birth (CCYY).

Purpose: Year of birth allows for aggregated service planning/development information to be generated on the basis of age groupings. E.g. information about young children nearing school leaving age, adults and older people may be required for strategic planning purposes.

Recording Guidance: It is recognised that full date of birth is more useful for local service provision, however, to preserve anonymity only year of birth should be extracted for national returns.

Codes: *No codes required.*

Item 7 – Marital Status

Definition: An indicator to identify the person’s legal marital status.

Note: code L = “Living with partner” is an additional code and is not strictly a legal status.

Codes: *Government Data Standards Catalogue (plus code for “Living with partner”)*

Code	Value/Definition
S	Single
M	Married/Civil Partnership
D	Divorced
W	Widowed
N	Not Disclosed
P	Separated
L	Living with partner

Item 8 – Ethnic Group

Definition: A statement made by the person about their current ethnic group – i.e. the description that they currently use to describe their identity. For many this will also constitute a personal statement about their religion. It is not a factual statement about nationality and there are no “right” answers. It is important that this is self ascribed as it will influence how the person views their self, how they wish to be regarded and consequently their needs.

Purpose: It is important that staff and services are provided to people in a culturally sensitive manner. Specific cultural and spiritual needs should be addressed in

individual assessment and care planning. Aggregated information is also required for policy monitoring and service planning/development.

Further, there is a statutory legal requirement for public authorities to collect ethnic group data under the terms of the Race Relations (Amendment) Act 2000.

Recording Guidance: This item should be self ascribed. Where self ascription is not possible, this item may be attributed by the person's primary carer or a family member who can give an accurate description of the category that would otherwise have been chosen by the person.

Codes: *Scottish Census 2001 (See Appendix 2 for subsidiary codes)*

Code	Value/Definition
01	White A: Scottish B: Other British C: Irish D: Other White – Specify (<i>from Scottish Census detailed codes</i>)
02	Mixed A: Any – Specify (<i>from Scottish Census detailed codes</i>)
03	Asian, Asian Scottish or Asian British A: Indian B: Pakistani C: Bangladeshi D: Chinese E: Other Asian – Specify (<i>from Scottish Census detailed codes</i>)
04	Black, Black Scottish or Black British A: Caribbean B: African C: Other Black – Specify (<i>from Scottish Census detailed codes</i>)
05	Other ethnic background A: Any - Specify (<i>from Scottish Census detailed codes</i>)
97	Not disclosed
99	Not known/information not provided

Item 9 – Religion

Definition: This is a statement about a person’s current religious affiliation/faith community, not the religion or faith community in which the person was raised. For many, a statement about their religion will be an essential part of their identity, as such it is important that people choose their own description.

Purpose: It is important that staff and services are provided to people in a culturally sensitive manner. Specific cultural and spiritual needs should be addressed in individual assessment and care planning. Aggregated information is also required for policy monitoring and service planning/development.

Recording Guidance: This item should be self ascribed. Where self ascription is not possible, this item may be attributed by the person’s primary carer or a family member who can give an accurate description of the category that would otherwise have been chosen by the person.

Codes: *Scottish Census 2001*

Code	Value/Definition
00	None
01	Church of Scotland
02	Roman Catholic
03	Other Christian - Specify (<i>from Scottish Census detailed codes</i>)
04	Buddhist
05	Hindu
06	Muslim
07	Jewish
08	Sikh
09	Another religion - Specify (<i>from Scottish Census detailed codes</i>)
97	Not disclosed
99	Not known/information not provided

Item 10 – Country of Birth

Definition: The country where the individual was born. A person’s country of birth is a factual statement but should not be confused with the much more complex issues of nationality. E.g. not all people born on the British Isles will consider themselves to be British.

Purpose: This item provides information on population change and migration to Scotland by people from other regions. This may assist with service planning and population profiling.

Recording Guidance: This category should be self ascribed. Due to potential political sensitivity, this should be regarded as an **optional** item.

Codes: *Scottish Census 2001*

Code	Value/Definition
01	Scotland
02	England
03	Wales
04	Northern Ireland
05	Republic of Ireland
06	Elsewhere – Specify (<i>from ISO-3166 country codes</i>)
97	Not disclosed
99	Not known/information not provided

Item 11 – First Language

Definition: The first language of an individual is the language that they normally speak at home.

Purpose: As with ethnicity. The recording of this item can also alert staff involved with the person to the need in some instances for additional support (i.e. a translator or interpreter).

Recording Guidance: This item should be self ascribed. Where self ascription is not possible, this item may be attributed by the person's primary carer or a family member who can give an accurate description of the category that would otherwise have been chosen by the person. Where the person's first language is British Sign Language, this should be picked up in the Preferred Communication Method data item.

Codes: *Scottish Census 2001*

Code	Value/Definition
01	Arabic
02	Bengali
03	Cantonese
04	English
05	French
06	Farsi
07	Gaelic
08	German
09	Greek
10	Gujarati
11	Hindi
12	Hakka
13	Italian

14	Norwegian
15	Punjabi
16	Spanish
17	Turkish
18	Urdu
98	Other – Specify
99	Not known/information not provided

Item 12 – Interpretation Assistance

Definition: Indication of requirement for assistance to communicate in English.

Purpose: Would record any special provisions that an assessor would have to make in order to assist the person’s understanding.

Codes: *Scottish Social Care Data Standards Project*

Code	Value/Definition
01	No help needed
02	Needs help only with complex language
03	Help needed at all times
99	Not known/information not provided

Item 13 – Communicative Understanding

Definition: Communication is a 2-way process, incorporating both understanding and expression. Understanding typically develops in advance of expression, and underpins it. Understanding of communication involves both verbal and non-verbal aspects together with an appreciation of the meaning of these signals in a complex, interactive setting.

Purpose: This item records the level of understanding an individual has of verbal communication which can be used locally to help plan services and nationally to show the need for training of staff and/or specialists to facilitate communication with clients.

Codes: *eSAY Project*

Code	Value/Definition
01	No apparent understanding of other's communication and intentions. i.e. No response to attempts to communicate.
02	Understanding of cues from routine and situation only. e.g. Understands that it is time to go out only when their coat is produced

	but not when told “It’s time to go out” without their coat being produced.
03	Understanding of basic communication (verbal and non-verbal) assisted by routine and context. e.g. Follows basic instruction in familiar situations such as being asked to come over here or sit down, etc.
04	Understanding of everyday verbal and non-verbal communication e.g. Understands most language used on an everyday basis.
05	Understanding of verbal and non-verbal communication, with the exception of subtle and complex aspects such as multiple and/or contradictory signals, such as sarcasm, irony and advanced figurative language. e.g. Doesn’t understand that someone saying “It’s really hot in here” whilst looking at the window may mean that the person would like them to open the window for them.
06	Understanding of verbal and non-verbal communication, including subtle and complex aspects. i.e. The person has no impairment.
99	Not Known

Item 14 – Preferred Communication Method

Definition: The method of communication preferred by the person to make themselves understood. Where a person does not rely on speech as their main method of making themselves understood, it is important to record the other methods of communication that may be required.

Purpose: It is important that staff and the services provided to people are sensitive to their different methods of communication. Specific communication need should be addressed in individual assessment and care planning but this item is included to enable staff involved with the person to “alert” others to the need, and where appropriate, to ensure that additional support is available.

Recording Guidance: This item should be self ascribed. Where self ascription is not possible, this item may be attributed by the person’s primary carer or a family member who can give an accurate description of the category that would otherwise have been chosen by the person.

Codes: Social Care Data Standards Project

Code	Value/Definition
01	Clear speech
02	Communication based on the alphabet A. Finger spelling B. Deaf/Blind manual alphabet C. Block
03	Communication based on sign language A. British Sign Language (BSL) B. Visual frame signing/close signing C. Hands on signing D. Makaton E. Sign supported English F. Signed English
04	Communication using text A. Large print B. Braille and Moon
05	Communication using objects and symbols A. Objects of reference B. Blissymbols C. Rebus symbols
06	Communication based on body language and touch A. Body language B. Tadoma
07	Other preferred communication method(s)
99	Not known

Item 15 – Legal Status

Description: A particular status, usually sanctioned by the courts or by the children’s hearing system in relation to the person in order to ensure their protection and/or the protection of others.

Purpose: Integral to many individualised records. Aggregated data may be used to monitor policy developments such as implementation of ‘adults with incapacity’ regulations.

Recording Guidance: More than one status can apply at any one time, and all relevant categories should be recorded. A person’s circumstances may change over time and, as such, each legal status should be associated with a start and end date.

Codes: Social Care Data Standards Project (Full codes in Appendix 3)

Code	Value/Definition
00	None
01	Looked after child A. The child is looked after at home B. The child is accommodated by the Local Authority C. Parental Responsibilities order D. Other
02	Mental Health (Scotland) Act 1984 A. Emergency Detention B. Short term detention C. Long term detention
03	Mental Health Care and Treatment (Scotland) Act 2003 A. Emergency Detention B. Short term detention C. Compulsory Treatment Order
04	Adults with Incapacity Act (2000) A. Power of welfare attorney B. Power of continuing attorney C. Intervention order D. Access to funds E. Management of funds of residents in care establishments F. Guardianship
05	Criminal justice legislation A. Diversion from prosecution B. Supervised attendance order C. Probation order D. Community service order E. Serving a custodial sentence F. In custody awaiting trial (on remand) G. Appropriate adult requirement
98	Other
99	Not Known

Section 2: Housing

Item 16 – Accommodation Type

Definition: The type of accommodation in which the service user is normally resident, from mainstream housing through supported accommodation to residential care and institutions.

Purpose: Developing more independent accommodation options is a key element in “The same as you?” and “Supporting People” so this will be an important item for monitoring implementation of local and national strategies.

Codes: *Social Care Data Standards Project*

Code	Value/Definition
01	Homeless
02	Mainstream
03	Special Housing
04	Sheltered housing
05	Supported accommodation
06	Specialist Rehabilitation Units
07	Registered adult care homes
08	Registered child care accommodation
09	NHS Facilities/hospitals
10	Penal institutions
11	Independent hospitals and clinics
12	Independent hospices
13	Mobile accommodation
99	Not Known

Item 17 – Accommodation Status

Definition: Records the permanency of the person’s current living arrangements in terms of permanent, temporary or other living arrangements.

Purpose: This will help service providers to ensure that they have the most up to date information on where the person is living and the length of time that they are likely to be so.

Recording Guidance: Where accommodation is temporary, this should be associated with start and end dates.

Codes: Adapted from Carenap

Code	Value/Definition
01	Permanent
02	Temporary
98	Other
99	Not known

Item 18 – Housing Support

Definition: Support services available to the person at home from both on and off-site staff e.g. warden services, etc. These supports are tied to the accommodation in which the person lives.

Purpose: Provides a record of the supports a person is receiving in the home, and helps to facilitate future planning.

Recording Guidance: All items that apply should be recorded.

Codes: Social Care Data Standards Project

Code	Value/Definition
00	None
01	Visiting support/floating support
02	Warden service (on-site)
03	Peripatetic warden service (off-site)
04	Alarm/On Call service
05	Day-time staff (on-site)
06	Sleep-in staff
07	Awake night staff
98	Other
99	Not known

Item 19 – Household Composition

Definition: This item indicates the make-up and structure of the person's household.

A household comprises:

- one person living alone
- a group of people (not necessarily related) living at the same address with common housekeeping – that is, sharing part or all of the living accommodation and facilities, and/or at least one meal a day
- two or more groups of people (not necessarily related) living at the same address with common housekeeping

Purpose: Developing more independent accommodation options is a key element in “The same as you?” and “Supporting People” so this will be an important item for monitoring implementation of local and national strategies.

Codes: *Social Care Data Standards Project*

Code	Value/Definition
01	Single adult non-pensioner household One adult of non-pensionable age living without any children.
02	Single parent household A. With children under 16 One adult of non-pensionable age living with one or more dependent children under the age of 16 years. B. With children over 16 One adult of non-pensionable age living with one or more adult children
03	Single pensioner An adult living alone, over the age of 60 (women) or 65 (men).
04	Adult couple (non-pensionable) Two adults living together alone, no children.
05	Adult couple (pensionable) Two adults living alone or together alone, one or both of pensionable age.
06	Adult household (not related) Two or more adults (not related living together).
07	Adult household (related) Two or more adults living together, related by blood or law, but not married or cohabiting with each other as if they were married. Note: married couples or those cohabiting should be coded under 05 or 06 as appropriate.
08	Adult couple with children under 16 Household containing parents and at least one child under the age of 16. Parent can refer to biological and adoptive parents or someone (for example, grandparents) acting in the capacity of parent.
09	Adult couple with children over 16 Household containing parents and adult children of the family. Parent can refer to biological or adoptive parents or someone (for example, grandparents) acting in the capacity of parents.
10	Other households with children under 16
11	Other households with children

Item 19a – Lives with family carer

Definition: This item is to show where a person is living with a family carer.

Purpose: Developing more independent accommodation options is a key element in “The same as you?” and “Supporting People” so this will be an important item for monitoring implementation of local and national strategies.

Codes: eSAY Project

Code	Value/Definition
01	Person lives with a family carer A. Parent B. Sibling C. Other relative
02	Person does not live with a family carer
99	Not Known

Item 20 – Number of people with a Learning Disability living in the same accommodation

Definition: This item records how many people with a learning disability are living in the same household.

Purpose: Developing more independent accommodation options is a key element in “The same as you?” and “Supporting People” so this will be an important item for monitoring implementation of local and national strategies.

Codes: eSAY Project

Code	Value/Definition
01	One person with a learning disability in the household
02	2 – 4 people with a learning disability in the household
03	5 – 7 people with a learning disability in the household
04	7+ people with a learning disability in the household
99	Not Known

Item 21 – Tenure Type

Definition: Tenure type indicates the basis on which an individual occupies the property in which they live. The main distinctions are between socially rented, privately rented and owned.

Recording Guidance: For the purposes of Social Care data recording under categories 01 (Owned) and 02 (Social Rented), an established couple (i.e. data subject plus spouse or long-term partner) is treated as a single unit whether the owning or renting is done by one of them or jointly, as in the following circumstances:

- the data subject owns or rents the property
- the data subject’s spouse or partner owns or rents the property
- the data subject owns or rents the property jointly with a spouse or partner

A person living rent-free in someone else’s private house (other than a spouse or partner) would be coded 03 – “Private Accommodation Arrangements”, not 00 – “No Tenure”.

Codes: *Social Care Data Standards Project (Full codes in Appendix 4)*

Code	Value/Definition
01	No tenure
02	Owned A. Owned outright (single or joint ownership) B. Owned mortgaged (single or joint ownership) C. Part owned/part rent (single or joint ownership)
03	Social rented A. L.A. Rented (standard) B. L.A. Rented (temporary) C. Social Housing (temporary) D. Social Housing (rented)
04	Private accommodation arrangements
05	Tied housing
06	Institutional living
99	Not Known

Item 22 – Dwelling Type

Definition: Dwelling type is a description of the physical structure that someone lives in.

Codes: *Social Care Data Standards Project*

Code	Value/Definition
01	Detached house A. Multi-storey B. Single storey
02	Semi-detached house A. Multi-storey B. Single-storey
03	Terraced house A. Multi-storey

	B. Single-storey
04	Flat A. Multi Storey – entrance on ground floor B. Multi Storey – entrance on upper floor (stairs only) C. Multi Storey – entrance on upper floor (lift access) D. Single Storey – entrance on ground floor E. Single Storey – entrance on upper floor (stairs only) F. Single Storey – entrance on upper floor (lift access)
05	Caravan/Travelling Trailer/PortaKabin A. Static B. Mobile
99	Not Known

Item 23 – Appropriateness of current accommodation

Definition: Assessor and patient/client view as to whether the current accommodation is appropriate for the persons needs.

Purpose: Assists in ensuring that the person’s living arrangements are suited to their needs, both current and future.

Recording Guidance: Code 01E should be recorded both when the issues originate from within the community and when they are from the client. e.g. This code applies in the instance where accommodation is not appropriate due to excessive noise from the community/neighbours and where the client is excessively noisy.

Codes: eSAY Project

Code	Value/Definition
01	Current accommodation appropriate
02	Current accommodation not appropriate A. Due to design and layout of accommodation B. Due to interpersonal relationships with others sharing the same accommodation C. Location within the building creates access problems D. Geographical location is unsuitable (e.g. inadequate public transport, lack of local amenities, etc) E. Community Issues (e.g. problems with neighbours, noise issues, bullying/harassment) F. Other
99	Not known

Section 3: Current Services and Opportunities

Item 24 – Current care and supports

Definition: List of all services and support the person is currently receiving. The amount of hours per week the person receives a service should be recorded where practical.

Purpose: Generally considered as basic information for individualised records and important for ‘data sharing’ and in e-care environments.

The development of more flexible approaches to service provision is a major theme of the national framework in “The same as you?” and other national policies, so the recording of services provided and those that are identified as required to meet current and future needs will be a key component for monitoring local and national developments.

Recording Guidance: All relevant items should be selected.

Codes: eSAY Project

Code	Value/Definition
00	None
01	General Practitioner
02	Community Learning Disability Nurse
03	Practice Nurse
04	Epilepsy Nurse
05	District Nurse
06	Speech and Language Therapist
07	Physiotherapist
08	Occupational Therapist
09	Complementary Therapist
10	Psychiatrist
11	Psychologist
12	Podiatrist
13	Dietician
14	Dentist
15	Optician
16	Social Worker
17	Social Care Worker
18	Local Area Coordinator
19	Independent Advocate
20	Adaptations to the home to improve accessibility e.g. Lifts, hoists, level access ramps etc.
21	Short breaks A. In the person’s own home

	B. In another's home (including adult placements/shared care) C. In a day centre or other community facility D. In a care home E. In hospital or hospice accommodation
22	Home care supports e.g. help with cleaning, preparation of meals and other household chores.
23	Creative Therapies
99	Not known

Item 25 – Level of unpaid support

Definition: Unpaid support, care and supervision provided without payment by a relative or friend to someone in need because of illness, disability or frailty. This item records that support (also referred to as 'natural support').

Due to the potential of this item to cause offence if pursued too rigorously, it should be approached with sensitivity. It should be clear that only one of two broad bands applies and that this will be used to show the contribution that unpaid support makes. People are not being asked to formally account for the hours per week that they care for a person.

Purpose: Could be seen as part of "Current care and supports", but is listed separately to reflect the importance of including information regarding unpaid care alongside more 'formal' service provision.

'Natural' networks form the foundation for people who require support in the community. It is important locally and nationally to be aware of the level and nature of informal care and to ensure that formal services assist and strengthen the person's natural support.

Recording Guidance: All relevant items should be selected.

Codes: eSAY Project

Code	Value/Definition
00	None
01	Immediate family i.e. Parent, brother or sister.
02	Other Relative Any relative who is not a parent or sibling.
03	Friend/neighbour
04	Befriender
05	Citizen advocate

98	Other
99	Not known

Level of unpaid support: provision frequency

One of the codes below should be attached to **each** recorded provider of support.

Code	Value/Definition
00	None
01	1 – 9 hours per week
02	10 – 19 hours per week
03	20 – 29 hours per week
04	30 – 39 hours per week
05	40+ hours per week
99	Not known

Item 26 – Advocacy

Definition: This item records whether the person has advocacy support and if so, what type of advocacy the person uses.

Improving access to advocacy services is a key recommendation of “The same as you?” Through advocacy services, people who feel unable to speak up for themselves are supported to make their voices heard in order that they can play an active role in their community and help to shape future services.

Purpose: Recommendation 11 of “The same as you?” stated that the Scottish Executive was committed to promoting the development of independent advocacy for people with learning disabilities. This item will help to monitor the implementation of that policy.

This item will assist in service planning and development.

Recording Guidance: Where an individual makes use of more than one type of advocacy, record all that apply.

Codes: eSAY Project

Code	Value/Definition
01	No advocate, advocate not required The individual does not currently have an advocate and does not think that they require one.
02	No advocate, advocate required The individual does not currently have an advocate but would like to

	have one.
03	<p>Professional advocate</p> <p>A. Short term/single issue support B. Long term support</p> <p>Usually a paid advocate who has received professional advocacy training, this person will be likely to be supporting several people at any given time. This advocacy relationship may be long or short term.</p>
04	<p>Citizen Advocate</p> <p>An ordinary citizen who may not have had any formal training, this type of advocate is usually not paid for their work.</p>
05	<p>Self Advocacy</p> <p>The individual is able to advocate for themselves and may be supported by a group. Viewpoints may be put forward individually or collectively.</p>
06	<p>Group/Collective Advocacy</p> <p>The individual is involved in a group who support each other on common issues or who may campaign on some issues together.</p>
99	Not known

Item 27 – Personal Life Plan

Definition: Personal Life Plans (PLP) can be called person centred plans (PCPs). PLP/PCP is a process for continual listening and learning, focused on what is important to someone now and for the future, and acting upon this in alliance with family and friends.

This listening and learning is used to understand a person's capacities and choices. PLP/PCP is a basis for problem solving and negotiation to mobilise the resources necessary to pursue the person's aspirations. These resources may be obtained from a person's personal network, from service agencies or from a range of non-specialist and non-service sources.

PLP/PCP are not - (1) The same as assessment and care planning (2) the same as reviews of service provision (3) a replacement for some other necessary forms of planning

Purpose: “The same as you?” recommended that every person who wants one should have a personal life plan. This item will help to assess the extent to which this recommendation is being implemented both locally and nationally.

Codes: eSAY Project

Code	Value/Definition
00	Not applicable
01	Yes
02	No
99	Not known

Items 27a– Personal Life Plan Last Modification Date

Definition: This item records the date that the Personal Life Plan was last modified.

Recording Guidance: Date should take the form of month and full century year (MM/CCYY) to allow aggregate statistics.

Codes: None

Items 27b– Personal Life Plan Review Date

Definition: This item records the date that the Personal Life Plan should next be reviewed.

Recording Guidance: Date should take the form of month and full century year (MM/CCYY) to allow aggregate statistics

Codes: None

Item 28 – Education

Definition: Courses and training the person is currently receiving. Courses should be divided into **those specifically for people with LD or ASD** and **mixed courses**. The number of days per week the person is attending for each course type should be recorded. “Courses for people with LD or ASD” means that the course includes only people with learning disabilities and/or ASD, whilst mixed courses are open to all.

Purpose: Improving access to education is a key element of “The same as you?” so this can be an important element in monitoring implementation of local and national strategies.

Recording Guidance: All education courses currently being attended should be accounted for here.

The time spent in education should be recorded to the nearest half day.

For example -

If someone visits a college 3 afternoons a week they should be entered under 1.5 Days

If someone visits a college 5 mornings a week they should be entered under 2.5 Days

If someone visits a college for 5 full days a week they should be entered under 3 Days +

Codes: From the Scottish Executive, "The same as you?" Annual Survey 2004

Code	Value/Definition
00	Not currently in education
01	0.5 day per week
02	1 day per week
03	1.5 days per week
04	2 days per week
05	2.5 days per week
06	3 days per week
07	3+ days per week
99	Not known

Course Type

Code	Value/Definition
01	Mixed Course A course which enrolls participants whether they have learning disabilities/ASD or not.
02	LD/ASD Specific Course A course which only enrolls participants with learning disabilities/ASD.
99	Not known

Item 29 – Employment Status

Definition: Employment status indicates the person's economic position in the labour market in terms of whether he or she is currently employed in paid work, seeking to be employed in paid work or is not economically active, either by choice, age or other restrictions.

Purpose: Improving access to employment opportunities is a key element of "The same as you?" so this can be an important element in monitoring implementation of local and national strategies.

Codes: Social Care Data Standards Project (Full codes in Appendix 5)

Code	Value/Definition
01	Regular paid employment – full time A. Person is in non-open employment B. Person is in open employment
02	Regular paid employment – part time A. Person is in non-open employment B. Person is in open employment
03	Self employed
04	Looking after home/family
05	Engaged in voluntary work (unpaid) A. Seeking paid employment B. Not seeking paid employment
06	Unemployed – available/fit for work A. Person would require a non-open employment opportunity B. Person could take an open employment opportunity
07	Unemployed – not available/fit for work
08	Full time education (pupil or student)
09	Retired A. Career Completion B. Medically retired
10	Not applicable
11	Permanently sick/disabled
99	Not known

Support in the workplace

Code	Value/Definition
00	None
01	Support from a job coach
02	Support from colleagues
99	Not Known

Item 30 – Employment Opportunities

Definition: This item summarises the amount of time per week that the person currently spends in employment, whether paid or unpaid.

Purpose: Improving access to employment opportunities is a key element of “The same as you?” so this can be an important element in monitoring implementation of local and national strategies.

Recording Guidance: Where more than one job or type of job is applicable, all should be covered by this item.

Codes: *The Scottish Executive, “The same as you?” Annual Survey 2004*

Code	Value/Definition
00	Not currently in employment
01	Under 15 hours per week
02	15 – 30 hours per week
03	30+ hours per week
99	Not Known

Item 31 – Day Opportunities

Definition: Day opportunities including centre and non-centre based opportunities that the person is currently engaged in.

Purpose: Identified in “The same as you?” as an important aspect of the lives of people with learning disabilities.

Recording Guidance: This item is about the numbers of adults with learning disabilities who are getting alternative day opportunities outside of day centres in line with the recommendations of “The same as you?”. It will show the numbers of adults with learning disabilities who go to a day centre five days a week compared to the numbers that attend a day centre for part of the week but for the other part of the week they get alternative day opportunities. Alternative day opportunities might include employment, lifelong learning, training, sport or leisure and recreation. This may include episodes where the person drops in to a centre and then goes to a regular day opportunity outside the centre. Whatever predominates should be recorded here (for example, only one hour in a day centre does not count as a full day). **Days when people remain at home should not be counted as alternative day opportunities.**

Codes: *The Scottish Executive, "The same as you?" Annual Survey 2004*

Code	Value/Definition
00	Not currently in attendance
01	Attending a day centre 5 days per week
02	Attending a day centre less than 5 days per week with alternative day opportunities A. ½ day per week alternative opportunities B. 1 day per week alternative opportunities C. 2 days per week alternative opportunities D. 3 days per week alternative opportunities E. 4 days per week alternative opportunities F. 5 days per week alternative opportunities
03	Attending a day centre less than 5 days per week with no alternative day opportunities
99	Not known

Item 32 – Training

Definition: This item covers the training that people are getting outside of further education colleges.

Training could be training for employment (most likely type) or any other training that adults with learning disabilities get. For example, this could be training that leads to an SVQ delivered in a workplace or other setting.

Purpose: Identified in "The same as you?" as an important aspect of the lives of people with learning disabilities, this item will show the number of people who are getting training that could lead to employment.

Codes: *The Scottish Executive, "The same as you?" Annual Survey 2004*

Code	Value/Definition
00	No current training opportunities
01	Training undertaken in the previous six months
99	Not Known

Item 33 – Local Area Coordination

Definition: This item records whether the person has access to a local area coordinator and the use or desired use of that service.

Local area co-ordination provides a bridge that helps people to connect their aspirations and lives with support. It is a way of building and strengthening

connections that will last. It supports people in identifying, accessing and making use of a range of supports, including informal supports.

Local area co-ordination was recommended by 'The same as you?' because it was seen as the best way to ensure that people with learning disabilities and their families would get the changes they were asking for.

Purpose: This item will record progress on the implementation of Recommendation 2 of “The same as you?” which recommended that local authorities and health boards should appoint local area coordinators.

Codes: eSAY Project

Code	Value/Definition
01	No local area coordinator service available
02	Individual does have a local area coordinator in their area and does use this service.
03	Individual does have a local area coordinator in their area and does not use this service. A. Service availability is constrained. B. Individual has indicated that they do not want to use this service.
99	Not known

Section 4: Health Information

Item 34 – Health Needs

Definition: Should include aspects of physical and mental health relevant to the person’s care.

Purpose: Allows staff involved in the person’s care to make provisions for any additional health related support needs that the person has.

Recording Guidance: All items that apply should be recorded.

Codes: Adapted from Carenap/SCDS (Full codes in Appendix 6)

Code	Value/Definition
00	None
01	Hearing impairment
02	Visual impairment
03	Physical disability
05	Acquired brain injury
06	Language, speech and communication needs

07	SEBD (Social Emotional and Behavioural Difficulties) arising from mental health problems
08	Other social, emotional and behavioural difficulties
09	Other Mental health problems
10	Specific learning difficulties
11	Addictive problems
12	Dementia
13	Epilepsy
14	Swallowing/Nutritional Problems
98	Other
99	Not known

Item 35 – Cause of learning disability

Definition: The cause of a person’s learning disability may be either pre-natal (before birth), peri-natal (at or during birth) or post-natal (after birth). The learning disability may occur at any point between conception and the age of eighteen. Causes can be genetic or environmental in origin.

For a large number of people with a learning disability, the cause will remain unknown.

Purpose: Knowing the cause of a person’s learning disability can assist in developing care plans and treatment strategies to reduce the effects of the disability on the person.

Aggregate information on causes of learning disability would be useful for epidemiological studies and to assist in service development and planning.

Recording Guidance: Where an individual has an autistic spectrum disorder and does not have an associated learning disability code 00 – None should be recorded. Where a person does have a learning disability but the cause is not known, code 99 should be recorded.

Codes: adapted from ICD-10

Code	Values/Definition
00	None
01	Congenital malformations, deformities and chromosomal abnormalities <ul style="list-style-type: none"> A. Down Syndrome B. Fragile X Syndrome C. Neural Tube Defects D. Foetal Alcohol Syndrome E. Microcephaly F. Congenital hydrocephalus G. Prader-Willi Syndrome

	H. Rett Syndrome J. Other chromosomal abnormality
02	Infectious and parasitic diseases A. Meningococcal meningitis B. Other Meningococcal infections C. Congenital syphilis D. Slow virus infection of the central nervous system E. Other
03	Endocrine, nutritional and metabolic diseases A. Phenylketonuria B. Congenital iodine deficiency syndrome C. Other
04	Conditions originating in the peri-natal period A. Complications of pregnancy B. Complications of labour/delivery C. Placenta praevia D. Maternal infectious and parasitic diseases E. Congenital rubella syndrome F. Congenital toxoplasmosis G. Birth injury H. Other
98	Other Causes A. Toxoplasmosis B. Rubella C. Accidental Injury D. Non accidental injury E. Shaken baby syndrome F. Sensory deprivation G. Other
99	Not known

Item 36 – Support needed to access opportunities

Definition: List of any additional support needed by the person to access services and life opportunities, e.g. accompaniment by a carer/friend, transport needs.

Purpose: Enables those involved in the person’s care to ensure that they have adequate support to allow them to efficiently access services.

Recording Guidance: All items that apply should be selected.

Codes: *Adapted from Carenap*

Code	Value/definition
00	None
01	Communication

02	Accompaniment by a friend/carer/relative/other
03	Transport This includes support to use public transport and the need for private transport.
98	Other
99	Not known

Item 37 – Assessment Process

Definition: Assessment is an information gathering exercise carried out with the participation of the user and carer(s). The purpose is to construct a picture of the person's aspirations, personal strengths, personal and environmental constraints, existing support structures, current and future needs. The results of a formal assessment will always be recorded in a format consistent with locally agreed procedures.

Purpose: Integral to many recording systems. Provides a structured chronology of assessments for individuals and may be used in aggregate to inform local managers and for national returns.

Recording Guidance: Each assessment should be associated with start and end dates.

Codes: *Social Care Data Standards Project*

Nature of Assessment

Code	Value/definition
01	Single Shared Assessment
02	Single Agency Assessment
03	Self-assessment
98	Other

Agency of lead assessor

Code	Value/definition
01	Health
02	Social Work
03	Housing
04	Voluntary Organisation
05	Joint agency
98	Other Agency

Assessment Type

Code	Value/definition
01	New/First assessment
02	Reassessment (Following change in needs/conditions/circumstances)
03	Routine review

Item 38 – Challenging Behaviour

Definition: Challenging behaviour could be described as those behaviours that occur to such intensity, frequency and duration that they are perceived to challenge the service/carer and also the person reaching their full potential. Challenging behaviour is a very broad and descriptive term, not a diagnosis.

The behaviour is persistent and pervasive. It is present across a range of personal and social situations, although may be more severe in certain identified settings. It results in a significant negative impact on the person's quality of life or the quality of life of others. This may be owing to restriction of his or her lifestyle, social opportunities, independence, community integration, service access or choices, or adaptive functioning.

Purpose: Specific needs with regard to challenging behaviour should be addressed in individual assessment and care planning but this item is suggested here as an 'alert' for staff involved with the person to the need, in some instances, to ensure additional support for the person.

Aggregate data may be used to indicate where there are training requirements for staff and carers.

Recording Guidance: Challenging behaviours should not be recorded here if they are the direct result of psychiatric disorders, drugs or the result of provocation.

Codes: eSAY Project

Code	Value/Definition
00	None
01	Verbally aggressive behaviour For example the person uses his or her voice in a violent or threatening manner. This may be impulsive or planned.
02	Physically aggressive behaviour For example the person uses or threatens physical violence. This may be impulsive or planned, and occurs in the context of minimal or no provocation by others. Severity may range from pushing, slapping, and physically intimidating, to punching, kicking, biting, pulling the hair of others and more serious physical assault.
03	Destructive behaviour Examples range from the person damaging property, such as tearing paper and fabrics, smashing furniture and glass, to more serious property damage and fire setting. This may be impulsive or planned.
04	Self-injurious behaviour Self injury, sufficient to cause tissue damage, such as bruising, scarring, tissue loss and dysfunction. The behaviour may range from skin-picking/scratching, hair pulling, face-tapping/slapping to biting hands, lips, and other body parts, rectal/genital-poking, eye-poking and head banging. The self-injurious behaviour is not a deliberate suicide attempt.
09	Pica Includes strong cravings for non-food items. For example: dirt and clay, paint chips, plaster, chalk, cigarette ashes and other items not usually considered to be food. Some pica can be harmless if the items consumed are non-toxic, however, ingestion of non-food substances may require medical treatment and, in extreme cases, hospitalisation.
98	Other challenging behaviours Specific challenging behaviours, not individually classified by name in the categories listed above, must have occurred on at least weekly occasions in the preceding 6-month period. A. Single specific behaviour B. Multiple specific behaviours
99	Not known

Item 39 – Risk factors

Definition: Risk factors not identified elsewhere, including risks arising out of the actions and/or omissions of others.

Purpose: Assists staff involved in the person's care to be alert to any potential risks to the person from themselves or others to allow additional support to be provided where necessary.

As with the above, aggregate data may be used to assist in studies and with service planning and development.

Recording Guidance: All items that apply should be recorded.

Codes: adapted from Carenap/ eSAY Project

Code	Value/Definition
00	None
01	Danger of harm from others The person is at risk of being harmed by the actions of another person. A. Bullying/harassment B. Financial C. Sexual D. Physical E. Emotional F. Neglect G. Other
02	Danger of harm from self Behaviours that could result in the person causing themselves harm, either planned or unplanned. A. Self neglect B. Self-injurious behaviour, ranging from biting and scratching to suicidal behaviours. C. Destructive behaviour, ranging from ripping paper and defacing property to fire setting and more serious destructive behaviours. D. Other
03	Danger of harm to others Behaviours that could result in the person causing harm to others, either planned or unplanned. This could be directed at carers, staff or others. A. Physical aggression/assault B. Sexual aggression/assault C. Verbal aggression D. Emotional harm

	E. Other
04	Risk of offending
05	Animal risks A. Person is at risk from animals B. Person is a risk to animals
06	Substance Misuse
98	Other
99	Not Known

Section 5: Needs record

Item 40 – Domains of need

Definition: The areas/aspects of a person’s life where additional support may help to assist the person to achieve their potential and ambitions. The categories given are those which should be considered during the process of assessment or review.

The scope of an assessment should be related to its purpose. The level of information gathered and recorded should be consistent with the circumstances of the person being assessed.

Purpose: Scottish Executive guidance on Single Shared Assessment recommends the use of a minimum set of ‘components/domains of need’ for older people. We have slightly extended the original list to reflect additional domains relating to ‘participation’ and ‘inclusion’ that may be particularly relevant to people with learning disabilities and/or ASD.

In conjunction with associated data items this item provides basic planning and service development information at aggregate level and (if deemed appropriate and if terminology can be agreed) for information sharing between agencies and to assist continuity in the flow of information through the transitions in a person’s life.

Recording Guidance: Record all that apply. For each of these, the need status should be recorded and the level of support required.

Codes: *Social Care Data Standards Project (Full code list in Appendix 7)*

Code	Value/Definition
01	Personal care
02	Mobility
03	Fine Motor skills
04	Medical history
05	Health screening
06	Health promotion

07	Mental health and well-being
08	Cognition & dementia
09	Senses – Sight
10	Senses – Hearing
11	Other sensory abnormalities
12	Accommodation and physical environment
13	Housecare
14	External environment
15	Communication
16	Personal relationships
17	Safety
18	Substance misuse
19	Offending behaviour
20	Spiritual, religious and cultural
21	Management and level of finances
22	Education
23	Employment
24	Recreation
25	Carers needs
26	Housing needs
27	Eating and drinking
28	Support with decision making
29	Physical Wellbeing
30	Sleep Disorders
31	Support with medication

Need Status

Code	Value/Definition
01	Need met
02	Need unmet
99	Not known

Level of Support Required

Code	Value/Definition
01	Fully independent
02	Minimum assistance
03	Regular prompting/supervision
04	Some Support Required At least one to one support required with the person able to make some contribution.
05	Full support required At least one to one support with the person totally dependent and unable to make a contribution.
99	Not Known

Item 41 – Reason for unmet need

Definition: A high level description of the factor(s) that prevent a person's support needs from being met adequately.

Purpose: In individualised records this data item provides a concise statement of why a person's support requirements remain unmet.

Aggregate data contributes to an overall picture of unmet need, resourcing 'bottlenecks' and indicators to assist service planning, development and redesign.

Coded data linked to textual information provides a framework for further qualitative analysis.

Recording Guidance: More than one reason may be selected.

Codes: *Social Care Data Standards Project (Full codes in Appendix 8)*

Code	Value/Definition
01	Support is not available locally
02	Support is inappropriate
03	Support/Service shortages
04	Support/service availability constrained
05	Financial constraints
06	Other local service provision reasons
07	Assistance Refused
98	Other reasons
99	Not known

Item 42 – Carer Information

Definition: Provides some information about supports that the carer is receiving.

Includes items such as the need for a personal life plan to determine who will look after the person in an emergency, need for additional supports etc.

Purpose: Allows service providers to assess the need to provide additional supports to facilitate informal care. Assists in service planning.

Recording Guidance: All items that apply should be recorded.

Codes: eSAY Project

Code	Value/Definition
00	None
01	Carer's assessment Has the carer requested a formal carer's assessment?
02	Emergency Support Plan Are sufficient arrangements in place should the carer be suddenly unable to care for the person due to death, illness, injury or for some other reason?
03	Personal Life Plan Has the carer requested a personal life plan?
04	Short Breaks Has the carer indicated that they have a need for short breaks?
98	Other
99	Not Known

Section 6: Finance

Item 43 – List of benefits currently being received

Definition: State and private benefits currently being received by the person.

Purpose: Enables staff to advise on benefits that may be available that the person is currently not receiving.

Recording Guidance: All items that apply should be recorded.

Codes: Adapted from Carenap

Code	Value/Definition
00	None
01	Direct payments
02	Income Support
03	Jobseeker's Allowance
04	Housing benefit
05	Council Tax benefit
06	Disability Living Allowance (mobility)
07	Disability Living Allowance (care)
08	Attendance allowance
09	State pension
10	Private pension
11	Invalid Carer Allowance
12	Incapacity Benefit
13	Severe Disablement Allowance
14	Child Benefit
15	Disabled Persons Tax Credit
16	Working Family Tax Credit
17	Independent Living Fund
18	Education Maintenance Allowance
98	Other
99	Not known

Item 44 – Direct payments

Definition: This item records whether people are being offered direct payments. “The same as you?” recommended that everyone with a learning disability should have access to direct payments to pay for services if they wish to have these.

Purpose: This item will monitor the implementation of the policy commitment to offer direct payments to those who wish to have them.

Codes: eSAY Project

Code	Value/Definition
01	Person has been offered direct payments and has applied
02	Person has been offered direct payments and has refused these
03	Person has not been offered direct payments
99	Not known

Appendix 1 – Current Gender

Definition: Gender is expressed in terms of masculinity and femininity. It is largely culturally determined and helps shape how people perceive themselves and how they expect others to relate to them. Current gender is a statement by the individual about the gender they currently identify themselves to be.

Purpose: Generally acknowledged as integral to individualised records. Will also be used for aggregate service development information and epidemiological research. Can also be used to target communications and information provision.

Recording Guidance: Record the person's current gender, irrespective of gender at birth.

Codes: *Government Data Standards Catalogue*

Code	Value/Definition
0	Not Known
1	Male
2	Female
8	Other Specific
9	Not Specified

Appendix 2 – Ethnic Group Subsidiary Codes

Code	Value/Definition
E01	African
E02	Albanian
E03	Arab
E04	Asian and Chinese
E05	Asian Other
E06	Baltic States (Estonian, Latvian, Lithuanian)
E07	Bangladeshi or British Bangladeshi
E08	Black and Asian
E09	Black and Chinese
E10	Black and White
E11	Black British
E12	Black Other
E13	Bosnian
E14	British (Mixed British)
E15	British Asian
E16	Buddhist
E17	Caribbean
E18	Caribbean Asian
E19	Chinese
E20	Chinese and White
E21	Commonwealth of (Russian) Independent States
E22	Cornish
E23	Croatian
E24	Cypriot (part not stated)
E25	East African Asian
E26	English
E27	European (European Mixed)
E28	Filipino
E29	Greek
E30	Greek Cypriot
E31	Gypsy/Romany
E32	Hindu
E33	Indian or British Indian
E34	Iranian
E35	Irish
E36	Irish Traveller
E37	Israeli
E38	Italian
E39	Japanese
E40	Jewish
E41	Kashmiri
E42	Kosovan
E43	Kurdish
E44	Latin American

E45	Malaysian
E46	Middle Eastern (excluding Israeli, Iranian and 'Arab')
E47	Mixed Asian
E48	Mixed Black
E49	Mixed Irish / Other white
E50	Mixed Other
E51	Moroccan
E52	Multi-ethnic islands: Mauritian, Seychellois, Maldivian, St Helena
E53	Muslim
E54	Nigerian
E55	North African
E56	Northern Irish
E57	Other (Unspecified)
E58	Other mixed white
E59	Pakistani or British Pakistani
E60	Polish
E61	Punjabi
E62	Scottish
E63	Serbian
E64	Sikh
E65	Sinhalese
E66	Somali
E67	South and Central American
E68	Sri Lankan
E69	Tamil
E70	Traveller
E71	Turkish
E72	Turkish Cypriot
E73	Ulster Scots
E74	Vietnamese
E75	Welsh
E76	White and Asian
E77	White and Black African
E78	White and Black Caribbean
E79	White Other
E80	Yugoslavia (Other republics)

Appendix 3 - Legal Status Codes

Code	Value/Definition
00	None
01	<p>Looked after child</p> <p>As defined by the Children (Scotland) Act 1995, a child is looked after if they are:</p> <ul style="list-style-type: none"> • Provided with accommodation by local authorities under section 25 of the Act • Subject to supervision requirements following a children's hearing • Subject to an order, warrant or authorization under which the local authority has responsibilities as respects the child <p>A. The child is looked after at home B. The child is accommodated by the Local Authority C. Parental Responsibilities order D. Other</p>
02	<p>Mental Health (Scotland) Act 1984</p> <p>The 1984 Mental Health (Scotland) Act allows for a person's detention in hospital if it is thought necessary for the person's own health or safety, or for the protection of other people.</p> <p>A. Emergency Detention B. Short term detention C. Long term detention</p>
03	<p>Mental Health Care and Treatment (Scotland) Act 2003</p> <p>Ensures service provision and safeguards relating to the care and treatment of people with mental health problems.</p> <p>A. Emergency Detention B. Short term detention C. Compulsory Treatment Order</p>
04	<p>Adults with Incapacity Act (2000)</p> <p>The 2001 Act changes the system for safeguarding the welfare, and managing the finances and property of adults (aged 16+) who lack the capacity to take some or all decisions for themselves because of 'mental disorder' or inability to communicate by any means. It allows other people to make decisions on behalf of these adults subject to safeguards.</p>

	<p>All decisions made on behalf of an adult with impaired capacity must: benefit the adult; take account of the adult's wishes and the wishes of the nearest relative or primary carer, and any guardian or attorney; restrict the adult's freedom as little as possible while still achieving the desired benefit; encourage the adult to use existing skills or develop new skills.</p> <ul style="list-style-type: none"> A. Power of welfare attorney B. Power of continuing attorney C. Intervention order D. Access to funds E. Management of funds of residents in care establishments F. Guardianship
05	<p>Criminal justice legislation</p> <ul style="list-style-type: none"> A. Diversion from prosecution B. Supervised attendance order C. Probation order D. Community service order E. Serving a custodial sentence F. In custody awaiting trial (on remand) G. Appropriate adult requirement
98	Other
99	Not Known

Appendix 4 – Tenure Type

Code	Value/Definition
01	No tenure
02	<p>Owned</p> <p>The accommodation is owned outright, is owned subject to a mortgage/loan or is partially owned.</p> <p>A. Owned outright (single or joint ownership) – the person holds full ownership of the property without a mortgage, loan or shared ownership.</p> <p>B. Owned mortgaged (single or joint ownership) – the person is the owner-occupier and the property is subject to a mortgage or loan secured upon it.</p> <p>C. Part owned/part rent (single or joint ownership) – the person owns a portion of a property either outright or through a mortgage or loan secured upon it, and additionally pays a portion of rent to a landlord.</p>
03	<p>Social rented</p> <p>A Local Authority or Registered Social Landlord owns the accommodation. The person is liable to pay rent to this organisation (regardless of whether this liability is or is not met by housing benefit).</p> <p>A. L.A. Rented (standard) – landlord is the Local Authority and the tenure is a normal lease.</p> <p>B. L.A. Rented (temporary) – landlord is the Local Authority and the tenure is temporary.</p> <p>C. Social Housing (temporary) – the landlord is a Social Housing provider other than a Local Authority and the person has a temporary tenure.</p> <p>D. Social Housing (rented) – the landlord is a Social Housing provider other than a Local Authority and the person has permanent tenure.</p>
04	<p>Private accommodation arrangements</p> <p>This includes accommodation that is rented (including rent-free) from a private landlord or letting agency, employer or household member, relative or friend of a household member, or other.</p>
05	<p>Tied housing</p> <p>Accommodation linked to employment.</p>
06	<p>Institutional living</p> <p>A prisoner in a UK penal establishment, a permanent resident in a residential nursing home or in long term continuing health care.</p>
99	Not Known

Appendix 5 – Employment Status

Code	Value/Definition
01	<p>Regular paid employment – full time</p> <p>The service user is in paid employment in their main job, and works the standard full-time hours for the job (excluding overtime and meal breaks). Full-time employment usually involves working in the job for 31 hours or more each week, but also includes occupations where the standard full-time hours are less than 31 hours per week and are fully worked (e.g. certain academic posts).</p> <p><i>Also include employees who meet the above criteria and are:</i></p> <ul style="list-style-type: none"> · On maternity leave, sick leave or unpaid leave and are due to return to work <p style="margin-left: 40px;">A. Person is in non-open employment B. Person is in open employment</p>
02	<p>Regular paid employment – part time</p> <p>The service user is in paid employment and works less than the standard full-time hours for the job (excluding overtime and meal breaks). Part-time employment usually involves working in the job for less than 31 hours each week, but excludes occupations where the standard full-time hours are less than 31 hours per week and are fully worked (e.g. certain academic posts).</p> <p><i>Also include employees who meet the above criteria and are:</i></p> <ul style="list-style-type: none"> · On maternity leave, sick leave or unpaid leave and are due to return to work <p style="margin-left: 40px;">A. Person is in non-open employment B. Person is in open employment</p>
03	<p>Self employed</p> <p>The service user's main income derives from work on his/her own behalf, where he/she has financial and managerial control over the work activities and where he/she is not considered an employee of an external company or organisation.</p>
04	<p>Looking after home/family</p> <p>The service user's main occupation is looking after the home and/or family (housekeeping, childcare etc).</p>

05	<p>Engaged in voluntary work (unpaid)</p> <p>A. Seeking paid employment</p> <p>The service user is participating in the work of a voluntary agency or group on an unpaid basis (full or part time) until an employment opportunity arises.</p> <p>B. Not seeking paid employment</p> <p>The service user is participating in the work of a voluntary agency or group on an unpaid basis (full or part time) and is not simultaneously seeking paid employment.</p>
06	<p>Unemployed - available/fit for work</p> <p>A. Person would require a non-open employment opportunity</p> <p>B. Person could take an open employment opportunity</p>
07	Unemployed - not available/fit for work
08	<p>Full time education (pupil or student)</p> <p>The service user attends an educational course for more than 19 hours per week (primary, secondary, further or higher education).</p>
09	<p>Retired</p> <p>A. Career completion</p> <p>The service user no longer works following the completion of his/her career, and considers himself/herself to be retired.</p> <p>B. Medically retired</p> <p>The service user has taken early retirement on medical grounds.</p>
10	<p>Not applicable</p> <p>e.g. person is serving a custodial sentence</p>
11	Permanently sick/disabled
99	Not known

Appendix 6 – Health Needs

Code	Value/Definition
00	None
01	Hearing impairment A person would be regarded as having a hearing impairment if they require either adaptations to their environment and/or use of a hearing aid.
02	Visual impairment A person should only be recorded as having a visual impairment where the impairment is not fully corrected by spectacles.
03	Physical disability This category includes people affected by developmental impairments of motor functions.
05	Acquired brain injury This category does not include those affected due to birth injuries, congenital abnormalities and progressive or degenerative diseases that affect the central nervous system.
06	Language, speech and communication needs Included here are: developmental dysphasia or aphasia, and acquired aphasia with epilepsy. Not included are: specific learning difficulties, learning disability, sensory impairments and speech mechanism impairments.
07	SEBD (Social Emotional and Behavioural Difficulties)/ mental health problems Medically diagnosed emotional, conduct or hyperkinetic disorders. Emotional disorders include: anxiety, phobias, depression, obsessive-compulsive disorder and post-traumatic stress disorder. Conduct disorders are characterised by a repetitive and persistent pattern of dissocial, aggressive conduct forming an enduring pattern of behaviour. Hyperkinetic disorder is a persistent pattern of inattention, hyperactivity and/or impulsivity. Includes Attention Deficit Hyperactivity Disorder.
08	Other social, emotional and behavioural difficulties Social, emotional and behavioural difficulties with no diagnosed mental health problem. Includes: difficulties with social interaction, poor concentration and confrontational behaviour.

09	Other Mental health problems Medically diagnosed mental health problems including: psychoses (e.g. schizophrenia, bi-polar disorder/manic depressive illness), eating disorders (e.g. anorexia nervosa, bulimia, and pica) and tic disorders. Instances of dementia should be recorded under this category.
10	Specific learning difficulties Difficulties in reading, writing, spelling or manipulating numbers which are not a consequence of opportunity to learn and are not due to any form of acquired brain injury or illness. Includes: dyslexia and dyscalculia.
11	Addictive problems
12	Dementia
13	Epilepsy
14	Swallowing/Nutritional Problems Includes PEG feeding.
98	Other
99	Not known

Appendix 7 – Domains of Need

Code	Value/Definition
01	<p>Personal care</p> <p>Support in relation to: Maintaining personal hygiene (including washing, bathing, using the toilet, grooming); dressing and undressing; foot-care; continence and other aspects of elimination.</p>
02	<p>Mobility</p> <p>Support in relation to: Walking on level ground, steps and stairs, balance and falls, getting in and out of chair, getting in and out of bed.</p>
03	<p>Fine Motor skills</p> <p>Support in relation to fine motor skills such as touching and holding.</p>
04	<p>Medical history</p> <p>Support in relation to: Medical problems – either past or present and medication use and ability to self-medicate.</p>
05	<p>Health screening</p> <p>Support in relation to: Making use of opportunities for screening (blood pressure monitoring, vaccination, cervical and breast screening, vision and hearing, thyroid etc.).</p>
06	<p>Health promotion</p> <p>Support in relation to: Maintaining a healthy lifestyle (diet & nutrition, drinking and smoking, exercise, sexual activity etc).</p>
07	<p>Mental health and well-being</p> <p>Support to in relation to: Mood; motivation; agitation; obsessive behaviour; overactive, aggressive and disruptive behaviour; hallucinations, delusions; depression; reactions to loss and emotional difficulties.</p>
08	<p>Cognition & dementia</p> <p>Support in relation to: Orientation and memory, wandering and behaviour.</p>
09	Senses: support in relation to sight
10	Senses: support in relation to hearing
11	Other sensory abnormalities
12	<p>Accommodation and physical environment</p> <p>Support in relation to: Appropriateness of accommodation and heating; access to local facilities and services; transport.</p>

13	Housecare Support in relation to: Preparing meals and snacks; using cooking implements and appliances; shopping; cleaning (external and internal); gardening; pet care; collecting pension/repeat prescriptions; maintenance and repair to appliances; maintaining the safety & security of the home.
14	External environment Support in relation to: Access to local facilities and services; transport.
15	Communication Support in relation to: Speech, language and understanding.
16	Personal relationships Support in relation to: Developing and maintaining family and social contacts; isolation/loneliness; informal support networks and caring arrangements.
17	Safety Support in relation to: Abuse and neglect; other aspects of personal safety (including bullying and discrimination); public safety.
18	Substance misuse Support in relation to: Managing use of alcohol, drugs (including prescription drugs) and other substances; addressing precipitating factors leading to use of substance; addressing the difficulties as a result of use of substance.
19	Offending behaviour Support in relation to diversion from offending
20	Spiritual, religious and cultural Support in relation to: Requirements for worship or other religious observation; special dietary needs; specific arrangements for care provision (e.g. gender of carer); ethnic issues.
21	Management and level of finances Support in relation to: Capacity to manage income/budget; source of income; level of income; income maximisation; managing debt; paying rent and bills.
22	Education Support in relation to: Literacy and numeracy; schooling & further education.

23	<p>Employment</p> <p>Support in relation to: vocational training; volunteering; employment; life skills.</p>
24	<p>Recreation</p> <p>Support in relation to: Accessing and participating in mainstream leisure and social events.</p>
25	<p>Carers needs</p> <p>Support in relation to: Stress and potential for breakdown in caring relationships; practical assistance; accessing respite and other support; preparation for independent living for the person being cared for.</p>
26	<p>Housing needs</p> <p>Support in relation to: Accommodation at risk; help to settle in to new accommodation; accessing appropriate housing; accommodation in a poor state of repair or needs adaptation; the target of harassment</p>
27	<p>Eating and drinking</p> <p>Support in relation to: eating and drinking problems, e.g. prompting, assistance, special equipment, positioning or PEG feeding.</p>
28	<p>Support with decision making</p> <p>Support in relation to making key decisions.</p>
29	<p>Physical Wellbeing</p> <p>Support in relation to: pain control; oral and dental health; skin care/tissue viability; sleeping patterns.</p>
30	<p>Sleep Disorders</p>
31	<p>Support with medication</p>

Appendix 8 – Reason for Unmet Need

Code	Value/Definition
01	<p>Support is not available locally</p> <p>The person has to go inappropriate distance to receive support (e.g. specialist placements that require the person to be resident away from family/friends or to spend an excessive amount of their time travelling to receive services). Or he/she has to accept inappropriate support because appropriate services cannot be accessed sufficiently close to home.</p>
02	<p>Support is inappropriate</p> <p>Support is available locally but is not appropriate to the person's individual circumstances (e.g. age inappropriate services, physical inaccessibility of buildings, services insufficiently sensitive to ethnicity, communication issues etc.)</p>
03	<p>Support/Service shortages</p> <p>Appropriate support/services are available locally but have these waiting lists and/or cannot provide the volume of support that the person requires.</p>
04	<p>Support/service availability constrained</p> <p>Appropriate support is available locally but is not available at the times that the person requires it (e.g. evenings, overnight or at weekends) or is not available in the setting that the person requires (e.g. lack of community/home based support)</p>
05	<p>Financial constraints</p> <p>The agency responsible for purchasing or arranging support/services cannot afford to do so or cannot afford the volume of support that the person needs.</p>
06	<p>Other local service provision reasons</p> <p>Other reasons associated with the way that resources are allocated and services delivered locally</p>
07	<p>Assistance Refused</p> <p>The person refused the service/support offered.</p>
98	<p>Other reasons</p> <p>Wider social and/or cultural factors (e.g. public attitudes, environmental design issues)</p>
99	<p>Not known</p>