




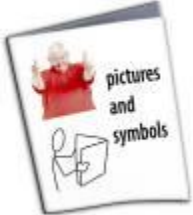






Top 10 Tips for Consultations with People with Learning Disabilities

Produced by the
CTPLD for use in
GP Surgeries

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| 1 |  | <p>Allow More Time</p> | <ul style="list-style-type: none"> • Make sure that Reception Staff understand the needs of people with a learning disability. • Let them know the names of individuals who might need longer appointments. |
| 2 |  | <p>Consider an early Appointment</p> | <ul style="list-style-type: none"> • Some people with a learning disability can find it difficult to wait in crowded areas like the waiting room. • Make sure that all members of staff are aware of an individuals needs. • Maybe find somewhere else for them to wait. • If possible, offer the first appointment in surgery or try to speed up the appointment process. |
| 3 |  | <p>Clear Directions</p> | <ul style="list-style-type: none"> • Think about how people find their way around the surgery. • Use aids to help people with learning disabilities for example photos rather than cartoons, big arrows or coloured maps. |
| 4 |  | <p>Flexibility</p> | <ul style="list-style-type: none"> • Requests for home visits can sometimes be avoided if you are flexible with appointment times. • Sometimes limited staff and the demands of other residents make it difficult to attend during normal surgery times. |
| 5 |  | <p>Speak to me</p> | <ul style="list-style-type: none"> • Speak to the person with the learning disability first and only then check out with the carer if something is not clear. • Involve the person with the learning disability as much as possible. |

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| 6 |  | <p>Understand</p> | <ul style="list-style-type: none"> • Use clear language that the person understands. • Use pictures and symbols if this helps the person. • Check a person has understood – ask them to explain in their own words if possible. |
| 7 |  | <p>Consent</p> | <ul style="list-style-type: none"> • Think about the person's capacity to consent to any proposed intervention. • If someone is found to lack capacity try to include them in decision making and ensure you are proceeding in the 'best interests' of the person. • More guidance is available on: www.ld4u.org.uk |
| 8 |  | <p>Written Detail</p> | <ul style="list-style-type: none"> • Obtain as much accurate information about the person's condition as possible from the person themselves, the key worker or family carer. • Ask them to keep a written record of what is happening for example seizure frequency, behaviour, episode of pain. |
| 9 |  | <p>Information</p> | <ul style="list-style-type: none"> • Try to remember health promotion advice that you would give out routinely. • There are leaflets about smoking, breast examination, cervical smears for example, which are specifically for people with learning disabilities. Check www.ld4u.org.uk |
| 10 |  | <p>Quality</p> | <ul style="list-style-type: none"> • Include people with learning disabilities in all your "quality" initiatives for example Diabetes, CHD, asthma. • Heart Disease / hypothyroidism and osteoporosis are all under-diagnosed in people with learning disabilities. |

Produced by: North Somerset Community Team for People with Learning Disabilities March 2016
 More information and contact details on our website: www.ld4u.org.uk