

Reasonable adjustments to support people accessing our service

Helping people understand

Allow time for them to process what you have said (at least 6 seconds).

Check they have understood.

Be prepared to repeat and rephrase what you have said.

Information from people

Ask direct, brief questions

Questions about time and frequency are often difficult to understand.

They may give an answer they think you want to hear or repeat what you say, seeming to agree.

Check answers, ask again in a different way.

The Support People Need

Ask the person and/or their carer or advocate what support they might need.

Be prepared to ask again at different stages.

Understanding behaviours

Behaviour is how many people communicate how they are feeling and may be a coping mechanism or due to physical or mental illness.

Don't assume the behaviour is a result of the learning disability.

Bear in mind the person may be anxious. Consider sensory impairments, if in doubt, ask.

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Good environments

Consider the environment – some people are sensitive to light, movement, sound, smell and touch.

Keep the environment calm. Some people can't cope with busy areas. Familiarity is important to people with learning disabilities.

Improving appointments

Think about:

Choosing the best time of day and having the first or last appointment.

Making a longer appointment.

The best place for them to wait.

Fitting in with important routines including home visits wherever possible.

Telling people what you are doing

Explain at every stage what you are about to do, what will happen and why, checking consent throughout.

Explain in simple language.

Use pictures and/or symbols (refer to the Communication Toolkit).

Keeping language simple

Avoid humour and double meaning words as these can be taken literally.

Make sure your facial expressions and tone of voice match what you say.

Some people use complex 'social' language but may not understand the meaning of the words.