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Gwasanaethau Ambiwylans Cymru
Welsh Ambulance Services
University NHS Trust

Welsh Ambulance Services
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Championing the needs of people with a learning disability through continuous engagement

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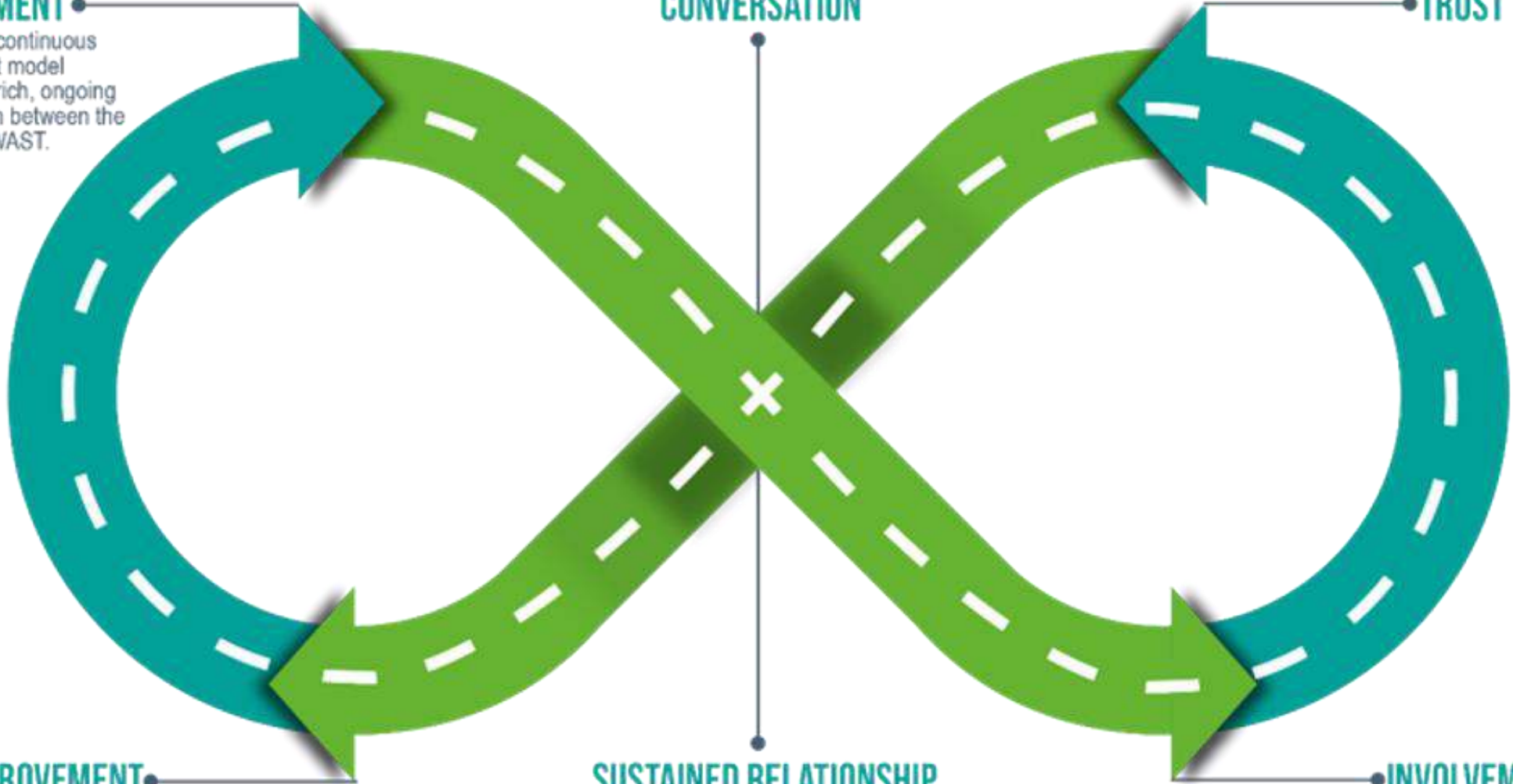
“People who have a Learning Disability (LD) have poorer health experiences than people who do not have a LD”

ENGAGEMENT

The Trust's continuous engagement model opens up a rich, ongoing conversation between the public and WAST.

CONVERSATION

TRUST



SERVICE IMPROVEMENT

SUSTAINED RELATIONSHIP

INVOLVEMENT

“Making a 999 calls is difficult”

 **Welsh** Ambulance Services NHS Trust
in partnership with **SWANSEA PEOPLE FIRST**
Charity No: 1117899

What happens when you call 999

- When you call 999 someone will answer the phone and ask you which service do you want?
- Say ambulance
- They will put you through to talk with someone at the ambulance control centre

The person will ask you...

1. What's the address of the emergency

this means: What is the address where help is needed?

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Welsh Ambulance Services
What happens when you call 999

When you call 999 for an ambulance, someone will answer the phone and ask you...

Which service do you want?

say ambulance

They will put you through to talk to someone at ambulance control .

Ambulance Control need to ask you questions, to find out what has happened and to give you the right help. Stay calm and answer as best as you can.

The person at ambulance control will ask

What is the address of the emergency?

This means
What is the address where help is needed?

They will ask you to tell them the address again, to make sure they get the address right.

“We don't know what happens when you come to help”

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 **7 Important Checks**

 **7 Important Checks**

 If you phone 999 you may need an ambulance.

 If an ambulance comes to you, the ambulance staff should check 7 important things.

 These checks will help the ambulance staff find out what is wrong and what help you will need.

1

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Welsh Ambulance Services
Improving experiences through familiarisation

 From our patient experience and engagement work, the Welsh Ambulance Services NHS Trust (WAST) knows that children and young persons' experiences of the NHS in an emergency setting can be distressing. Familiarisation can help reduce anxieties.

 WAST supports and promotes the United Nations Convention of the Rights of the Child. Children's "right to play" can be extended while they are in our care, helping to make children and young people's experience more positive.

 Our face-to-face sensory sessions, which can be adapted to the level of need, allow children to familiarise themselves with our uniform and equipment, to reduce anxiety should they need our services in the future, improving patient and family / carer experiences and increasing efficacy in crew's observations.

 Matilda's story explains how Matilda, age 9, was able to undergo basic observations at hospital without anxiety for the first time, having explored WAST's equipment and role played in her own time, in a familiar environment.

 Our '7 Important Checks' easy read resource, which explains the checks ambulance crew do during their observations and the equipment they use, has been adapted from our learning disability engagement workstream, and was developed into sensory sessions where people can explore the equipment themselves. It has also been adapted for people whose first language is not English.

Original Easy Read
 

CYP Version
 

Welcome to the NHS
 

Matilda's Story


“Covid 19 Rules are difficult to understand”

“PPE makes me anxious”

How to take a Coronavirus throat swab test

Before you open the swab pack, read these step by step instructions. Only open the pack if have read the instructions.

1 Move mirror

Move your rear view mirror so you can see the back of your throat clearly. Don't worry if the

2 Gloves

Take off any rings or jewellery. Hold the end of one glove one hand. Gently pull it

3 Open the swab

Hold the tube firmly. Unscrew the

4 Get ready for the swab test

If you can, move so you can see the back of your throat in the

5 Do the swab test

Back of throat
Tonsils
Rub the swab over the back of the throat for 10 seconds. This might

Self-isolation advice for households



Example 1

	Day	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	
Kim		X										✓											
Jac																							
Mo							X																
Jen																							

Kim gets symptoms; a high temperature and / or a persistent dry cough and / or a loss of taste or smell.
 The first day Kim has symptoms is day 1.
 Jac and Mo in the house must self-isolate for 14 days, like Mo and Jen.
 Jen has symptoms needs to book a test straight away. You can book a test by phoning 119





Easy Read Information

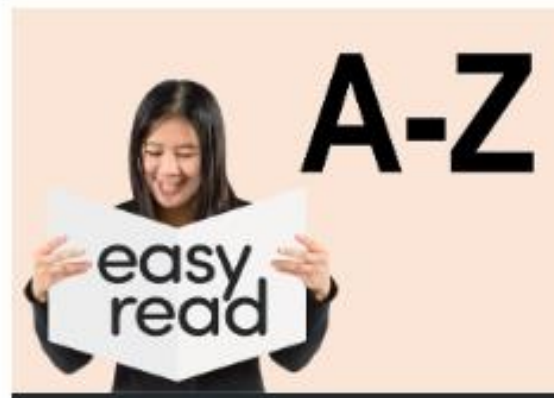
Information and resources in Easy Read from all over Wales.

“We need easy access to information”



New Easy Read

All the new and important information about health from Wales in Easy Read



Health conditions Easy Read A-Z

Information on different health conditions and



Welsh Ambulance

Information about Welsh Ambulance / Services in Easy Read

**“Staff need training
on Learning
Disability”**

**“Staff need to
make reasonable
adjustments for
LD patients”**



Module 4: Barriers and Inequalities in Healthcare

As we have seen already in this course, it is vital to understand the nuances of a learning disability (LD) to ensure people with a LD can access the appropriate care. This module will look at the common barriers and inequalities that are regularly met within the healthcare system.



ENGAGEMENT

The Trust's continuous engagement model opens up a rich, ongoing conversation with the public.



Continue to

Talk with people with a learning disability, their carers, family and professionals.

Co-produce resources and programs to help improve people's access and experiences.

Learn how the service can best support people.

Improve outcomes and experiences for people.

Reduce inappropriate admissions and reduce untimely deaths.

CONVERSATION

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Thank you for listening

Any questions?



For more information, please contact Matt James.

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Learning Disability Engagement and Improvement