

Introduction



Helen



Kelly



Louise Umesh



Why we are here



- We want to research 'reasonable adjustments' General Practice for people with learning disabilities, who may also have autism.
- We want to include people with a learning disability in our research.



What are reasonable adjustments?



- The Equality Act says that all health and social care services should make changes to make it easier for disabled people to use them.



- These changes are called Reasonable Adjustments.

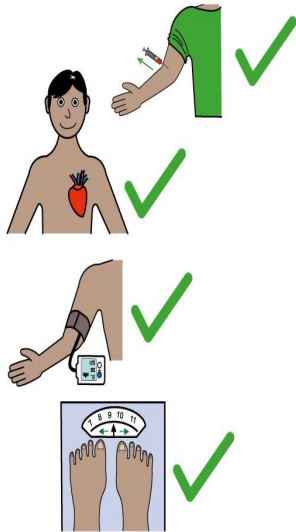


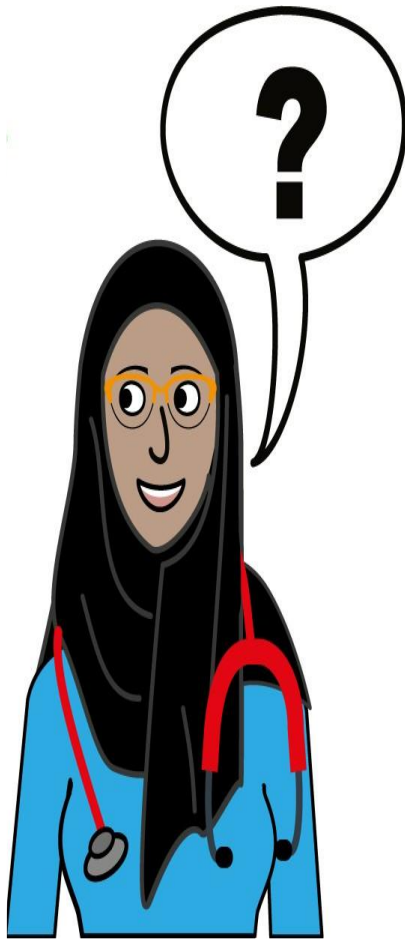
- We want to look at annual health checks for people with learning disabilities who may also have autism.



Annual Health Checks

- Annual health checks for people with a learning disability are an example of a reasonable adjustment
- Annual health checks help to find problems and improve care for those that have them.





BUT

We don't know much about how
good health checks are or what
happens in a health check



We don't know what needs to happen as part of the health check to make care better.



What we would like to do

We want to ask people about their experiences of reasonable adjustments when they have had an annual health check

If you have not had a health check this is also fine. We still want to hear your views



We don't know what needs to happen as part of the health check to make care better.



What we would like to do

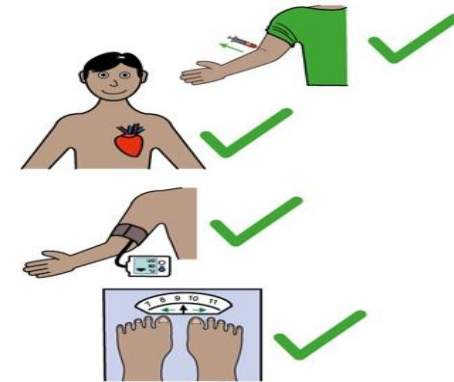
We want to ask people about their experiences of reasonable adjustments when they have had an annual health check

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Things we'd like to ask you



Have you had a health check?



How were you invited?

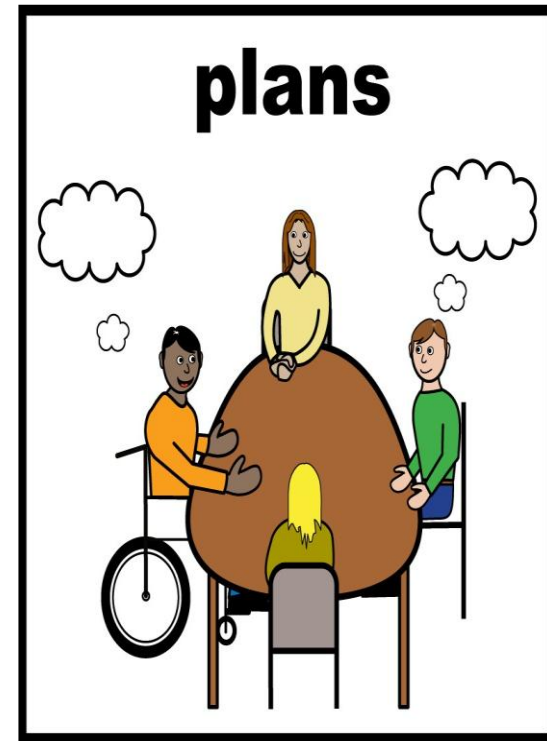
How did it take place?



What was discussed as part of the health check?

- Have you heard about breast screening/cervical screening/bowel screening?
- What happens about flu / covid / other vaccines?
- Hearing and sight checks?
- Do the nurses ask about sex and contraception?

Was an action plan developed?

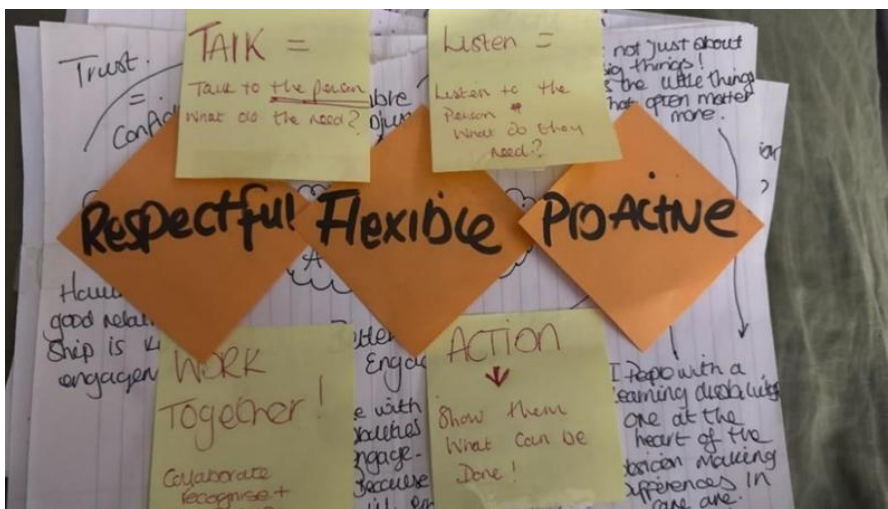
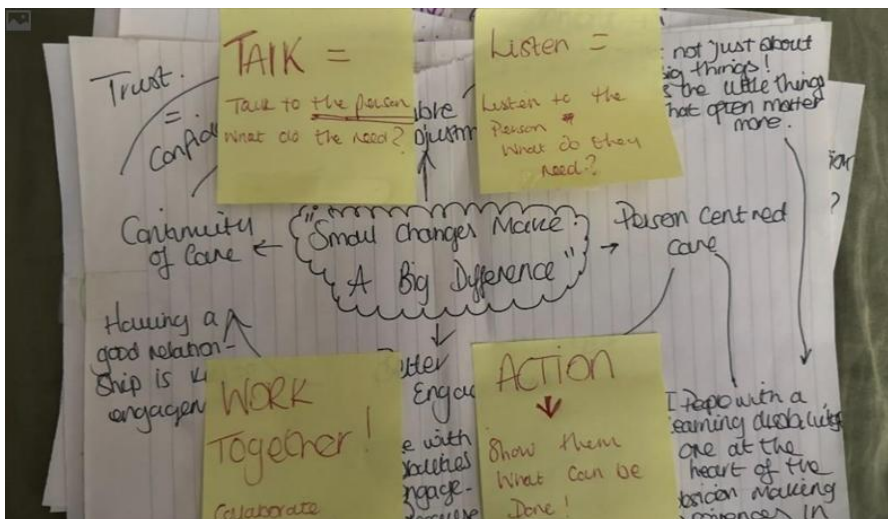
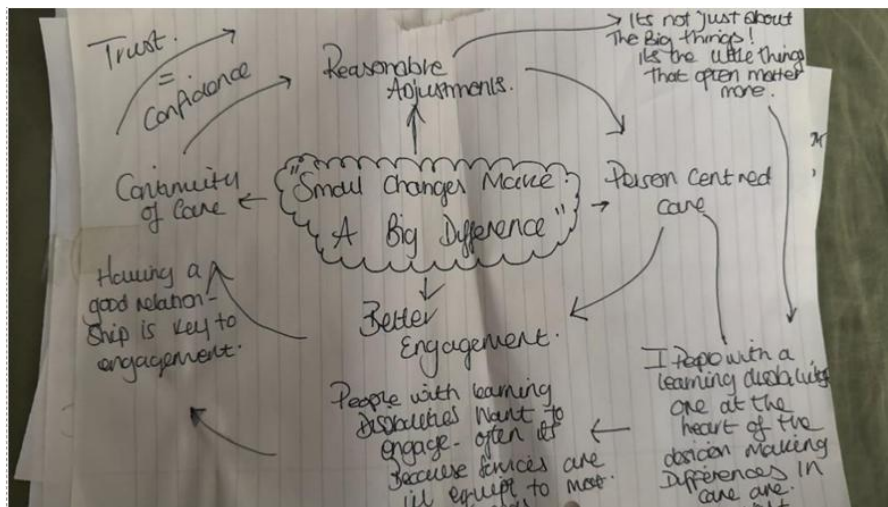


Supplementary Table 1

Iterative process of coding and the development of initial codes, themes and overarching themes.

Quote	Open Code	Initial Code	Initial Theme	Overarching Theme
“I don’t understand what the letter actually says because of my special needs... I had to ask them to repeat it...” (W4, P3)	Unable to understand the written letter	Inaccessible written communication	Lack of personalised communication	Communication as a condition of autonomy
“I don’t get much training on learning disabilities, just bits here and there. Most of it you learn on the job.” (HCP2, P1)	Limited formal training	Ad hoc learning	Training gap and professional awareness	Workforce capability and the use of reasonable adjustments in practice
“They just did a review and said I was taken off the learning disability register... no explanation.” (W2, P4)	Removal from the learning disability register without notice	Unexplained exclusion from the care pathway	Inconsistent recognition and support	Systems that enable or disrupt access

Supplementary Image 1



Supplementary Image 2

Are They Saying Anything
Good? why so negative.

— Learning towards the ^{100%} for the
Barriers and what the ^{positive} ^{too}
Participants are saying ^{it's} ^{spoken} ^{about}
literally.

Actual Barriers → "No Access to easy-read"
"They call instead now"
"No phone call follow up"
"make multiple appointments"

Feeling emotion → "They don't have a clue"
Impact of a good relationship

Person's → "I'm afraid of needles."

Barriers → Disempowered. Excluded.
Adaptable... Inaccessible.

TRUST What are the genuine
feelings of the partici-
pants. underlying emotion
Frustration - Anger - Anxiety - Shame

Good. Need to take A step back.
Happy and Almost see what
Smiley. Isn't written or said.

Included → Agency → Empowered
control

Standards for Reporting Qualitative Research (SRQR)*

<http://www.equator-network.org/reporting-guidelines/srqr/>

Page/line
no(s).

Title and abstract

Title - Concise description of the nature and topic of the study Identifying the study as qualitative or indicating the approach (e.g., ethnography, grounded theory) or data collection methods (e.g., interview, focus group) is recommended	Page 1 Line 1-2
Abstract - Summary of key elements of the study using the abstract format of the intended publication; typically includes background, purpose, methods, results, and conclusions	Page 2-3 Line 51-95

Introduction

Problem formulation - Description and significance of the problem/phenomenon studied; review of relevant theory and empirical work; problem statement	Page 3-6 Line 97-150
Purpose or research question - Purpose of the study and specific objectives or questions	Page 6 Line 153-156

Methods

Qualitative approach and research paradigm - Qualitative approach (e.g., ethnography, grounded theory, case study, phenomenology, narrative research) and guiding theory if appropriate; identifying the research paradigm (e.g., postpositivist, constructivist/ interpretivist) is also recommended; rationale**	Page 7 Line 180-185
Researcher characteristics and reflexivity - Researchers' characteristics that may influence the research, including personal attributes, qualifications/experience, relationship with participants, assumptions, and/or presuppositions; potential or actual interaction between researchers' characteristics and the research questions, approach, methods, results, and/or transferability	Page 8 Line 233-239
Context - Setting/site and salient contextual factors; rationale**	Page 6 Line 157-171
Sampling strategy - How and why research participants, documents, or events were selected; criteria for deciding when no further sampling was necessary (e.g., sampling saturation); rationale**	Page 7 Line 186-201
Ethical issues pertaining to human subjects - Documentation of approval by an appropriate ethics review board and participant consent, or explanation for lack thereof; other confidentiality and data security issues	Page 17 Line 522-531
Data collection methods - Types of data collected; details of data collection procedures including (as appropriate) start and stop dates of data collection and analysis, iterative process, triangulation of sources/methods, and	Page 7 Line 194-199

modification of procedures in response to evolving study findings; rationale**	
Data collection instruments and technologies - Description of instruments (e.g., interview guides, questionnaires) and devices (e.g., audio recorders) used for data collection; if/how the instrument(s) changed over the course of the study	Page 7 Line 202-211
Units of study - Number and relevant characteristics of participants, documents, or events included in the study; level of participation (could be reported in results)	Page 8 Line 240-246
Data processing - Methods for processing data prior to and during analysis, including transcription, data entry, data management and security, verification of data integrity, data coding, and anonymization/de-identification of excerpts	Page 7 Line 209-211
Data analysis - Process by which inferences, themes, etc., were identified and developed, including the researchers involved in data analysis; usually references a specific paradigm or approach; rationale**	Page 8 Line 213-225
Techniques to enhance trustworthiness - Techniques to enhance trustworthiness and credibility of data analysis (e.g., member checking, audit trail, triangulation); rationale**	Page 8 Line 213-228

Results/findings

Synthesis and interpretation - Main findings (e.g., interpretations, inferences, and themes); might include development of a theory or model, or integration with prior research or theory	Page 9 Line 249-255
Links to empirical data - Evidence (e.g., quotes, field notes, text excerpts, photographs) to substantiate analytic findings	Page 9-11 Line 260 - 322

Discussion

Integration with prior work, implications, transferability, and contribution(s) to the field - Short summary of main findings; explanation of how findings and conclusions connect to, support, elaborate on, or challenge conclusions of earlier scholarship; discussion of scope of application/generalizability; identification of unique contribution(s) to scholarship in a discipline or field	Page 11-12 Line 336 - 449
Limitations - Trustworthiness and limitations of findings	Page 12 Line 336 - 356

Other

Conflicts of interest - Potential sources of influence or perceived influence on study conduct and conclusions; how these were managed	Page 17 Line 513 - 514
Funding - Sources of funding and other support; role of funders in data collection, interpretation, and reporting	Page 17 Line 515-520