

Target Audience

Health and social care staff and others with responsibility for providing care and support for a person or people with a learning disability, but who would seek support from others for complex management or complex decision-making.

This is relevant to health and social care workers providing care and support, including care assistants working in residential or home care, personal assistants and others in roles which facilitate access to care.

Tier 2 may also be relevant to family and friends who are providing care and support.

There is an expectation that previous learning disability training or tier 1 training has been attended prior to attendance on tier 2 training.

Children, young people and adults with a learning disability and/or autism have the right to the same opportunities as anyone else to live satisfying and valued lives, and to be treated with dignity and respect. They should have a home within their community, be able to develop and maintain relationships, and get the support they need to live healthy, safe and rewarding lives. Department of Health figures suggest that about 1.5 million people (around 2.5 per cent of the UK population) in the UK has a learning disability. The prevalence of learning disability in the general population is expected to rise by around one per cent per annum for the next 10 years and to grow overall by over ten per cent by 2020.

The Government have now introduced a requirement, from 1st July 2022, for CQC registered service providers to ensure their employees receive learning disability training appropriate to their role. This is to ensure health and social care workforce have the right skills and knowledge to provide safe, compassionate, and informed care to people with a learning disability. This requirement is set out in the Health and Care Act 2022.

This course is delivered using a range of methods and resources including:

- ◆ Live tutor facilitation, questionnaires, interactive polls, scenarios for breakout groups, questioning and participation and an end of session assessment.

This course has been developed and mapped to current occupational standards, qualification frameworks and the following documents and resources:

- ◆ The Core Capabilities Framework for Supporting People with a Learning Disability – Tier 2
- ◆ Domain A. Understanding learning disability – Capability 1, 2 Tier 2
- ◆ Domain B. Health and wellbeing – Capability 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
- ◆ Domain C. Personalised care and support – Capability 13, 14, 15, 16, 17, 20
- ◆ Domain D. Risk, legislation and safeguarding – Capability 21, 22,
- ◆ Domain E. Leadership and management, education and research – Capability 23, 24, 25
- ◆ Public Health England – Learning Disabilities: Applying all our Health
- ◆ BILD – Various documents, vision and values
- ◆ NICE Guidelines – Care and support of people growing older with learning disabilities
- ◆ The Care Certificate Standard 9

Course Content

- ◆ Key differences between learning disability, autism, mental health conditions and learning difficulties and experiencing more than one of these conditions at the same time
- ◆ The importance for people to maintain good physical and mental health through nutrition, exercise and a healthy lifestyle that includes social engagement
- ◆ Supporting people to access and use healthcare services, addressing any barriers and seeking specialist support
- ◆ Engaging in conversation with people with a learning disability to talk about death and dying, grief and loss and their own end of life preferences
- ◆ Risk assessing relevant to the context of the person and integrating risk assessments into the planning and provision of care
- ◆ Behaviour as a form of communication and Positive Behaviour Support
- ◆ The significance and value of families, carers and social networks in planning and providing care and support
- ◆ Principles for supporting independence in the activities of daily living
- ◆ Supporting people to develop new relationships and maintain existing relationships
- ◆ The impact of age-related changes and activity on older people with a learning disability
- ◆ Legislation and policies that protect the rights of people with a learning disability
- ◆ Challenging discrimination in a way that encourages positive change
- ◆ How the changing nature of learning disability care and support impacts on own role
- ◆ Personal development based on the changing needs of the people using the service to ensure that the service provided meets those needs
- ◆ Translating research into practice when supporting people with a learning disability

Learning Outcomes

After attending this course, learners will be able to:

- ◆ Describe key differences between learning disability, autism, mental health conditions and learning difficulties and identify ways to support a person who is experiencing more than one of these conditions at the same time
- ◆ State the importance for people to maintain good physical and mental health through nutrition, exercise and a healthy lifestyle that includes social engagement
- ◆ Support people to access and use healthcare services which are specific to their own individual needs, including planning for their own future healthcare wishes
- ◆ Support people to plan for positive risk taking which contributes to their own independence for daily living
- ◆ Ensure that own practice reflects that behaviour is known to be a form of communication and should be incorporated in a positive behaviour support plan
- ◆ Support people to develop new relationships and maintain existing relationships, acknowledging the significance and value of families, carers and social networks
- ◆ Describe and plan for the impact of age-related changes and activity on older people with a learning disability
- ◆ Challenging discrimination in a way that encourages positive change
- ◆ Plan for own personal development based on the changing needs of the people using the service to ensure that the service provided meets those needs

Duration: 7 Hours