**People with Learning Disabilities including Profound and Multiple Learning Disabilities**

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| **Demographic Information** |
| Both nationally and locally the population of people with a learning disability is growing much faster than the general population. The prevalence of learning disability is expected to rise by 10% by 2020.  A significant number of people with a mild or moderate learning disability live in the community and do not come into contact with social services or specialist NHS learning disability services. They are likely, at some point, to need preventative services (including lower levels of support) to live independently.  The population of adults in Buckinghamshire predicted to have a mild or moderate learning disability is 9,564 by 2020.  Those people with moderate to severe learning disabilities are much more likely to have needs which meet the critical and substantial thresholds.  The population of adults in Buckinghamshire predicted to have a moderate to severe learning disability is 1,973 by 2020.  More detailed demographic information can be found in the Joint Strategic Needs Assessment  <http://www.buckscc.gov.uk/media/1197755/Learning-disabilities.pdf> |
| **National Guidance** |
| **Valuing People Now, DH, 2009**  Work, education and getting a life - all people and their families to have a fulfilling life of their own, beyond services, that includes opportunities to work, study, and enjoy leisure and social activities. This includes supporting more people with learning disabilities into paid work, including those with more complex needs.  **A Vision for Adult Social Care: Capable Communities and Active Citizens**, **DH, 2010**  People should get personal choice and control over their services - from supported housing through to personal care. Even those with the most complex needs can benefit from personalised services. |
| **Core Outcomes** |
| * All people with learning disabilities are supported to live as independently as possible, with support to develop skills of daily living and manage tenancies and finances where applicable. * All people with learning disabilities are supported to have a fulfilled lives with meaningful, stimulating activities. * All people with learning disabilities are supported to manage their own support as far as possible so that they are in control of what, how and when support is delivered to match their needs. * Where people cannot manage or direct their own support – carers, families and those who know them well should be active participants in the preparation, planning and implementation of support. * All people with learning disabilities are supported to access employment, education and social activities and to contribute to and be a part of community life as far as possible, with specialist support as required. * All people with learning disabilities are supported to access appropriate health services, whether specialist or mainstream services, in order to help them manage or have their healthcare needs met, (as defined by their Health Action Plan if they have one). * All people with learning disabilities shall be treated at all times and in all circumstances with dignity and respect and with due regard for their feelings, wishes and rights as individuals. * All people with learning disabilities are protected as far as possible from avoidable harm but are supported to manage risks in the way that they wish, depending on their capacity. * Carers can balance their caring role and maintain their desired quality of life and feel that they are respected as equal partners throughout the care process. Changes to an individuals’ support which may adversely impact carers’ lives, must be fully discussed with carers affected. |
| **Key Requirements of Service Provision** |
| * The ethos and culture of the organisation puts people with learning disabilities and their carers are the heart of the service, ensuring that they are able to contribute to the ongoing development of the service. * The service is flexible, creative, innovative and personalised to the needs of the individual and supports the individual to access a range of statutory, voluntary and community services, facilities and activities, including transport on a regular basis. * Dignity and respect are embedded throughout the service at all levels. * More staff input provided at key times, e.g. if people need additional support with meals, personal or physical care or require additional support as a result of behaviour. * Continuity and familiarity of direct care staff. * The service has regular and frequent communication with carers, both formal and informal, about activities undertaken, issues that have arisen or any other information that is relevant to consistency of care and support. * Support plans and individual outcomes are regularly reviewed and updated with the individual being supported to make their own decisions as far as possible with their carers and supporters being fully engaged in the process, as appropriate. Support plans should be reviewed immediately on any significant changes in circumstances of service user and / or carer and updated accordingly. * A range of communication methods and appropriate aids/ equipment are in place to support people with learning disabilities who have specific sensory, auditory or communication needs. Information is provided in a range of appropriate mediums. |
| **Specific staff skills, experience and training** |
| * Experience and expertise in working with people with learning disabilities, including those with profound and multiple disabilities. * Enthusiasm for active engagement with and support of people with learning disabilities, working in a creative, warm and friendly manner. * Understanding the needs and recognising the potential abilities of people with learning disabilities, including those with profound and multiple disabilities. * Excellent communication skills and the ability to understand and interpret an individuals’ particular means of communicating including non-verbal communication. * Staff knowledge of the communication techniques and equipment available to support people should be regularly updated. * Ability to translate situations, events and concepts into language that can be understood by people with complex learning disabilities. * Understanding of the factors that may cause challenging behaviour and an empathetic and non-adversarial approach to supporting individuals who display behaviours that the individual, the service, staff and others find challenging. Staff working with individuals who present CB should be trained in the use of positive behaviour support. * Understanding the effect of the sensory environment on the individual. * Ability to advocate on behalf of individuals who are unable to voice their point of view effectively. * Knowledge and understanding of relevant legislation, guidance and protocols including, but not limited to, the Mental Capacity Act, Deprivation of Liberty Safeguards and Safeguarding. |
| **Environmental considerations** |
| * Familiarity and continuity of environment may be vitally important for some people. * Inside and outside space that supports people to move around independently and safely. * Some people may be adversely affected by noise and/or crowds – quiet spaces are an essential element. * Some people may need space to roam. * Some people with complex physical needs may need space for equipment that is used by them to support their day to day physical needs. * Some people may require equipment to meet their specific sensory, auditory or communication needs. * Some people may benefit from a sensory room or other similar facilities. |