

Policy update and other useful information

What is it?

GOV.UK: Actions for adult social care providers to prepare for Brexit

This guidance sets out the actions you should take before and after Brexit, to plan for and help manage any potential service disruption to adult social care if the UK leaves the EU without a deal.

This guidance is for social care providers. Guidance for healthcare providers is available in the [Planning for a no-deal Brexit: information for the health and care sector](#) collection.

Read the guidance here: <https://bit.ly/2KLE2iQ>

GOV.UK Guidance: Preventing falls in people with learning disabilities

To help public health, health professionals, paid social care staff and family members to prevent falls in people with learning disabilities.

Download the document here: <https://bit.ly/2NkBnhG>

Improving the uptake of Annual Health Checks for people with learning disabilities

Funded by Health Education England (HEE South), the 4 organisations: The National Development Team for Inclusion (NDTi), [Learning Disability England \(LDE\)](#), [Skills for Care \(SFC\)](#) and [Voluntary Organisations Disability Group \(VODG\)](#) will be working together to find out what the uptake of Annual Health Checks are across the south region, and if any particular groups of people are having difficulties in getting their check.

Read more here: <https://bit.ly/2MtgKAA>

HFT - A Sector Deal for the learning disability sector

Investment in personalised assistive technology has the potential to transform the way care is delivered in the learning disability sector.

Hft and Tunstall Healthcare, a company specialising in connected healthcare solutions, have united to campaign for the government to include a 'Sector Deal' for the learning disability sector as part of their UK Industrial Strategy –

What is it?

a long term plan for the future aimed at backing businesses to drive productivity through investment in skills, industries and infrastructure.

With social care funding in crisis, forming an economic partnership with the government through such a deal would encourage business investment that could unlock the potential of assistive technologies in transforming the way support is delivered to people with learning disabilities, increasing independence and freeing-up staff to focus on more meaningful support.

Such a deal would stimulate innovation and investment in future services, bring financial sustainability to providers within the sector, and ultimately deliver enhanced outcomes for people with learning disabilities.

Read more here: <https://bit.ly/33Jjjjd>

Children and Young People

SCIE: Preparing for adulthood: The role of social workers

This guide looks at what social workers need to do to help young people with learning disabilities prepare for adulthood (transition). It was commissioned by the Office of the Chief Social Worker for Adults, and builds on work carried out by Innovation Unit and the Social Care Institute for Excellence (SCIE), looking at whether a Named Social Worker (NSW) approach might improve support to people with learning disabilities generally, including those in the transition process.

For more information: <https://bit.ly/2HekJfO>

Learning Disability Today - Number of children living in hospital rises again as government funds new 'low secure unit'

The number of children with a learning disability or autism living in inpatient units is double that recorded before the Transforming Care programme began, a new analysis of NHS Digital data from Mencap has found.

The number of children living in inpatient units, likely to include dozens detained in locked wards, increased again in July. NHS Digital has reported a figure of [255 for last month](#), a rise on the total reported in June and more than double the number shared when the Government's Transforming Care programme began. Read more here: <https://bit.ly/2KHnhVV>

GOV.UK Research and analysis

Chapter 1: education and children's social care updates

Children and Young People

In 2017, 67,694 children in England had a statement of special educational needs (SEN) or an Education, Health and Care (EHC) plan and were identified as having a primary SEN associated with learning disabilities, including:

- 28,564 children identified as having Moderate Learning Difficulties (MLD), a reduction of 30% from 2010*
- 29,120 children identified as having Severe Learning Difficulties (SLD), an increase of 15% from 2010*
- 10,010 children identified as having Profound Multiple Learning Difficulties (PMLD), an increase of 15% from 2010*

<https://bit.ly/2KKNvap>

Learning Disability Today - Why child to parent violence is an overlooked challenge

When I speak about child to parent violence, it is still commonplace for the listener to assume I mean violence from parents instead. Unless we have personal experience, the notion that those generally considered most vulnerable and in need of protection might themselves be a threat to their carers is hard to fathom.

<https://bit.ly/30ioit5>

Resources and other bulletins

Jo's Cervical Cancer Trust - "We're made to feel invisible" Barriers to accessing cervical screening for women with physical disabilities

Our new research has found that women with physical disabilities are struggling to access potentially-life saving [cervical screening](#).

A lack of equipment, clear policies and, in parts of the country, substandard care is putting this group at increased risk of cervical cancer.

Read more and download report here: <https://bit.ly/2Kp4Y7X>

Voluntary Organisations Disability Group (VODG) - Food and drink advice aims to tackle health inequality for disabled people

Lancaster University is working with the Voluntary Organisations Disability Group (VODG) on a new resource for social care providers outlining good practice on food and drink provision for people using care services. The Learning Disability Mortality Review has found that the disparity between the age at death of people with learning disabilities and the general population is 23 years for men and 27 years for women. Many of the causes of these

Resources and other bulletins

deaths are preventable and good nutrition and hydration are fundamental to living a healthy life.

Read more and download the resource here: <https://bit.ly/31IEdBg>

United Response - Londoners least comfortable when sharing spaces with people who have learning disabilities or autism, new survey finds

Londoners least comfortable when sharing spaces with people who have learning disabilities or autism, new survey finds:

- *Londoners are the least comfortable of any region in England, Wales or Scotland when sharing a restaurant, office, pub or even public transport with someone who has a learning disability or autism*
- *Only half of 1,000 people surveyed by United Response would be happy if their child was taught at school by someone with autism or a learning disability*
- *New figures come as disability charity launches 'Am I Your Problem?' campaign to challenge hidden discrimination and subtle hostility towards people with a learning disability and autism*

Read more here: <https://bit.ly/2XSDuzM>

Learning Disability Today - "We wanted people with disabilities to have their own community, a place they could shape and decide on its future direction"

Neratov is a village in the Czech Republic run by people with learning disabilities, for people with learning disabilities. In this article, Stephanie Ross discusses how the village rebukes its communist history of exclusion and discrimination.

Read more here: <https://bit.ly/2Hfd7d9>

Carehome.co.uk - Tribunal rejects plan for 'institutional look' care home for people with learning disabilities

A tribunal has ruled in favour of the CQC by refusing a registration application for a care home for people with learning disabilities and autism after concluding the proposed setting had an "institutional appearance" and looked "more like a hospital". <https://bit.ly/2ZmQwpu>

Learning Disabilities Core Skills Education and Training Framework -

This Framework was commissioned and funded by the Department of Health and developed in collaboration by Skills for Health, Skills for Care and Health Education England.

Resources and other bulletins

The delivery of learning disabilities services involves a workforce that is extensive and diverse, including many staff closely engaged in providing care as well as offering information, support and assistance. Learning disabilities services may be offered in a broad variety of settings including an individual's own home, community settings, schools, residential homes and acute hospitals. Support staff and other individuals outside the health and care sectors (e.g. justice, education, housing and employment) may interact with those affected by learning disabilities and therefore need to have awareness and understanding of learning disabilities issues.

Read it here: <https://bit.ly/31GJb1o>

SCIE: Evidence for strengths and asset-based outcomes - Quick guide for social workers

Strengths and asset-based approaches in social care focus on what individuals and communities have and how they can work together, rather than on what individuals don't have or can't do.

This quick guide is based on recommendations from a range of NICE guidelines and quality standards that focus on identifying and supporting an individual's strengths and assets. It will help social workers to recognise opportunities for improving outcomes for the people they work with.

Download the guide here: <https://bit.ly/2Zfm5kY>

Blogs

Rewriting social care - Why language matters

Anyone who works with me knows that I care a lot about the words and phrases we use in social care. I firmly believe that our language reflects our values and our feelings, and in turn the way we think and the way we behave. But I also genuinely believe that because the language of the social care world is so deeply entrenched, we don't think about the true meaning or impact of the words we use, or question why we continue to use them.

<https://bit.ly/2Mxe9pl>

The Kings Fund - Inclusive leadership: how ready are we to learn?

Tracie Jolliff is Director of Inclusion at the NHS Leadership Academy.

Blogs

Speaking truth to power, we have some work to do on inclusion. At times it appears that we're not all on the same page about what is meant by 'inclusion' and, importantly, what we should expect to see as evidence of inclusive practice from leaders. There are currently no clear or shared expectations that leaders will possess inclusive leadership qualities, and inclusive leadership capability and practice standards seem at best arbitrary, if demanded at all. The only people who are expected to 'get' inclusion, appear to be those most impacted by exclusion.

Read more of the blog here: <https://bit.ly/2P4sk79>

Webinars and training

SCIE: Webinar recording: Transitions to adulthood

This webinar, recorded in July 2019, looked at how important it is that social care professionals support older teenagers to plan for their move into adulthood.

<https://bit.ly/2zaUJxz>

SCIE: Paying people who receive benefits training course

This training aims to help organisations put a safe and effective payment policy in place. It gives an overview into best practice in terms of co-production and the benefits system.

<https://bit.ly/2ZoQ61S>