

Unit 45: Promoting Access to Healthcare for Individuals with Learning Disabilities

Unit reference number: T/616/7419

Level: 5

Credit value: 7

Guided learning hours: 37

Unit summary

Individuals with learning disabilities have the same need for healthcare as everyone else but accessing healthcare services can sometimes be more problematic, perhaps due to access or resource availability. Healthcare services are becoming more proactive and can address the needs and preferences of individuals with learning disabilities, but collaboration with practitioners can support further development.

This unit covers the principles of supporting individuals with a learning disability to access healthcare. You will learn about the issues related to access to healthcare services for individuals with learning disabilities and the healthcare needs that may affect them. You will learn about good practice in supporting people with a learning disability to obtain healthcare services. You will also learn how to support others to develop, implement, monitor and review plans for healthcare. You will show that you can develop ways to support others to meet the healthcare needs of individuals with a learning disability, and that you can encourage good practice from others in their support of those individuals accessing healthcare.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes	Assessment criteria
<p>1 Understand issues related to access to healthcare services for individuals with learning disabilities</p>	<p>1.1 Explain the rights-based approach to accessing healthcare services</p> <p>1.2 Assess inequalities in access to healthcare services in different sections of the population</p> <p>1.3 Analyse how different investigations, inquiries and reports have demonstrated the need for improved access and services for individuals with learning disabilities</p> <p>1.4 Describe the impact of legislation, policy or guidance underpinning the need for healthcare services to enable access to individuals with a learning disability</p> <p>1.5 Analyse how legislation, policy or guidance on capacity and consent should be used with regards to individuals considering and receiving treatment</p>
<p>2 Understand the healthcare needs that may affect individuals with learning disabilities</p>	<p>2.1 Analyse trends of healthcare needs among individuals with learning disabilities</p> <p>2.2 Explain systematic approaches that may support better health and healthcare for individuals with a learning disability</p> <p>2.3 Research the difficulties in diagnosing some health conditions in individuals with a learning disability</p>

Learning outcomes	Assessment criteria
<p>3 Understand good practice in supporting people with a learning disability to access healthcare services</p>	<p>3.1 Analyse the effectiveness of existing organisational communication systems and practices in supporting individuals to meet their healthcare needs</p> <p>3.2 Evaluate different ways of working in partnership to support individuals to meet their healthcare needs</p> <p>3.3 Explain how to promote access to healthcare through the use of reasonable adjustments</p> <p>3.4 Analyse the rights of others significant to the individual to be involved in planning healthcare services</p>
<p>4 Understand how to support others to develop, implement, monitor and review plans for healthcare</p>	<p>4.1 Explain how to champion a person-centred focus to the healthcare planning process</p> <p>4.2 Explain factors to consider when supporting others to develop and implement plans for healthcare</p> <p>4.3 Explain how to support others to monitor and review plans for healthcare</p> <p>4.4 Explain how to challenge healthcare providers and services when required to advocate with or on behalf of individuals</p> <p>4.5 Explain how to support others to raise concerns and challenge healthcare services</p>
<p>5 Be able to develop processes to support others to meet the healthcare needs of individuals with a learning disability</p>	<p>5.1 Develop processes to support others to work across a range of healthcare services to meet the health needs of individuals with a learning disability</p> <p>5.2 Ensure processes are used by others in meeting the healthcare needs of individuals with a learning disability</p> <p>5.3 Evaluate the impact of processes in meeting individuals healthcare needs</p>

Learning outcomes	Assessment criteria
<p>6 Be able to promote good practice to others in their support of individuals with learning disabilities accessing healthcare</p>	<p>6.1 Promote healthcare options that support good practice to individuals with learning disabilities</p> <p>6.2 Support the involvement of others significant to the individual in planning and delivering good practice in healthcare</p>

What needs to be learned

Learning outcome 1: Understand issues related to access to healthcare services for individuals with learning disabilities

Individual

- Someone requiring care or support; it will usually mean the person or people supported by the learner.

Implementing a rights-based approach

- Legal rights, e.g. Equality Act 2010 protected characteristics.
- Human rights, e.g. UN Convention on the Rights of Persons with Disabilities 2008, Human Rights Act 1998, right to life, right to liberty, freedom from discrimination on grounds of disability.
- Person-centred services/practice, e.g. participation, engagement, policy implementation, effective communication.

Inequalities in access to healthcare services

- Attitudes, e.g. limited resource allocation, inadequate resourcing of mental health services.
- Provision of information, e.g. for visually impaired people.
- Geographical, such as the postcode lottery and patchy provision of outreach services.
- Communication, e.g. text reminders, using technology to access health information.
- Organisational, e.g. targets in provider contracts to reduce surgical waiting times while waiting lists for mental health referrals lengthen.

Investigations, inquiries and reports identifying the need for improved access and services

- Investigations, inquiries and reports, such as:
 - Department of Health Review: Winterbourne View Hospital – Interim Report (Department of Health, 2012)
 - Transforming care: A national response to Winterbourne View Hospital (Department of Health, 2012)
 - The Adult Social Care Outcomes Framework 2016/17 (Department of Health, 2012)
 - Is healthcare 'Getting Better' for people with a learning disability? (BILD, Department of Health, Mencap, 2013)
 - Six Lives: Progress Report on Healthcare for People with Learning Disabilities (Department of Health, 2013)
 - Failures in mental health system flagged up in new report (Lancaster University, 2016) (incarceration, restrictions, poor assessment, inadequate treatment).

Legislation, policy or guidance

- Legislation, e.g. Human Rights Act 1998, Mental Capacity Act 2005, Mental Health Act 2007, UN Convention on the Rights of Persons with Disabilities 2008, Health and Social Care Act 2008, Deprivation of Liberty Safeguards Amendment 2009, Autism Act 2009, Equality Act 2010, Health and Social Care Act 2012, Care Act 2014; policy, e.g. organisational; guidance, e.g. local authority.

What needs to be learned

Learning outcome 2: Understand the healthcare needs that may affect individuals with learning disabilities

Trends of healthcare needs

- Trends, e.g. people living longer and developing age-related conditions such as dementia or developing more than one condition, e.g. heart disease and cancer in addition to learning disabilities; lifestyle factors such as inactivity and obesity increase risk of heart disease; increase in demand on services; increased inequalities in healthcare services such as access to sexual health services.
- Services, e.g. GP, optician, auditory, medical, surgical, dental, podiatry, gynaecological, obstetric, mental health, accident and emergency services/minor injuries unit.

Systematic approaches

- Approaches, e.g. attitude and identification of additional need, improved communication, structures and arrangements to facilitate access, staff education and training.
- Improved services, e.g. information in alternative formats, reminders, using technology, outreach services, provider contracts, location of service, accessibility.

Diagnosing health conditions

- Difficulties, e.g. sensory difficulties, communication difficulties, untrained staff, inconsistent signs/symptoms.

Learning outcome 3: Understand good practice in supporting people with a learning disability to access healthcare services

Existing communication systems and practices

- Communication, e.g. by letter, phone, text, accessibility of method, signage on arrival, maps, sign language.

Working in partnership

- Education and training of practitioners, e.g. social workers, support workers, advocates and health professionals.
- Shared assessments, e.g. Joint Health and Social Care Learning Disability Self-Assessment Framework, Common Assessment Framework (CAF) or Single Assessment Process (SAP), joint planning and review, access to health records, communication passports.

Making reasonable adjustments to promote access to healthcare

- Access, e.g. availability of information, use of terminology, effective communication, physical access, spatial awareness, touch and body language, use of signs and symbols, technological aids, early and longer appointment times.

Rights of others to be involved in planning healthcare services

- Others, e.g. paid/unpaid carers, advocacy role.
- Rights, e.g. knowledge of individual's health and wellbeing, consent, continuity/consistency of support, carer's rights under the Carers (Recognition and Services) Act 1995.

What needs to be learned

Learning outcome 4: Understand how to support others to develop, implement, monitor and review plans for healthcare

Person-centred focus on healthcare planning

- Planning, e.g. reference to legislation, personalisation guidelines and codes of practice or conduct such as the Nursing and Midwifery Code, recording plans and identified actions, following up identified actions.
- Person-centred, e.g. use of feedback from people using the service, acting as facilitator to establish required support, listening skills, positive communication.

Factors to consider

- Resources, e.g. time available, money available, staff training and education budget.
- Resistance to change at organisational level, e.g. blocks, delays, and resistance to change at individual level.

Monitoring and reviewing plans for healthcare

- Monitoring/reviewing, e.g. services/resources, use of technological aids, interpreters, signers, translators, communication skills.

Advocate in challenging healthcare providers and services

- Person-centred approach, e.g. use of counselling/mentors, use of person-centred champions, empowering individuals, carers and others.
- Factors, e.g. rights of the individual to make decisions about own care, tensions between individual choice and accessing services, conflict between confidentiality and need to share information in the interest of the individual or public safety.

Support others

- Support, e.g. active support; promoting independence; use of complaints procedure by email, letter, in person, or by phone; complain to service directly, then to NHS commissioners, then to Parliamentary and Health Service Ombudsman; keep a record.

Learning outcome 5: Be able to develop processes to support others to meet the healthcare needs of individuals with a learning disability

Develop processes

- Processes, e.g. mission and vision (need assessment, formulation planning, forecasting), objectives (smart, contingency, short term, long term), care plan analysis (caring options, service user involvement, person-centred approach, risk assessment).

Ensuring processes are used

- Methods, e.g. quality assurance (compliance, audit, inspection, monitor, on-the-spot check survey), training (orientation, induction, in-house, open program, workshops), accessibility (support mechanism, communication, awareness program, health promotion).

Impact

- Effect on, e.g. needs, quality of life, finances.

What needs to be learned

Learning outcome 6: Be able to promote good practice to others in their support of individuals with learning disabilities accessing healthcare

Promoting options

- Communication (verbal, non-verbal), e.g. meetings, induction, training, conferences, seminars, workshops, health promotion campaigns (posters, leaflets, outdoor, electronic media, print media, social media), working in partnerships, making reasonable adjustments.

Significant others

- Others, e.g. carers (home manager, unit manager, nurse, carer, care assistant, psychologist, speech therapist), family members (mother, father, brother, sister, aunt, uncle, cousin, niece, nephew), advocates (individual, organisation, social groups, charities), social services (government agencies, public health), volunteers (individuals, groups, social groups, charities).

Information for tutors

Suggested resources

Books

- Banks S – *Ethics and Values in Social Work (Practical Social Work Series)*, 4th edition (Palgrave Macmillan, 2012) ISBN 9780230300170
- Gates B – *Learning Disabilities: Towards Inclusion* (Churchill Livingstone, 2007) ISBN 9780443101984
- Lishman J et al – *Social Work: An Introduction* (Sage, 2014) ISBN 9781446208892
- Taggart L and Cousins W – *Health Promotion for People with Intellectual and Developmental Disabilities* (Open University Press, 2014) ISBN 9780335246946
- Thompson N – *Anti-Discriminatory Practice: Equality, Diversity and Social Justice (Practical Social Work Series)*, 5th edition (Palgrave Macmillan, 2012) ISBN 9780230250130

Journals

- British Journal of Community Nursing*
- British Journal of Learning Disabilities*
- British Journal of Social Work*
- Community Care*
- Down2Earth Magazine*
- Journal of Social Work*

Websites

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| www.autism.org.uk | The National Autistic Society – information, support and pioneering services and campaigns for people with autism. |
| www.choiceforum.org | Forum for discussing issues that affect the lives of people with learning disabilities. |
| www.cqc.org.uk | Care Quality Commission – <i>How to Complain</i> leaflet. |
| www.downs-syndrome.org.uk | Charity supporting people with Down's syndrome, publishes <i>Down2Earth Magazine</i> written by people with DS for people with DS. |
| www.equalityhumanrights.com | Equality and Human Rights Commission – what are human rights? |
| journals.rcni.com | Learning Disability Practice – online resource for professionals working with people with learning disabilities. |
| www.kingsfund.org.uk | Information on health such as the report <i>Time to think differently</i> , which concerns trends, disease and disability. |
| www.mencap.org.uk | Leading charity for those with learning disabilities – advocacy and support for people with learning disabilities. |

Assessment

This guidance should be read in conjunction with the associated qualification specification for this unit.

This unit is internally assessed. To pass this unit, the evidence that the learner presents for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria, and the requirements of the assessment strategy.

To ensure that the assessment tasks and activities enable learners to produce valid, sufficient, authentic and appropriate evidence that meets the assessment criteria, centres should follow the guidance given in *Section 8 Assessment* of the associated qualification specification and meet the requirements from the assessment strategy given below.

Wherever possible, centres should adopt an holistic approach to assessing the units in the qualification. This gives the assessment process greater rigour and minimises repetition, time and the burden of assessment on all parties involved in the process.

Unit assessment requirements

This unit must be assessed in accordance with the assessment strategy (principles) in *Annexe A* of the associated qualification specification.

Assessment decisions for learning outcomes 5 and 6 (competence) must be made based on evidence generated during the learner's normal work activity. Any knowledge evidence integral to these learning outcomes may be generated outside of the work environment, but the final assessment decision must be within the real work environment. Simulation cannot be used as an assessment method for learning outcomes 5 and 6.

Assessment of learning outcomes 1, 2, 3 and 4 (knowledge) may take place in or outside of a real work environment.