



**Easy
Read**

Core Capabilities Framework for Supporting People with a Learning Disability



Introduction



This framework is made to explain what health and care staff need to know and do to support people with learning disabilities.



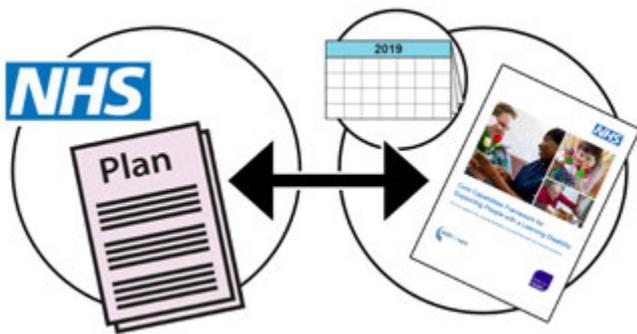
Many of these people struggle to get the right information, support and care.



These problems can be made worse by a lack of skills and knowledge in the people who work to support people with learning disabilities.



This framework first came out in 2016.



A new version was written in 2019 to fit in with the NHS Long Term Plan.



This is the easy read version of the 2019 framework.

About this framework



This framework starts with a description of how staff need to act towards people with learning disabilities.



After this it is split up into 5 parts.



A: Understanding Learning Disability

This part is about what learning disabilities are and how they affect people with learning disabilities.



It also includes information staff need to know if their job is to see if people have a learning disability.



B: Health and Wellbeing

This part is about the health needs of people with learning disabilities.



It is the most important part for doctors and other staff whose jobs are to do with health.

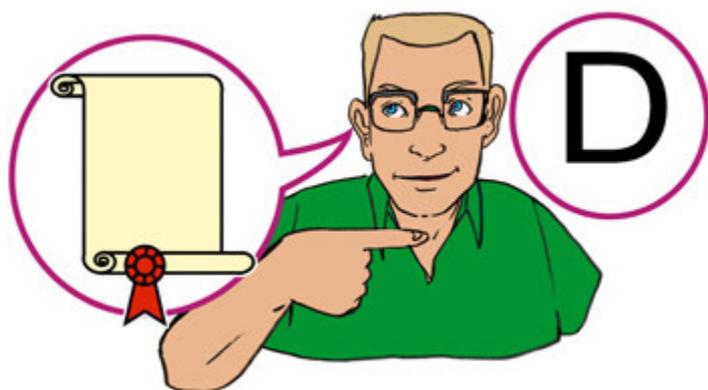


C: Personalised Care and Support

This part is about making sure people with learning disabilities get good care and support.



It is the most important part for care staff and support workers.



D: Risk, Legislation and Safeguarding

This part is about the law and the human rights of people with learning disabilities.



E: Leadership and Management, Education and Research.

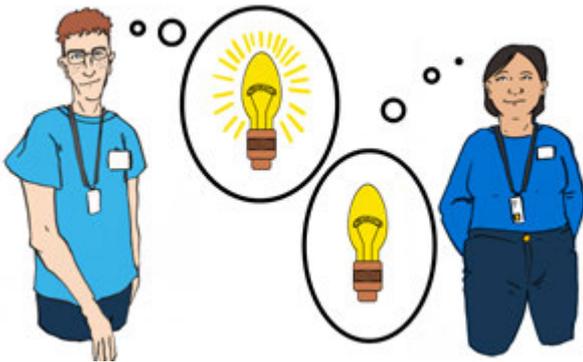
This part is for people who run organisations that people with learning disabilities use, people who run training about learning disabilities, and people who do research about learning disabilities.



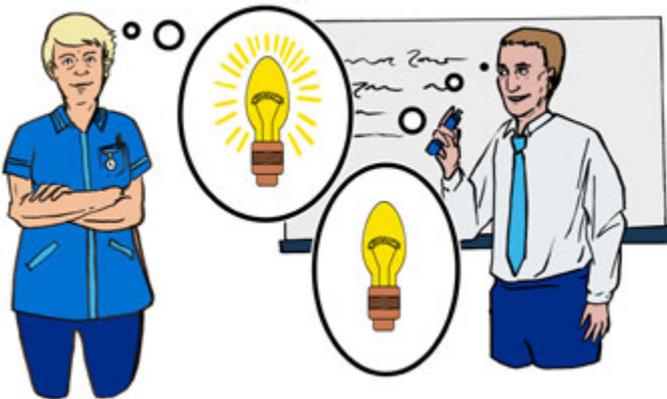
It is about how to do all these things in the best way for people with learning disabilities.



Not everyone will need to know everything in these 5 parts but any team or service should cover all of them.



Some staff will need more in-depth knowledge than others.



For instance, a learning disability nurse will need to know a lot more than a doctor's receptionist or a teacher.



Staff will have to think about what level of training they need. The full framework will help them to do that.

Who is this framework for?



Workers and teams can use this framework to know what training about learning disabilities they should have.



Managers can use this framework to know what training they need to give to their staff.



Managers can also use the framework to plan the training their staff may need in the future.



Commissioners are people who put together services.



Commissioners can use this framework to know what services for people with learning disabilities need to include.



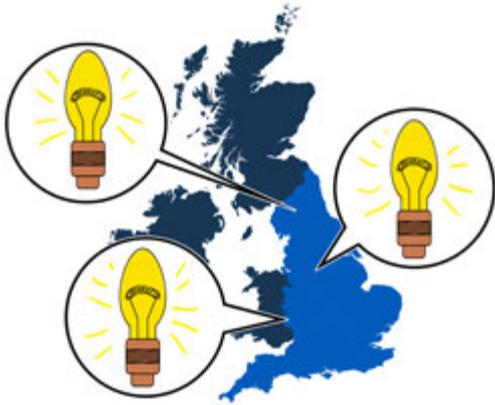
This framework can help people who design training to know what they need to train people about learning disabilities.



This framework can help universities and colleges design courses about health and care to include learning disabilities.



This framework means that services all over the country will be giving staff the same training.



This means that staff everywhere will know the things they need to.



People with learning disabilities and their families, friends and carers can use this framework to know what skills and knowledge staff they meet should have.



This can help them choose good care and know when staff need to do more.

Values and Principles



By values and principles we mean how people with learning disabilities should be treated by staff who support and care for them.



Staff don't just need to know about learning disabilities, but how they need to treat people with learning disabilities.



They need to follow these values and principles through every part of this framework.



There are 4 main principles all staff members need to follow.

These principles are:



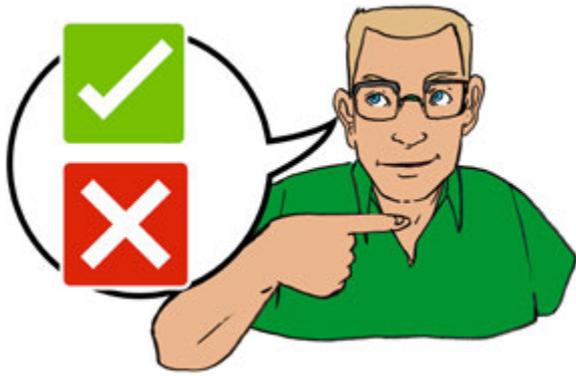
Rights: People with learning disabilities and their families have the same human rights as everyone else.



Independent Living: This does not always mean living on your own or having to do everything yourself.



It means that people with learning disabilities should be able to be in charge of what they do in their lives and choose what support they need to help them do that.



Control: This is about being involved in and in charge of decisions made about your life.



Control is not usually doing exactly what you want.



It is about having information and support to know about different choices and what they mean for the future.



This means people with learning disabilities need the right information to make their own choices.



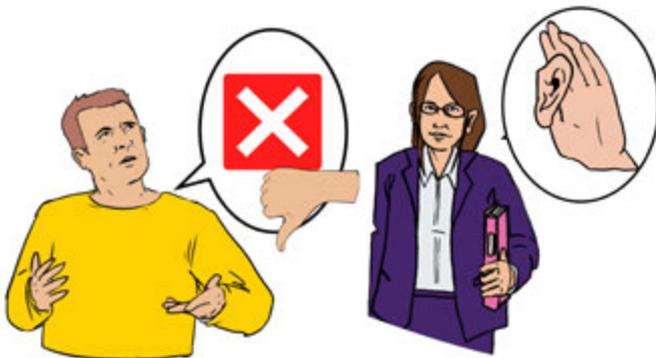
Inclusion: This means you can be fully involved in where you live – working, learning, getting about, meeting people, and having the right support to do that.



Staff must also know about human rights and that people with learning disabilities have the same human rights as everyone else.



Some of these rights are:



Fairness: People who use services must have clear and fair ways to have their voices heard by the service and to complain if they need to.



Respect: People with learning disabilities must be listened to. The things that are important to them need to be seen as important by the services they use



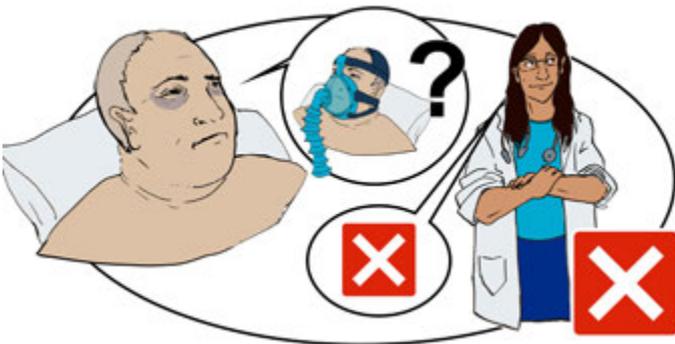
Equality: People with learning disabilities must not be treated unfairly because of their race, background, disabilities, age, whether they are men or women, or gay, straight, bisexual or transgender.



Dignity: People with learning disabilities who use services must be treated and valued as people.



Autonomy: People with learning disabilities who use services must be able to make as many choices about the services as they want to.



Right to life: People with learning disabilities must have their right to life respected.



Staff rights: Staff who give care and support also have human rights and need those protected.

Domain A: Learning Disability Awareness



This part of the framework is about understanding what learning disabilities are, how they affect people and how many people have learning disabilities.



Everyone who works with people with learning disabilities needs to understand these things.



People with learning disabilities have the same human rights as everyone else.



They have the right to live the life that they choose, in the place they choose.



They have the right to have the support they need to do this.



They have the right to be treated with respect.



If someone is working with people with learning disabilities they should treat each of them as their own person.



Every person with a learning disability is different because every person is different.

About Capability 1, Tier 1



Learning disability awareness at tier 1 is for staff who need to know general facts about learning disabilities and about the support people with learning disabilities may need.

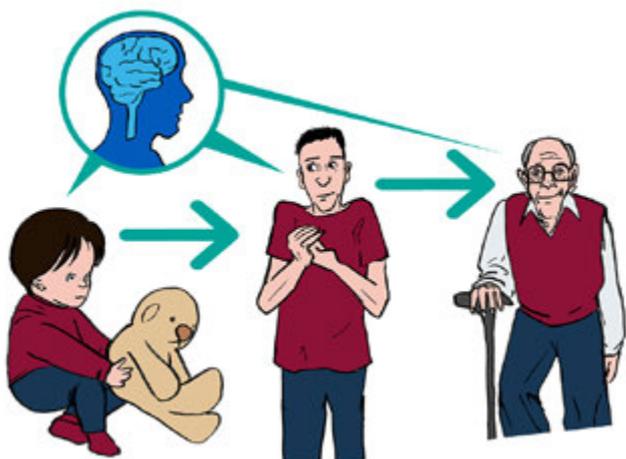
At Tier 1, the staff member or other person will:



a: Know what is meant by learning disability.



b: Know how common learning disabilities are.



Know that people with learning disabilities have learning disabilities all the way through their lives.



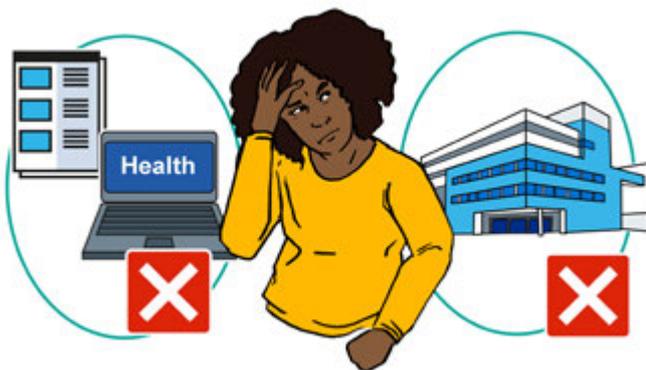
c: Know that people with learning disabilities might also have other disabilities that affect them in their lives.



d: Understand that many people with learning disabilities have been through struggles in their lives that can cause a lot of different mental health problems later on.



e: Know that when people with learning disabilities behave differently, oddly or in a scary way it may be because they are upset or trying to tell people something they can not say another way.



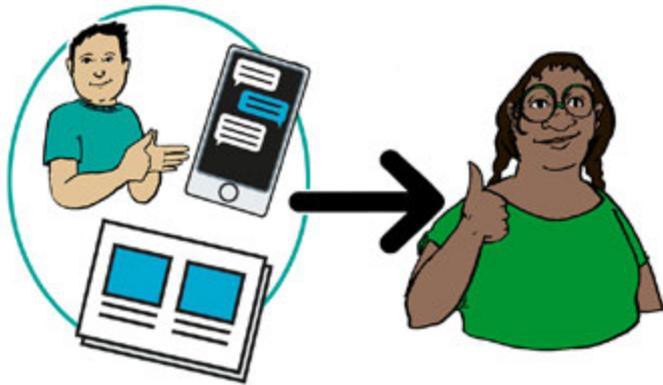
f: Know about the things that can make it hard for people with learning disabilities to get good healthcare.



g: Know what reasonable adjustments mean.



i: Know about different kinds of reasonable adjustments staff can use, like easy read documents, using pictures to help explain things, and giving people more time to think.



ii: Staff must always plan reasonable adjustments early if they can.



h: Know that every person with a learning disability is different because every person is different.



People with learning disabilities have different backgrounds, different things they like and do not like, and have had different things happen to them in their lives.



i: Know that it is always important to work with other people.



ii: Know how important family carers and supporters can be to people with learning disabilities and the kinds of things they do to help them.



j: It is very important for staff to know the best way of communicating with each person they work with and how they prefer to get information.



i: Make sure that people with learning disabilities are a part of things when talking about them.



ii: Know about the things that can make communication hard for people with learning disabilities and how to make it easier.



iii: Know how to help autistic people with communication, stress, and sensory issues.



iv: Know where to find help to communicate with people with learning disabilities.



v: Know that carers and supporters know about the people they care for and can help staff communicate with them in a better way.



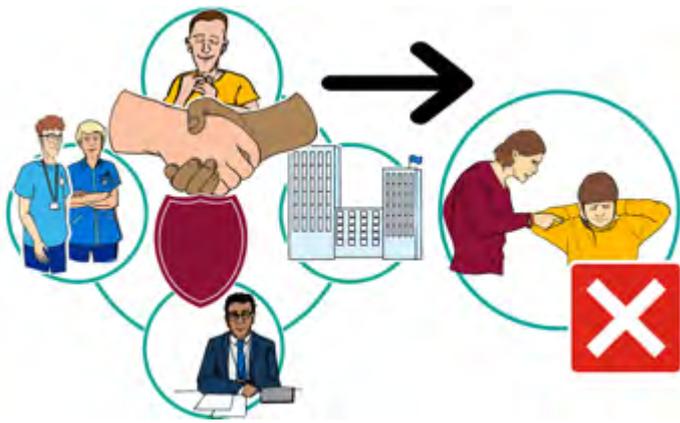
vi: Be able to tell people with learning disabilities, their carers, and their families about other kinds of support and how to get that support.



k: Know how important it is that people with learning disabilities must be treated fairly.



l: Know about the laws that affect people with learning disabilities.



m: Know how people and organisations should work together and keep people with learning disabilities safe from harm, neglect and abuse.



n: Know about hate crime, mate crime and bullying and know what to do if they see it happening.

About Capability 2



If part of a person's job is diagnosing people with learning disabilities, there are other things they will need to learn.



Diagnosing someone with a learning disability means finding out if they have a learning disability or not.



They will need to know the differences between learning disabilities, autism, mental health problems and learning difficulties.



They also need to know that people with learning disabilities can also have other conditions from the list at the same time.



They will need to know that some people with a learning disability have more problems with things in their life than others, and some might not have many problems at all.



They need to know how to show the people they diagnose to get more help.



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These, as well as other things staff who diagnose people with a learning disability will need to know, are described in Capability 2 of the full framework.



You can find it here:
<http://www.skillsforhealth.org.uk/learningdisabilityandautismframeworks>

Domain B: Health and Wellbeing



This part of the framework is about the health of people with learning disabilities and making sure they get good healthcare.



This is very important for doctors and other health professionals to know.



Care workers also need to know about this.



People with learning disabilities have a right to good quality healthcare.



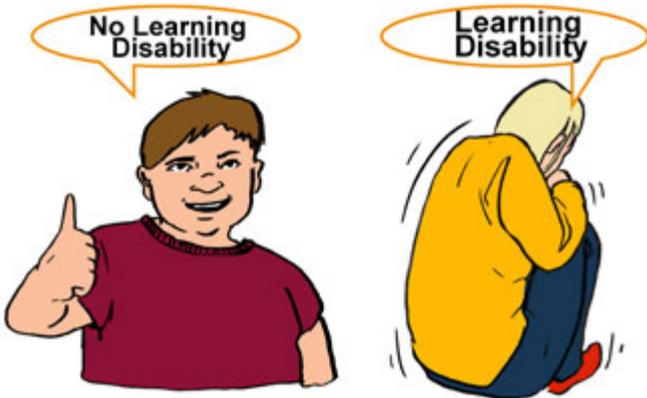
People with learning disabilities often have more and worse health problems than other people.



They are more likely to have problems like epilepsy, problems with swallowing, and diabetes.



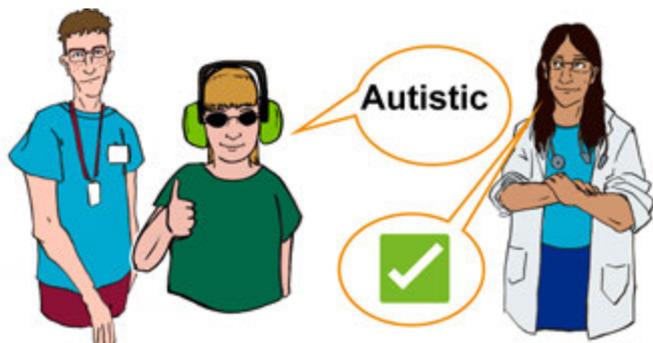
They are also more likely to die from choking and illnesses which affect breathing.



People with learning disabilities are also more likely to have problems with their mental health.



It is important that support workers find out about mental health problems quickly, so that people with learning disabilities can get the right help.



Autistic people with learning disabilities might need extra help with their health.



Staff should understand how to help people with learning disabilities if they get in to trouble with the law.



People with learning disabilities need to be supported even when they behave oddly or in a scary way.



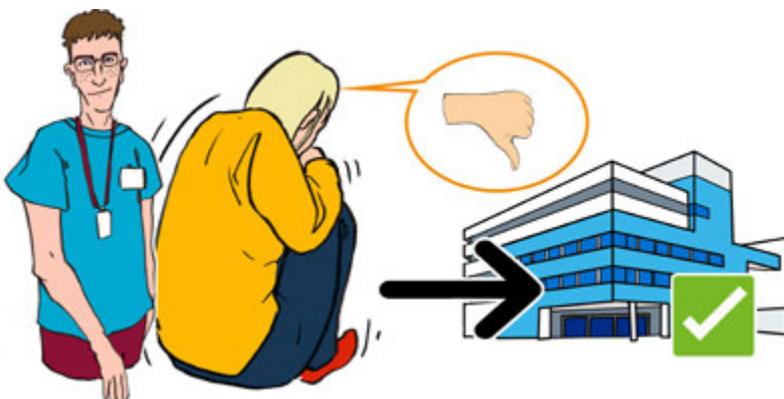
The person giving support should try to understand why they are behaving in that way and give them help if they need it.



On average, people with learning disabilities die between 15 and 20 years earlier than people without learning disabilities.



Often this is because they get bad healthcare.



It is very important that people with learning disabilities get the right help to get good healthcare.



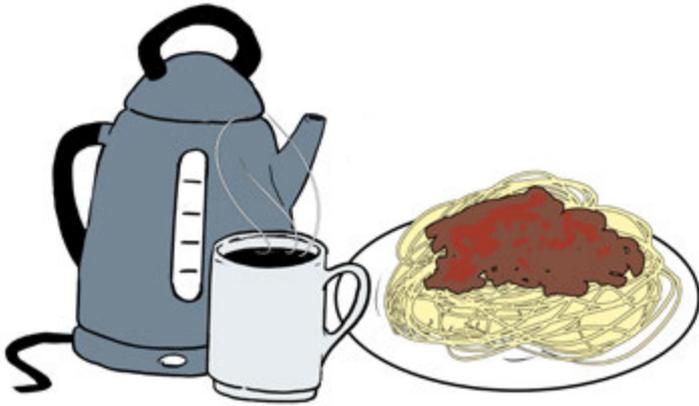
It is also important that healthcare providers make it easier for people with learning disabilities to get the right healthcare.



They need to make reasonable adjustments.



People with learning disabilities can get a special health check once a year to see how healthy they are.



People with learning disabilities might need help with eating and drinking.



This might be help with choosing healthy food and drinks.



It might be help eating because they struggle to swallow food.



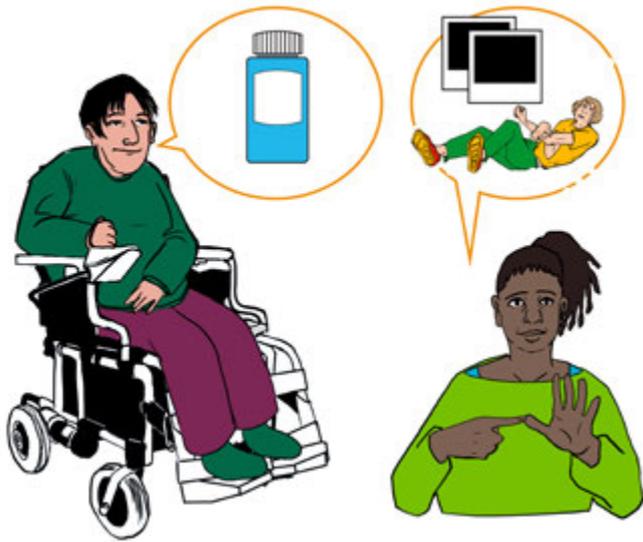
Epilepsy is a problem for some people with learning disabilities



The people who support them need to know what to do if they have a seizure.



People who have other disabilities as well as a learning disability will need more help in their lives.



Each of them will need help with different things.



The people who support them need to know about all the problems they have.



If a person with a learning disability is dying, they will need help to plan what will happen near the end of their life.



They will also need extra help to make sure they are comfortable and not in pain



The details of what people need to know about health and wellbeing are in the full framework.

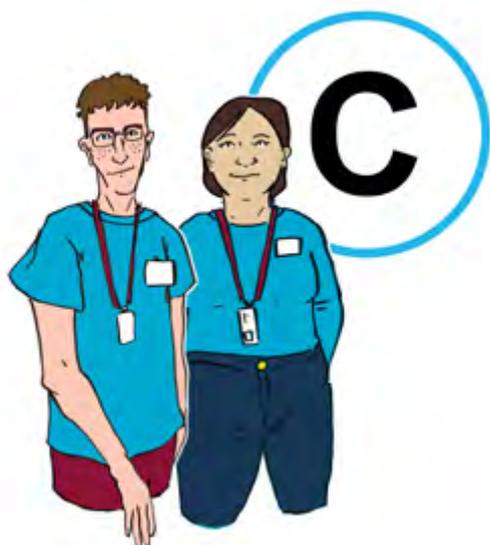


You can find it here:
<http://www.skillsforhealth.org.uk/learningdisabilityandautismframeworks>

Domain C: Personalised Care and Support



This part of the framework is about understanding what personalised support is and how to do it when working with people with learning disabilities.



This is very important for support workers and care providers to know.



Personalised support is support based around the person with learning disabilities in the centre.



It is support where the needs, likes and hopes of the person with learning disabilities are the most important thing.



This means the person giving support must be able to communicate in a way the person with learning disabilities likes and understands.



The person with learning disabilities must be a part of making their own decisions and helped to make their own choices.



The person giving support must understand the importance of the people around the person with learning disabilities.



These people could be families, carers and friends.



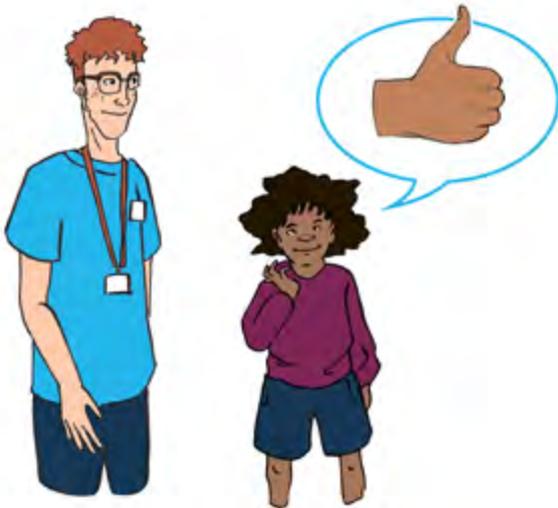
People with learning disabilities should be supported to make the same choices in their lives as anyone else.



People with learning disabilities have the same rights as anyone else to make friendships and relationships with other people.



They should be able to get the support they need to do this.



Children who have a learning disability also need good support.



This support is even more important while the person with learning disabilities is growing up.



Older people with learning disabilities also need more support, especially with having the right place to live.



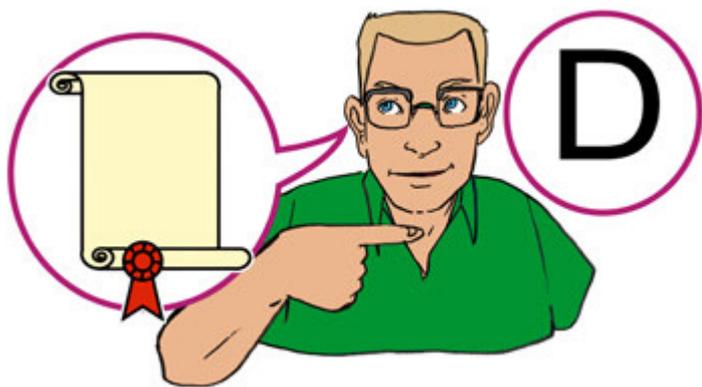
C

The details of what people need to know about personalised care and support are in the full framework.



You can find it here:
<http://www.skillsforhealth.org.uk/learningdisabilityandautismframeworks>

Domain D: Risk, legislation and safeguarding



This part of the framework is about the law and about the human rights of people with learning disabilities.



This is very important for people who give care and support to know.



It is also very important for healthcare staff to know.



People with learning disabilities have the right to make their own choices.



Staff and professionals must not think people with learning disabilities can not make choices just because they have a learning disability.



They should not try to make decisions for people with learning disabilities.



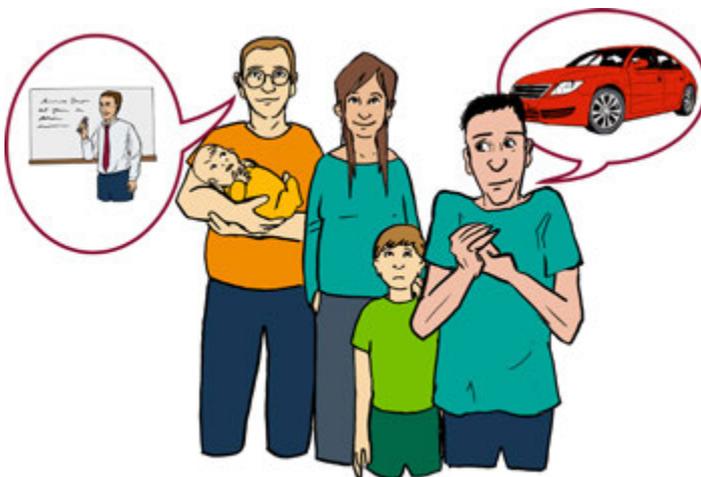
People with learning disabilities should be given all possible help to make a decision before deciding if they can or can not make it.



Staff giving people with learning disabilities support must know about their human rights.



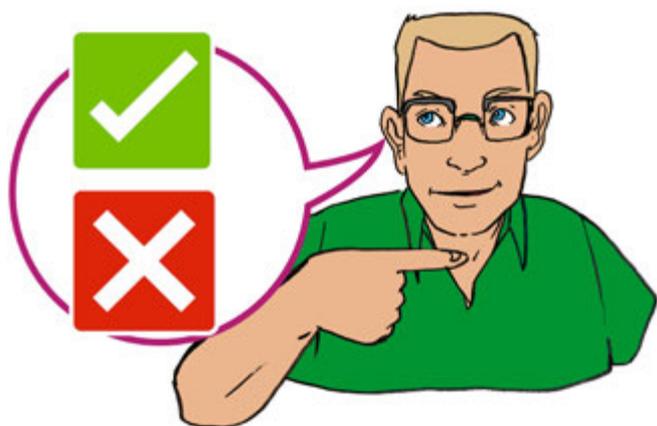
Staff need to know about the importance of taking risks and the importance of being safe.



People with learning disabilities might want different things from their families and carers.



People with learning disabilities might find it difficult to make choices sometimes.



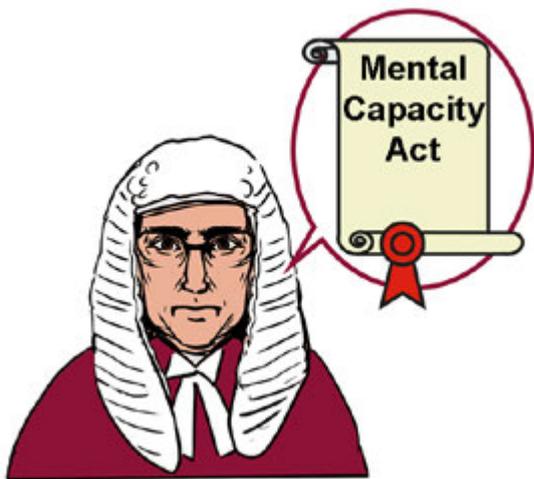
It is still important they make their own decisions when they can.



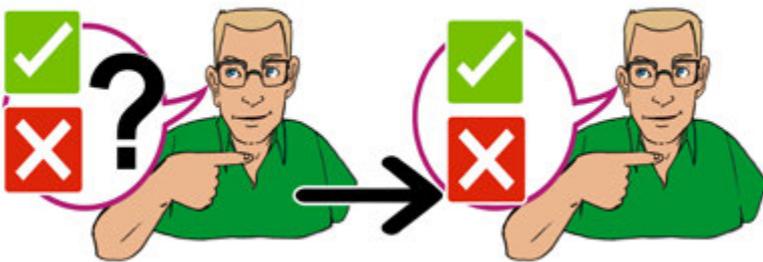
If people with learning disabilities can't make a choice at all, staff can make the choice.



The decision they make must be in the best interests of the person with learning disabilities.



The law about this is called the Mental Capacity Act.



If a person with learning disabilities has not been able to make choices in the past, that does not mean they will not be able to make choices in the future.



Organisations must put systems in place to protect people with learning disabilities from harm, abuse and neglect.



People with learning disabilities might be treated badly because of their race and background.



They may also be treated badly by people where they live because they have a learning disability.



Support staff must know what to do if they think a person with a learning disability is being treated badly or unfairly.



Staff who support people with a learning disability must know about the Equality Act and they must treat people fairly.



D

The details of what people need to know about risk, legislation and safeguarding are in the full framework.



You can find it here:
<http://www.skillsforhealth.org.uk/learningdisabilityandautismframeworks>

Domain E: Leadership and management, education and research



E

This part of the framework is about how people who run services need to know how to support their staff to support people with learning disabilities well.

E



This is important for leaders, managers and people who run services to know.



Leaders and managers must take care of their staff so their services are good for people with learning disabilities.



Leaders must work together with people with learning disabilities and their families.



They need to find out what people with learning disabilities and their families think about the services they use.



Leaders should know about up to date thinking about learning disabilities.



Leaders should act in ways they want their staff to act.



They need to know how to keep their staff and the people they support safe.



Leaders in different organisations should work together.



They need to make sure their staff are getting the right training.



Leaders also need to know about new research about people with learning disabilities.

References



This is a list of some of the documents that went into making this framework.



These documents might be helpful if you want to know more about what is in the framework.



Core Capabilities framework for people with learning disabilities:

<http://www.skillsforhealth.org.uk/learningdisabilityandautismframeworks>



This is the full version of this easy read document.



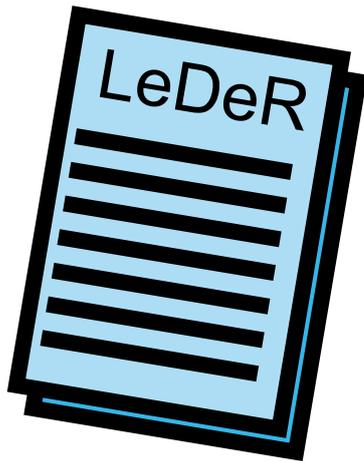
Core Capabilities Framework for supporting autistic people:
<http://www.skillsforhealth.org.uk/learningdisabilityandautismframeworks>



This framework is like this document but for autistic people instead of people with learning disabilities.



There is an easy read version of the autism framework.



LeDeR

<http://www.bristol.ac.uk/sps/leder/>

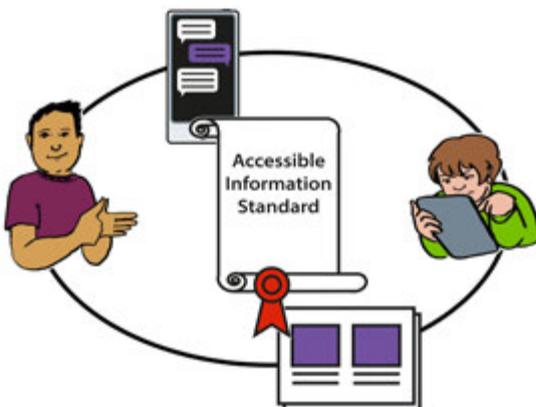


LeDeR is short for Learning Disabilities Mortality Review. It is a programme that looks into the deaths of people with learning disabilities.



Accessible Information Standard

<https://www.england.nhs.uk/ourwork/accessibleinfo/>



These are the rules about making accessible information.



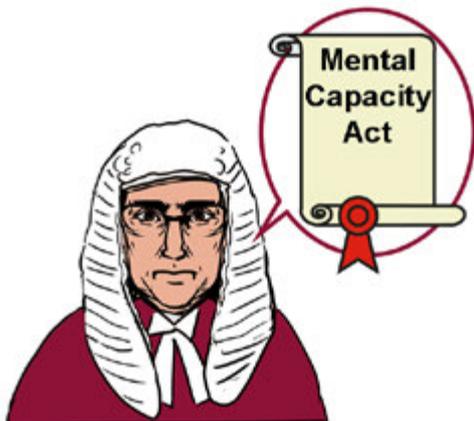
NHS Long Term Plan

<https://www.longtermplan.nhs.uk/>



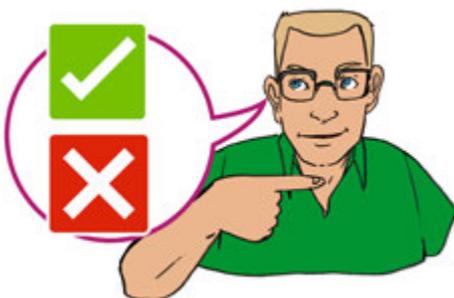
This is the plan for what the NHS wants to do between 2019 and 2024.

It will try to make healthcare better for people with learning disabilities.



The Mental Capacity Act

<http://www.legislation.gov.uk/ukpga/2005/9/contents>



This is the law that talks about making decisions.

This easy read document was produced by
Opening Minds Training and Consultancy