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**NCFE Level 2
Certificate in Principles of
Working with Individuals with
Learning Disabilities**



Part A



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These learning resources and assessment questions have been approved and endorsed by ncfе as meeting the requirements of the Level 2 Certificate in Principles of Working with Individuals with Learning Disabilities.



Disclaimer:

This resource uses real life case studies where specifically stated and referenced. All other references to individuals, groups and companies contained within these resources are fictitious.

Certificate in Principles of Working with Individuals with Learning Disabilities

Welcome to this Level 2 Certificate in Principles of Working with Individuals with Learning Disabilities.

We hope you find all of the information contained in this resource pack interesting and informative. This learning resource and the assessment questions have been approved by NCFE as a great way to meet the learning outcomes for this qualification. (A complete list of the learning outcomes can be found on the last page of this resource.)

The course is made up of **three** parts (A, B and C). This is **Part A** which contains **two** units:

UNIT 1: Understand the context of supporting individuals with learning disabilities

UNIT 2: Principles of safeguarding and protection in health and social care



As you start to read through each page you will be able to make notes and comments on things you have learnt or may want to revisit at a later stage. At the end of each section you will be asked to go to your assessment booklet and answer the relevant questions.

Once you have answered the questions, go to the next section and continue studying until all of the assessments have been completed.

Please make sure that you set aside enough time to read each section carefully, making notes and completing all of the activities. This will allow you to gain a better understanding of the subject content, and will help you to answer all of the assessment questions accurately.

Good luck with your study. Now let's begin!

Unit 1: Understand the context of supporting individuals with learning disabilities

Welcome to unit one.

This unit is split into **six** sections. These are:

Section 1: Legislation and policies that support human rights and inclusion

Section 2: The nature and characteristics of learning disability

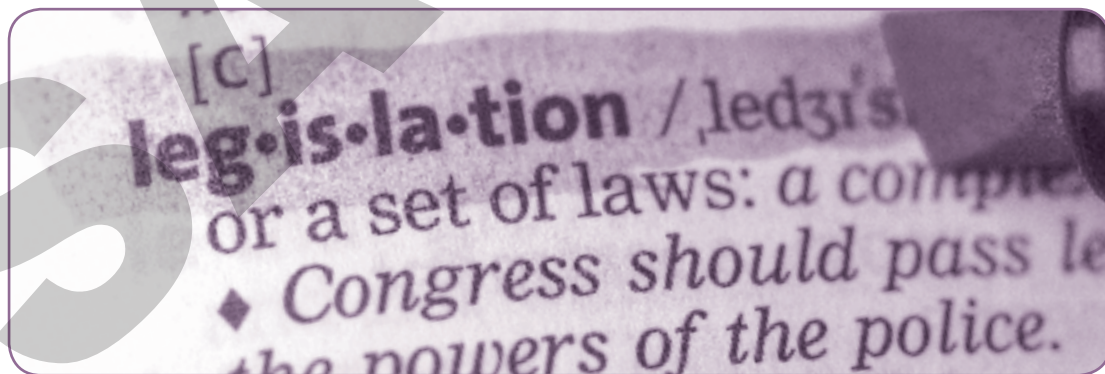
Section 3: The historical context of learning disability

Section 4: The principles and practice of advocacy, empowerment and active participation

Section 5: The impact of views and attitudes on individuals and their families

Section 6: How to promote communication with individuals

Section 1: Legislation and policies that support human rights and inclusion



This section will explore the following:

- Legislation and policies to promote human rights, inclusion, equal life chances and citizenship
- How legislation and policies influence the day to day experience of individuals and families.

Legislation and policies to promote human rights, inclusion, equal life chances and citizenship



STOP AND THINK!

Supporting individuals with learning disabilities means promoting their human rights, inclusion, equal life chances and citizenship. Take five minutes to think about what these terms mean to you. Jot down your thoughts below.

- **Human rights:**

- **Inclusion:**

- **Equal life chances:**

- **Citizenship:**

In general terms, supporting someone with a learning disability means promoting their right to be treated fairly, with respect and dignity, and acknowledging them as individuals in a way that enables them to play a full and independent part in social life.

The following legislation and policies are designed to promote these values.

Legislation

NHS and Community Care Act 1990

This Act sets out the duties of local authorities to assess individuals' needs regarding social care and support. This is to ensure that each person receives the required services to which they are entitled. An individual will be assessed based on their circumstances and needs. If an assessment reveals a need for social care or support from other services, this must then be provided by law. The Act also states that services provided as a result of individual assessment cannot be withdrawn at any point should resources become limited.



Local authorities assess the needs and then purchase the necessary services from 'providers' such as NHS Trusts. Community care ensures that people in need of long-term care are now able to live either in their own home with adequate support, or in a residential home setting.

Human Rights Act 1998

The Act aims to promote a society where the rights and responsibilities of all citizens are clearly recognised and properly balanced. It sets out individual rights and freedoms under the law, which it calls 'articles'. Whilst people with learning disabilities have their human rights protected by all of the articles in the Act, the following are of particular relevance:

- **Right to respect for private and family life:** Everyone has the right to respect for their private and family life, their home and their correspondence.
- **Right to marry:** Men and women of marriageable age have the right to marry and to found a family, according to the laws governing the exercise of this right.
- **Prohibition of discrimination:** The laws which protect people from discrimination on any grounds, including disability, are protected through this article.
- **Right to education:** Everyone has the right not to be denied access to the educational system.

Carers (Equal Opportunities) Act 2004

The Act seeks to ensure that carers are identified and informed of their rights, that their needs for education, training, employment and leisure are taken into consideration and that public bodies recognise and support carers. It is an acknowledgement that carers are entitled to the same life chances as others and should not be socially excluded as a result of their caring role.

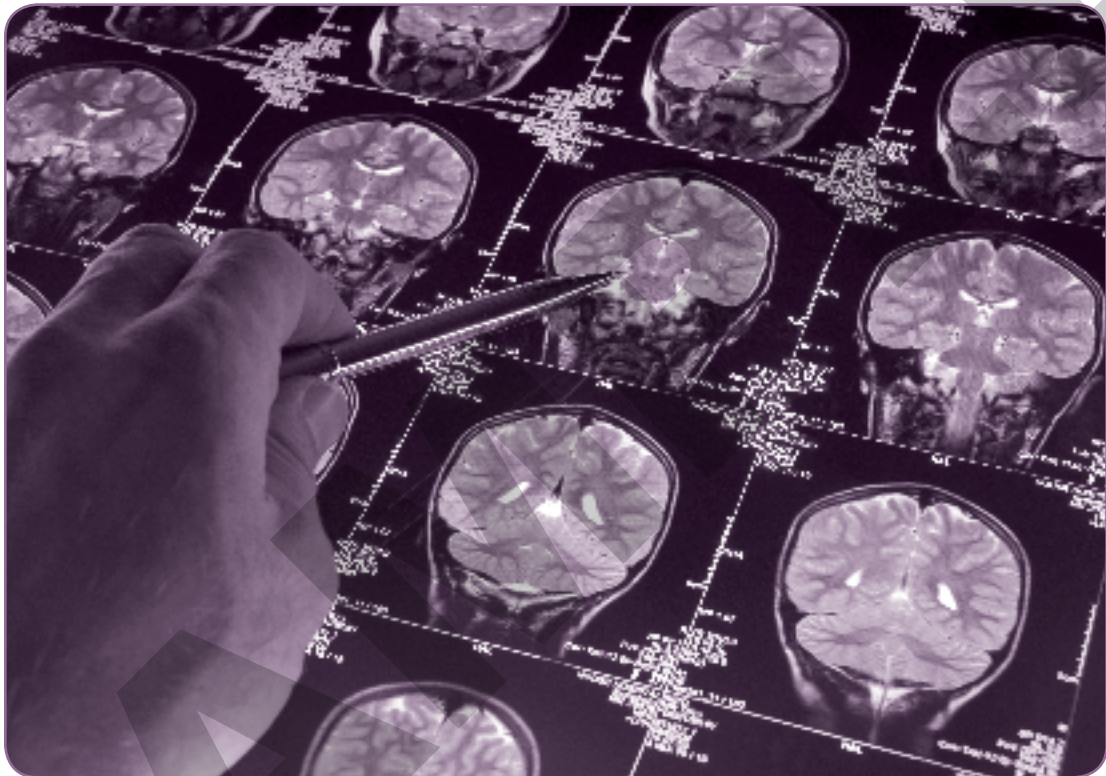
The word 'carer' refers to people who provide unpaid care to a relative, friend or neighbour who is in need of support because of mental or physical illness, old age or disability. It does not include people who work as volunteers or paid carers.

Mental Capacity Act 2005

This Act provides the legal framework for acting and making decisions on behalf of individuals who lack the mental capacity to make particular decisions for themselves. Everyone working with and/or caring for an individual who may lack the capacity to make specific decisions must comply with the Act when they make decisions or act for that person.

The Act states that people must be given help and support to enable them to make their own decisions or to maximise their participation in any decision making process. The aim is to ensure that any decision made, or action taken, on behalf of someone is made in their best interests.

The Mental Capacity Act 2005 is also intended to discourage anyone who is involved in caring for someone who lacks capacity from being overly restrictive or controlling. It also aims to balance an individual's right to make decisions for themselves with their right to be protected from harm if they lack capacity to make decisions to protect themselves.



Safeguarding Vulnerable Groups Act 2006

The principles of the Act are as follows:

- Unsuitable persons should be barred from working with children or vulnerable adults
- Employers should have a straightforward means of checking that a person is not barred from working with children or vulnerable adults
- Suitability checks should not be one-offs – there should be an element of ongoing assessment of suitability to catch those who commit crimes following a suitability check.

Mental Health Act 2007

The Act introduced the Deprivation of Liberty Safeguards (DoLS). These protect people from being illegally deprived of their liberty when the person lacks the capacity to consent.

Equality Act 2010

The Act promotes equal life chances for all by prohibiting discrimination on the grounds of what are called 'protected characteristics' – for example, age, disability, religion or belief. The Act prohibits not only direct discrimination but also indirect discrimination, harassment and victimisation.

Amongst other things, the Act requires 'reasonable adjustments' to be made to working conditions to enable people with disabilities to have equal access to education and employment.

Policies

Policy statements that support human rights, inclusion, equal life chances and citizenship include:

Valuing People: A New Strategy for Learning Disability for the 21st Century (**2001**)

This White Paper promotes the following core values:

- **Legal and civil rights:** People with learning disabilities have the right to a decent education, to vote, marry and have a family, and to express their opinions, with help and support to do so where necessary.
- **Independence:** While people's individual needs will differ, the starting presumption should be one of independence, rather than dependence, with public services providing the support needed to maximise this.
- **Choice:** Like other people, those with learning disabilities should have some choice about where they live, the work they do and who looks after them.
- **Inclusion:** Inclusion means enabling people with learning disabilities to do ordinary things, make use of mainstream services and be fully included in the local community.

Putting People First (2007)

This government implemented scheme aims to enable individuals to live independent lives, confident in the knowledge that quality services are in place to provide them with support where required. sets out radical reforms across all public services, requiring them to work together to provide information and social care support for all who are eligible.

With this scheme, the government aims to make person-centred planning and self-directed support the norm across the care sector, with more people opting to arrange their own support with direct payments.



Key Fact

There is a range of legislation and policies designed to promote the human rights, inclusion, equal life chances and citizenship of individuals with learning disabilities.

How legislation and policies influence the day to day experience of individuals and families

Complete the following activity to consider how legislation and policies influence the day to day life of individuals and their families.

A

Activity 1: How legislation and policies influence day to day experience

Look back over the previous legislation and policies and make notes about how they might affect the day to day experiences of people with learning disabilities and their families. Make notes in the space below.

SA M P L E

Legislation and policies influence the day to day experience of individuals with learning disabilities and their families by promoting and implementing the following values and strategies:

- **Choice:** People with learning disabilities should be enabled to make the same choices as everyone else, including decisions about where and how they live (including care), what they do and how they work.
- **Advocacy:** Advocacy means to speak up for someone who needs support. This is particularly the case for people with learning disabilities because they are at risk of being ignored. Advocacy aims to make sure that people are heard and listened to so that they can make their own choices in life and have the chance to be as independent as they want to be.
- **Inclusion:** It is important to ensure that people with learning disabilities are fully included within their local community and are enabled to use all mainstream services to carry out ordinary activities.
- **Person-centred planning:** Person-centred planning provides a way of helping a person plan all aspects of their life. Its purpose is to:
 - Encourage the person to think about their life now and in the future
 - Allow them to make their own decisions and take control of their life
 - Decide who they want to help them and how
 - Help them build a circle of support
 - Give them a voice.
- **Direct payments:** Direct payments are cash payments made to individuals who have been assessed as needing services, in place of social service provisions. A person must be able to consent to have a direct payment and have the capacity to manage one, although they can have assistance to manage their payment on a day to day basis. The aim of a direct payment is to give more flexibility in how services are provided. By giving individuals money in place of social care services, people have greater choice and control over their lives and are able to make their own decisions about how their care is delivered.
- **Budgets:** Individual budgets are designed to give people the opportunity to arrange their own care using a variety of sources, in order to empower them to take control and make decisions about the care that they receive.



Key Fact

Legislation and policies have an effect on day to day experiences by enabling individuals to make choices about their care, be as independent as possible and participate in the everyday life of their communities.

Let's Summarise!

Take a few moments to answer the following questions to help you summarise what you have learnt in this section. This will help you answer the questions in your assessment booklet.

- 1. Give an example of legislation that promotes equal life chances for people with learning disabilities.**



- 2. Give an example of how legislation and policies influence the day to day experiences of individuals with learning disabilities and their families.**



Check your answers by looking back over this section.

**CONGRATULATIONS, YOU HAVE NOW COMPLETED SECTION 1.
PLEASE NOW GO TO YOUR ASSESSMENT BOOKLET AND
ANSWER QUESTIONS Q1 AND Q2.**



Section 2: The nature and characteristics of learning disability

This section will explore the following:

- The meaning of 'learning disability'
- Causes of learning disability
- Medical and social models of disability
- The proportion of individuals with a learning disability for whom the cause is not known
- The possible impact of learning disability on families.

The meaning of 'learning disability'

Q. What is meant by 'learning disability'?

A. 'Learning disability' means that a person may find it harder than others to learn new tasks, communicate and manage on their own without support from others.

Here is a definition used most commonly in the UK:

A learning disability includes the presence of:

A significantly reduced ability to understand new or complex information or to learn new skills (impaired intelligence), with a reduced ability to cope independently (impaired social functioning), which started before adulthood, with a lasting effect on development.

Source: *Valuing People* (2001)

Causes of learning disability

The following events before, during and after birth could cause learning disability.

Before birth

- **Abnormal chromosomes:** Sometimes there can be an abnormality in an individual's chromosomes which may lead to learning disability.
- **Maternal factors:** Some infections caught by the mother may be passed on to the unborn child which may also lead to learning disability. Other maternal factors include diet deficiencies and excessive consumption of alcohol.
- **Metabolic disorders:** An example of a metabolic disorder is phenylketonuria, which is the lack of an enzyme which breaks down certain amino acids. This can be detected shortly after birth and controlled through diet. If it goes undetected then severe learning disabilities can result.

During birth

- **Lack of oxygen:** A learning disability may result if the baby's oxygen supply is interrupted for a significant length of time.

After birth

- **Infection:** Some childhood infections can affect the brain, causing learning disability. The most common of these are encephalitis and meningitis.
- **Social and environmental factors:** For example, poor housing conditions, poor diet and healthcare, malnutrition, lack of stimulation and all forms of child abuse may lead to learning disability.
- **Severe head injury:** For example, from a road accident, may result in learning disability.