



Supporting people with a learning disability and/ or autistic people

Worked examples to support learning and development

What are these worked examples?

These worked examples are based on real life scenarios of people with learning disabilities and/ or autistic people, who display or are at risk of displaying behaviours which challenge. Each worked example explains what workforce that individual needs, what skills and knowledge they need, and how much this training would cost. They can help adult social care commissioners and employers to plan support and provide the right learning and development.

Find out more and download other worked examples at www.skillsforcare.org.uk/workedexamples.



Meet Hero and Sweet

Hero is 27 and Sweet is 28 years old, and they are engaged to be married. They have two young children - Tia who is five and Travis who is 18 months old.

Hero and Sweet both have a learning disability. Hero has more difficulties with understanding and communicating, and his family do not support him. He gets 10 hours a week support from a care agency. Sweet is supported by her mum and sister.

They met at their local People First group eight years ago; they fell in love after attending the group's regular discos.

When they met, Sweet was living with her mum and Hero was living in a residential home with five other people, which he hated.

Sweet later moved into her own flat and they could spend more time together. Soon after, Hero moved into a flat in a supported living block where there are staff on the premises all the time – he appreciated this support as he has experienced abuse when out in the community before.

Sweet's mum and sister are happy to support her but her sister works full time. She was assessed when she moved into her flat and was found not eligible for support as her learning disability is mild and her mum and sister are meeting her needs.

Sweet also has Prader-Willi syndrome (PWS) which she understands and manages well. However she is worried that having snacks around for Hero and the children will make it difficult for her to stick to her eating plan.

Hero wants to move into Sweet's flat, even though it is too small for four people. Sweet has more ability to work but Hero is not able to care for the children alone. Sweet has mild post-natal depression and is scared they will never be able to go on holiday and she will not have time to herself.

They both worry that their care and support might be reduced and that their children could be taken into care. They also worry that if people feel they are not coping, they might be separated and have to move into 'group living'.

What are the key challenges that Hero and Sweet face?

The family need specialised support to develop their parenting skills and this might not be available locally. The pressure of parenting and 'scrutiny' of it might put additional stress on the couple.

Hero and Sweet need flexible care and support, which could help to reduce their dependency in the long term. However needs assessments can only focus on their current needs. All four members of the family are at risk of moving into a care service in the long term.

The family needs to ensure they have enough money and manage it properly to avoid debt and hardship.

What could Hero and Sweet's future look like with the right support?

With the right care and support Hero and Sweet can have a positive future. Here is how this could be achieved.

- Ω Hero and Sweet's social worker ensures that their support team takes a family-centred approach and does a review every six months.
 - Ω Their support team learns about PWS with help from the PWS Association - the family works together to help Sweet stick to her eating plan.
 - Ω Sweet's social worker reassesses her needs under the Care Act (now that she is responsible for her children and a carer for Hero). She is allocated six hours a week of support from the same care agency that supports Hero.
 - Ω They have a good circle of support including domiciliary support with domestic tasks and they can ask for more support at times when it is needed (for example during school holidays or when one of the children is ill). They also have a 'care call' alarm fitted so they can get advice over the phone and someone to come out if needed.
 - Ω Their health visitor signposts them to a local parenting support group to help them demonstrate that they:
 - Ω can provide a safe home environment, adequate nutrition, and positive and nurturing interactions
 - Ω are able to recognise and treat medical emergencies
 - Ω have a basic understanding of child development.
 - Ω The local mental health and affective disorders team make reasonable adjustments to their post-natal depression service in conjunction with Sweet's GP. She recovers from her post-natal depression and is confident that she can get further help if she needs it.
 - Ω A housing advisor supports them to find a three bedroom home which is part of a 'Keyring' support network.
 - Ω A benefits and budgets advisor helps them with their finances – this means they avoid debt and can manage their money.
 - Ω Sweet's mum has a carers assessment so she can be supported in her caring role.
 - Ω The children's school makes an effort to put information in an Easyread version. The children enjoy going to school and Hero and Sweet are able to help them enjoy this.
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What workforce does Hero and Sweet need?

To have a positive future, Hero and Sweet need the right workforce in place. Here are some suggestions.

- Ω Care team including support workers and manager
 - Ω Sweet's mum and sister
 - Ω Social worker from adult services
 - Ω Social worker from children and family services
 - Ω GP
 - Ω Community mental health team (CMHT)
 - Ω Health visitors
 - Ω Keyring community support volunteer
 - Ω Parenting group facilitator
 - Ω Parents support advisor and SENCO from the children's school
 - Ω Carecall mobile warden
 - Ω Benefits advisor
 - Ω Housing services
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What skills and knowledge does this workforce need?

Hero and Sweet's workforce need to have the right skills and knowledge to provide high quality care and support. We think these are the key things that their workforce need to know or have skills around:

- Ω person-centred care
- Ω understanding your caring role
- Ω child development
- Ω children's first aid
- Ω learning disability awareness
- Ω mental health awareness
- Ω practical life skills
- Ω supporting parents who have a learning disability.



The table on the next page explains what skills and knowledge each worker needs. The boxes with a 'x' in suggest what that worker needs to know. The boxes which say 'some' indicates that some workers in this group would need this knowledge but not necessarily all of them.

Values



Everyone working in adult social care should have the right values. Values are the things that we believe to be important, and they influence how people behave in different situations. Recruiting people with the right values can help employers find people who know what it means to deliver high quality, person-centred care and support.

Our ['Example values and behaviours framework'](#) describes some of the values that are central to providing high quality care and support.

	Person-centred care	Understanding your caring role	Child development	Children's first aid	Learning disability awareness	Mental health awareness	Practical life skills	Supporting parents with a learning disability	Specialist skills and knowledge
Hero and Sweet	X	X	X	X	X		X	X	Long term person-centred knowledge
Sweet's mum and sister	X	X	X	X	X	X		X	Long term person-centred knowledge
Care team, including support workers	X		X	X	X	X	X	X	Care Certificate
Social worker from adult services	X		X			X		X	Care Act - adults
Social worker from child and family services	X				X	X		X	Child safeguarding
GP					X	X		X	
Community mental health team	X				X			X	
Health visitors					X	X		X	Child and maternal care
Keyring community support volunteers	X		X	X		X	X	X	Community assets
Parenting group facilitator	X				X			X	
Parent support advisor	X				X	X		X	
Carecall mobile warden				X	X	X		X	Contacts and signposting
Bene ts advisor					X	X			
Housing services					X	X			

How much would this training cost over a five year period?

This table estimates how much it would cost to deliver this training. It is based on the training listed on the previous page and the costs are estimated for a five year period. We recommend that a lot of the training can be delivered together, with people from different roles.

We have NOT included the basic professional training that roles like GP, occupational therapist and social worker do.

We HAVE included basic training that Hero and Sweet's day to day support team need since they would be selected to support them specifically.

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Parenting group facilitator	2.5	1.75	£158	£0	£693	£25	3%	£25	£25	£21	Direct costs included with CMHT and family.
Parent support advisor	3.5	2.5	£158	£50	£1435	£25	0.2%	£25	£3	£3	
Carecall mobile warden	2	15	£129	£25	£3900	£25	0.1%	£25	£4	£4	
Bene ts advisor	1	1.75	£158	£25	£302	£25	0.02%	£25	£0	£0	Train with family.
Housing services	1	1	£158	£25	£183	£25	0.02%	£25	£0	£0	Train with family.
Neighbours	2.5	3	£0	£25	£25	£25	10%	£25	£15	£3	Train with family.
Total costs related to Hero and Sweet									£7589	£7184	
Average per year related to Hero and Sweet									£1518		

What could Hero and Sweet's future look like without this care and support?

Without the right care and support, these are the negative kinds of things that Hero and Sweet might experience.

- Ω Hero and Sweet's children could become looked after children.
 - Ω They have their benefits reduced and/ or their debt builds up.
 - Ω Sweet does not manage her diet properly and develops chronic anxiety and depression. This leads to ongoing treatment and occasional admissions to hospital.
 - Ω Hero and Sweet break up as a result of complications; they need more support when living separately.
 - Ω Hero does not want to live with other people in group situations but no other flats are available – he sets off to move to London but becomes a missing person assumed to be homeless.
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