

## Cambridge Technicals Level 3 for Health & Social Care

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| <b>Name of unit</b>   | UNIT 9: Supporting people with learning disabilities  |
| <b>Why do we study this unit?</b>                           | In this unit you will understand the term 'learning disability', and will look at a range of different types and possible causes. You will examine how the lives of individuals with a learning disability are changing as attitudes and approaches to support evolve.  |
| <b>By the end of the unit, students will be able to....</b> | <ol style="list-style-type: none"> <li>1. Know the types and causes of learning disabilities</li> <li>2. Understand the difficulties that may be experienced by individuals with learning disabilities</li> <li>3. Be able to support individuals with learning disabilities to plan their care and support</li> </ol>  |
| <b>Links to previous units</b>                              |   |
| <b>Key vocabulary</b>                                       | Legislation, chromosome, metabolic, perinatal/neonatal, postnatal, neurological   |
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| <b>Week and summary topic</b>                               | <b>Knowledge and skills learned</b>   |
| 1. Know the types and causes of learning disabilities       | <p>1.1 Definition of learning disabilities (e.g. definitions from Mencap, WHO, and the Department of Health), models of care for learning disabilities, including use and misuse of terms (e.g. learning disability vs learning difficulty), how and why these may change over time)</p> <p>1.2 Types of learning disabilities (e.g. Down's syndrome, Rett syndrome, Williams syndrome, Fragile X syndrome, learning disabilities with no known cause)</p> <p>1.3 Causes of learning disabilities, i.e.</p> <ul style="list-style-type: none"> <li>• genetic (e.g. inherited from parents, presence of extra or missing chromosome, metabolic)</li> <li>• intrauterine (e.g. lack of oxygen in the womb, mother's illness during pregnancy, mother's drug or alcohol use during pregnancy)</li> <li>• perinatal/neonatal (e.g. complications during or soon after birth)</li> <li>• postnatal (e.g. injury or illness in early childhood (e.g. road traffic accident))</li> </ul> |

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|   | <p>1.4 Difference between learning disabilities and specific learning difficulties, i.e.</p> <ul style="list-style-type: none"> <li>• learning disabilities (e.g. physiological conditions)</li> <li>• specific learning difficulties (e.g. neurological conditions (e.g. dyslexia,</li> </ul>   |
| <p>2. Understand the difficulties that may be experienced by individuals with learning disabilities</p> | <p>2.1 Potential difficulties and their impact, i.e.</p> <ul style="list-style-type: none"> <li>• communication (e.g. delayed language, difficulties in using language, impaired speech, understanding written information)</li> <li>• environmental (e.g. transport, living conditions, access to buildings, access to leisure, access to services, access to information)</li> <li>• economic (e.g. cost of leisure activities, transport, cost of care)</li> <li>• attitudes (e.g. prejudice, stigma, fear, lack of understanding, discrimination, lack of choice)</li> <li>• intellectual/cognitive (e.g. difficulty in understanding and processing information).</li> <li>• physical (e.g. physical disability, problems with gait, posture, movement)</li> </ul> <p>2.2 Ways of overcoming potential difficulties (e.g. financial assistance, advocacy, social inclusion, active participation, empowerment, positive images, access to services and assessment, accessible information)</p>  |
| <p>3. Be able to support individuals with learning disabilities to plan their care and support</p>      | <p>3.1 Support services (e.g. local Mencap, Down's Syndrome Society, PHAB clubs, residential care, short-term breaks (respite care), Special Educational Needs (SEN) provision in schools, supported living, employment services)</p> <p>3.2 Practitioners, i.e.</p> <ul style="list-style-type: none"> <li>• community learning disability teams, i.e. <ul style="list-style-type: none"> <li>o nurse</li> <li>o social worker</li> <li>o psychologist</li> <li>o speech therapist</li> <li>o support workers</li> <li>o dietician</li> <li>o occupational therapists</li> <li>o befriender</li> <li>o advocate</li> <li>o benefits advisor</li> <li>o physiotherapist</li> </ul> </li> </ul> <p>3.3 Methods of care, i.e.</p> <ul style="list-style-type: none"> <li>• initial assessments</li> <li>• specialist assessments</li> <li>• person-centred care plans</li> <li>• individual learning plans</li> <li>• multidisciplinary approach</li> <li>• safeguarding</li> </ul> <p>3.4 Legislation in relation to learning disabilities, i.e.</p> <ul style="list-style-type: none"> <li>• NHS and Community Care Act 1990</li> <li>• Mental Health Acts 1983 and 2007</li> <li>• Mental Capacity Act 2005</li> <li>• Equality Act 2010</li> </ul> |

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|  | <ul style="list-style-type: none"><li>• Human Rights Act 1998</li><li>• Children and Families Act 2014</li><li>• The Care Act 2014</li></ul> |
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