

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.

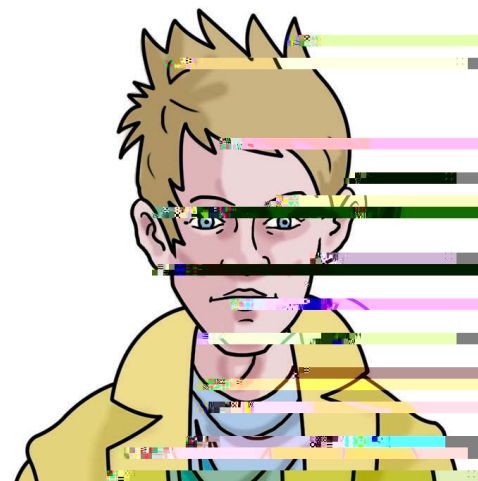
Find out more and download other worked examples at www.skillsforcare.org.uk/workedexamples.



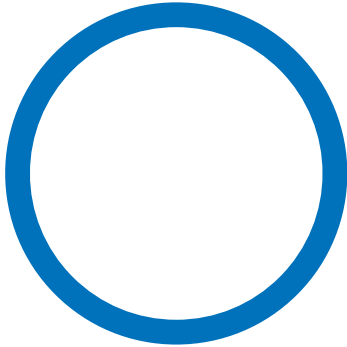
Meet Joe

Joe is 12 years old and has a diagnosis of autism and sensory issues.

He is active in the community and likes being outside – some of his favourite activities are swimming and walking. He also loves bird watching, watching videos and reading books about



Background to Joe's life



When he was younger Joe had trouble sleeping and was always very tired. He was appointed a learning disability nurse, however when she left the vacancy wasn't filled.

When he was two years old his sister was born and he developed self-harming behaviours. He started seeing a paediatrician and attended a special needs nursery three mornings a week.

He later moved to a special needs school with 1:1 support but he struggled to cope and contain his behaviour at school. He was later diagnosed with autism.

His social worker referred him to the local Child and adolescent mental health services (CAMHS) team for behavioural support, but they declined it because he has a learning disability.

Around the same time, there were significant changes to his family life – his parents' marriage broke down and another family member got a serious illness. As a result, he moved to live with his mum.

When he was seven, local services said they could not meet Joe's needs and there were no other respite options available. His school threatened to exclude him and his family struggled to cope. The GP and psychiatrist prescribed medication to try and help.

Later, Joe was excluded from school and it was six months before they found another school. This was a 52 week a year residential school, but it is 250 miles away from home.

For the first few years Joe and his family were fairly settled – however his family have concerns about his medication and the use of restrictive practices.

What could Joe's future look like with the right support?

- Ω Joe gets a house mate called Adam who studies ecology at University. Adam pays low rent and in exchange, he uses his car to support Joe to go out more. Joe also gets to know Adam's university friends and starts going to, and presenting at, the bird watching club.
 - Ω He plans his week out so he has an activity every day and knows what is coming. He volunteers at a local nature reserve, which broadens his knowledge and interest of nature. He gets a pet dog and they go for long distance walks every day. He starts talking to other dog walkers which increases his confidence.
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What workforce does Joe need to ensure he accesses the right care and support?

	What staff does Joe have now (aged 12)?	What staff does Joe need to support a positive future?	What staff does Joe need to transition into adulthood (age 12-20)?	What staff does Joe need in the longer term?
Regular staff	<ul style="list-style-type: none"> Ω Staff at school 	<ul style="list-style-type: none"> Ω Family and close friends Ω School staff Ω PBS consultant Ω Community learning disability team (CLDT); speech and language therapist, occupational therapist, psychiatrist, behavioural advisor, home support advisor and social worker Ω Advocacy service Ω GP Ω Child and adolescent mental health services (CAMHS) Ω Local care provider 	<ul style="list-style-type: none"> Ω Family and close friends Ω Care workers at school Ω Teaching staff at school and college Ω Local CLDT 	<ul style="list-style-type: none"> Ω A team of care workers Ω Supervisor or care manager Ω Staff at the bird sanctuary (if he volunteers) Ω Neighbours and wider community
Occasional staff	<ul style="list-style-type: none"> Ω Family and close friends Ω Doctor 	<ul style="list-style-type: none"> Ω Mental Capacity Act or best interest assessor Ω Psychotherapist Ω Talking therapist for Joe's family Ω Commissioners 	<ul style="list-style-type: none"> Ω GP Ω Trustees Ω Housing services Ω Housing association Ω Financial advisor 	<ul style="list-style-type: none"> Ω GP Ω Dentist Ω CLDT Ω Adult education team Ω Counsellor or therapist Ω Mental Capacity Act or best interest assessor

What skills and knowledge does this workforce need?

Joe's workforce need to have the right skills and knowledge

What is the best way for these skills and knowledge to be developed?

The local authority would arrange for a social worker and person-centred planning facilitator to develop a care plan with Joe and his family. It sets out what Joe needs for his short term and longer term future, including who will be involved and what training they need. This takes two full days together then three half days.

The local education authority find a school that is more local and arrange training for the staff (some of whom will also support Joe at home and to have breaks away from his family) in active support and understanding behaviours which challenge.

The psychologist from the local CLDT does level C PBS training, and then delivers level A and B PBS training to Joe's family, his school and home support staff.

The local authority arranges training several times a year for people in other support roles including advocate, housing advisor, financial advisor and MCA assessor. This training covers person-centred planning, understanding behaviours which challenge, the principles of PBS, and understanding autism. Joe's mum also delivers a session on working with families and is paid for her time.

Joe's day to day support is provided by a specialised support provider - their contract includes the specification and funding needed for the staff training listed above and for the ongoing development, supervision and mentoring to keep it sustainable. The staff receive a thorough induction in which the Care Certificate outcomes are personalised to Joe - they also cover:

- Ω loss and grief
- Ω understanding autism
- Ω practical life skills
- Ω mental health awareness
- Ω active support
- Ω resilience and coping mechanisms.

This is updated as new people join the team.

When Joe starts college and volunteering at the nature reserve, the people there become part of his circle of support and do training to help them.

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 Joe's day to day support team need since they would be selected to support him specifically.

	Days of training	Number of people	Cost each day of paid staff	Direct cost of training	Total cost	Cost of updating annually	% of their time spent supporting Joe	Cost related to Joe over 5 years	Cost related to Joe over one year	Notes
Joe	6	1	£0	£0	£0	£200	100%	£200	£0	Direct costs included with support workers.
Mum, dad and grandparents	9	4	£0	£0	£0	£250	100%	£1250	£0	Direct costs included with support workers.
Joe's sister	4	1	£0	£0	£0	£50	100%	£50	£0	Direct costs included with support workers.
School staff	9	15	£200	£5000	£32000	£700	20%	£6540	£6400	The number of staff are those specifically trained to meet Joe's needs.
Community learning disability team	10.5	7	£213	£5250	£20869	£1000	4%	£875	£835	Direct costs included with support workers.
Social worker	10.5	1.6	£208	£0	£3500	£200	5%	£185	£175	Direct costs included with support workers.
Advocate	8	1.6	£113	£0	£1440	£200	10%	£164	£144	Direct costs included with support workers.
GP	2	1.4	£250	£500	£1200	£75	0.05%*	£1	£1	*2182 is average number of patients a GP has
Support workers	8	12	£120	£5000	£16520	£1000	100%	£17520	£16520	
Neighbours	1	3	£0	£0	£0	£0	0.02%	£0	£0	Direct costs included with support workers.
Housing services	1	2	£200	£0	£400	£50	0.1%	£0	£0	Direct costs included with support workers.

Financial advisor	2.5	3	£200	£0	£1500	£50	0.25%	£4	£4	Direct costs included with support workers.
MCA/ best interests assessor	2.5	1.3	£204	£0	£664	£50	0.4%	£3	£3	Direct costs included with support workers.
PBS consultant	54	1.3	£225	£8000	£23795	£250	1.5%	£361	£357	The initial PBS level C training will equip the consultant for more than 5 years.
Staff at bird sanctuary	2.5	7	£120	£0	£2100	£50	0.25%	£5	£5	Direct costs included with support workers.
Psychotherapist	1.8	1.3	£225	£250	£777	£25	2%	£16	£16	Direct costs included with support workers.
Adult education/ college staff	4	5	£135	£0	£2700	£200	15%	£435	£405	Direct costs included with support workers.
Joe's lodger	4	1.2	£50	£0	£240	£50	20%	£58	£48	Direct costs included with support workers.
Total costs related to Joe								£27667	£24912	
Average per year related to Joe								£5533		

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

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

- Ω There is no local support from community services so Joe remains at the school 250 miles away - this means his family can not visit him as much and he risks losing contact with them. It might also mean he grows up with a small or non-existent friendship network.
- Ω Joe is adversely affected by the behaviour displayed by other pupils. This could lead to