

# Communicating SARC services to people with learning disabilities

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March 1 2018

# Define Learning disability



# A learning disability is defined as:

*A significantly reduced ability to understand new or complex information, to learn new skills – (impaired intelligence)*

**AND** *A reduced ability to cope independently – (Impaired social / adaptive functioning)*

*Which started before adulthood (onset before aged 18) – with a lasting effect on development.*

*(Valuing People, Department of Health, 2001)*

**The following conditions in isolation are not considered to be a learning disability:**

ADHD

Autism

Brain injury (occurring post 18 years)

Dyscalculia

Dyslexia

Dyspraxia

Epilepsy

Mental health issues

Substance misuse issues.



# LD at higher risk of sexual violence

- Why?

# St Mary's LD Audit

- 50 % less ISVA contacts
- 75% less likely to access counselling



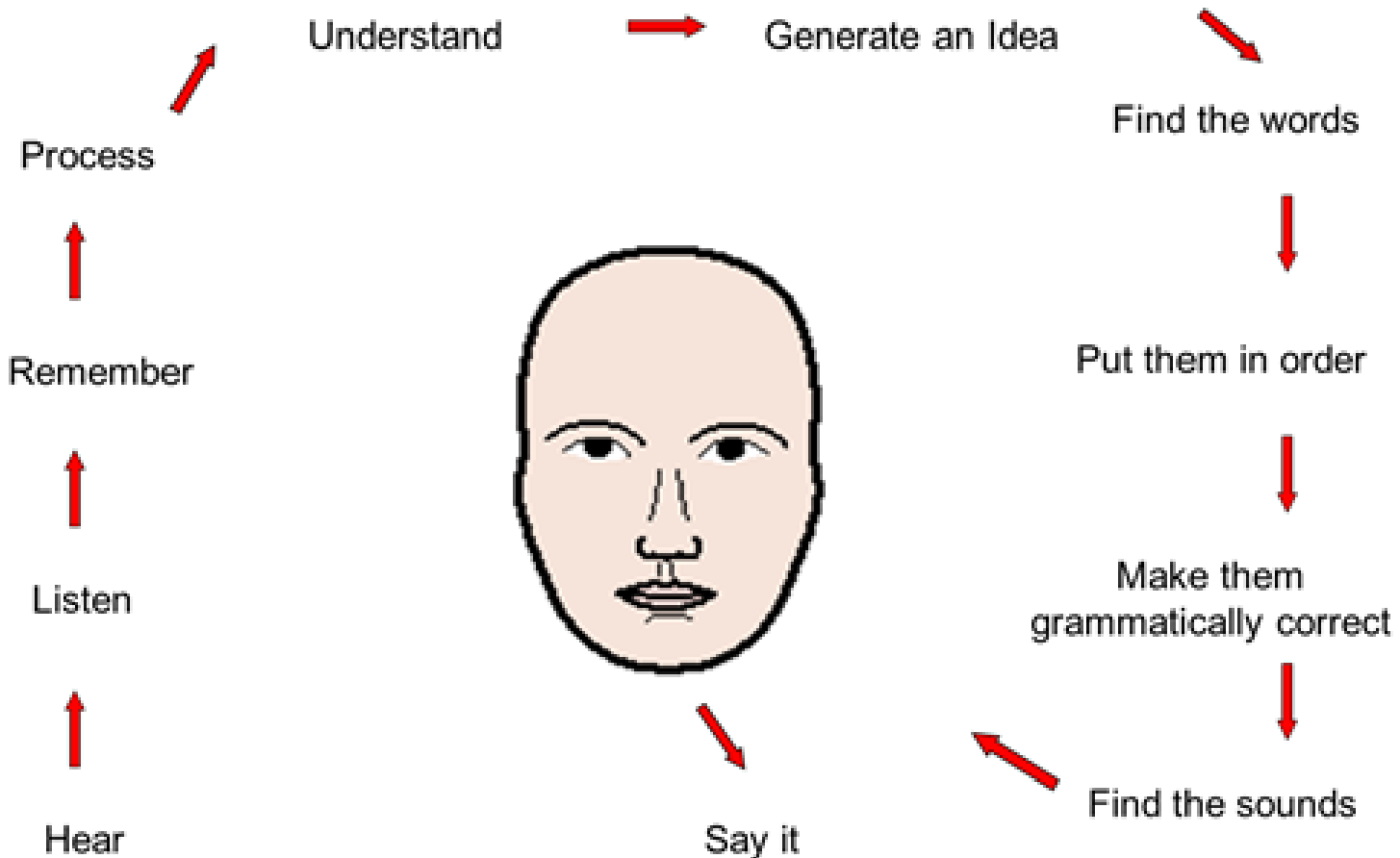
What are the barriers or hurdles for a victim of rape with a LD getting the therapeutic and forensic help they might need and the assailant being convicted?

# Two areas of work

- Understand our client base better
- Speak to people with learning difficulties and involve them



**Having a communication difficulty can affect a person's skills at a number of different levels within the communication process.**



How would we know if  
someone we saw at  
SARC had a  
Learning Disability?



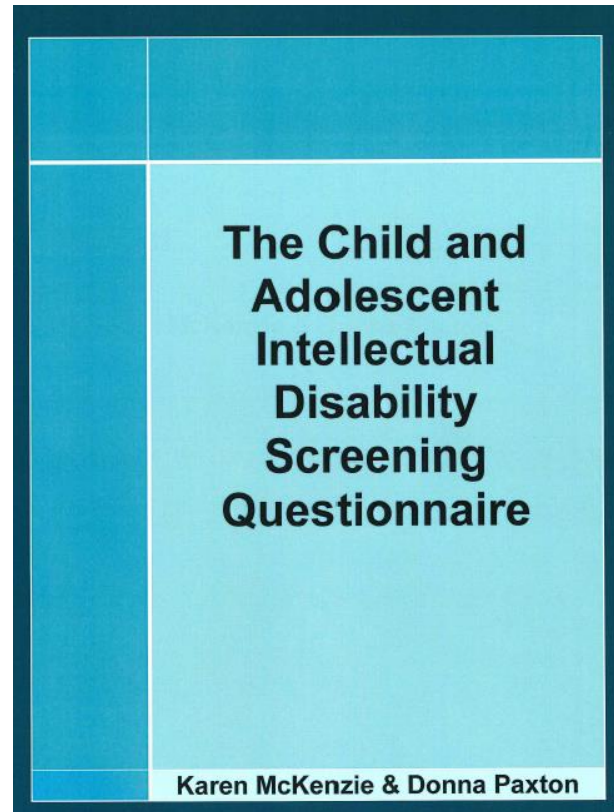
# LDSQ

Learning Disability Screening Questionnaire

## Manual

By Karen McKenzie & Donna Paxton

Published by GCM records 2006



8 Years +  
Child & Adult  
7 questions  
Crisis worker  
Aids capacity assessment

The scoring criteria for each question on the LDSQ are given below:

**1. Can the client tell the time?**

To score 1 point the client must be able to accurately tell the time to within 5 minutes on an analogue watch/clock

Scoring: Yes = 1      No = 0

**2. Can the client read?**

To score 1 point the client must be able to read a short paragraph from a newspaper or magazine. Reading television programmes in a TV guide does not count for this item.

Scoring: Yes = 1      No = 0

**3. Can the client write?**

To score 1 point the client must be able to write words forming at least two sentences (not copying)

Scoring: Yes = 1      No = 0

**4. Does the client live independently?**

To score 1 point the client must live either:

- by him/herself, without support
- with a partner or friend, without support
- with family, but is not dependent on them for support

Scoring: Yes = 1      No = 0

**5. Does the client have a job?**

To score 1 point the client must be in current/previous employment, held for a period of time of more than 6 months (Not voluntary/sheltered/charity work)

Scoring: Yes = 1      No = 0

**6.\* Has the client had previous contact with learning disability services?**

To score 1 point there must be **no** evidence of contact with any learning disability professional at any time (except for initial referral/assessment to determine if the person has a learning disability)

Scoring: Yes = 0      No = 1

**7\* Has the client had special schooling?**

To score 1 point there must be **no** evidence the client has attended a special school or had involvement from learning support.

Scoring: Yes = 0      No = 1

**\*Note reverse scoring**

# What did people with learning disabilities tell us?

- [https://www.youtube.com/watch?v=Xfy\\_WbjW0ls](https://www.youtube.com/watch?v=Xfy_WbjW0ls)

# Communicating

- Speak to them not the carer when possible
- Good eye contact
- Ask them how you should communicate with them
- Simple words, short sentences
- Check for understanding
- Treat them as a human being, not a label

# Information overload



How can we help?

# Crisis Worker Workbook



Central Manchester University Hospitals **NHS**  
NHS Foundation Trust

**Saint Mary's Hospital**  
St Mary's Centre

**I attended St Mary's Centre.  
What happens next?**

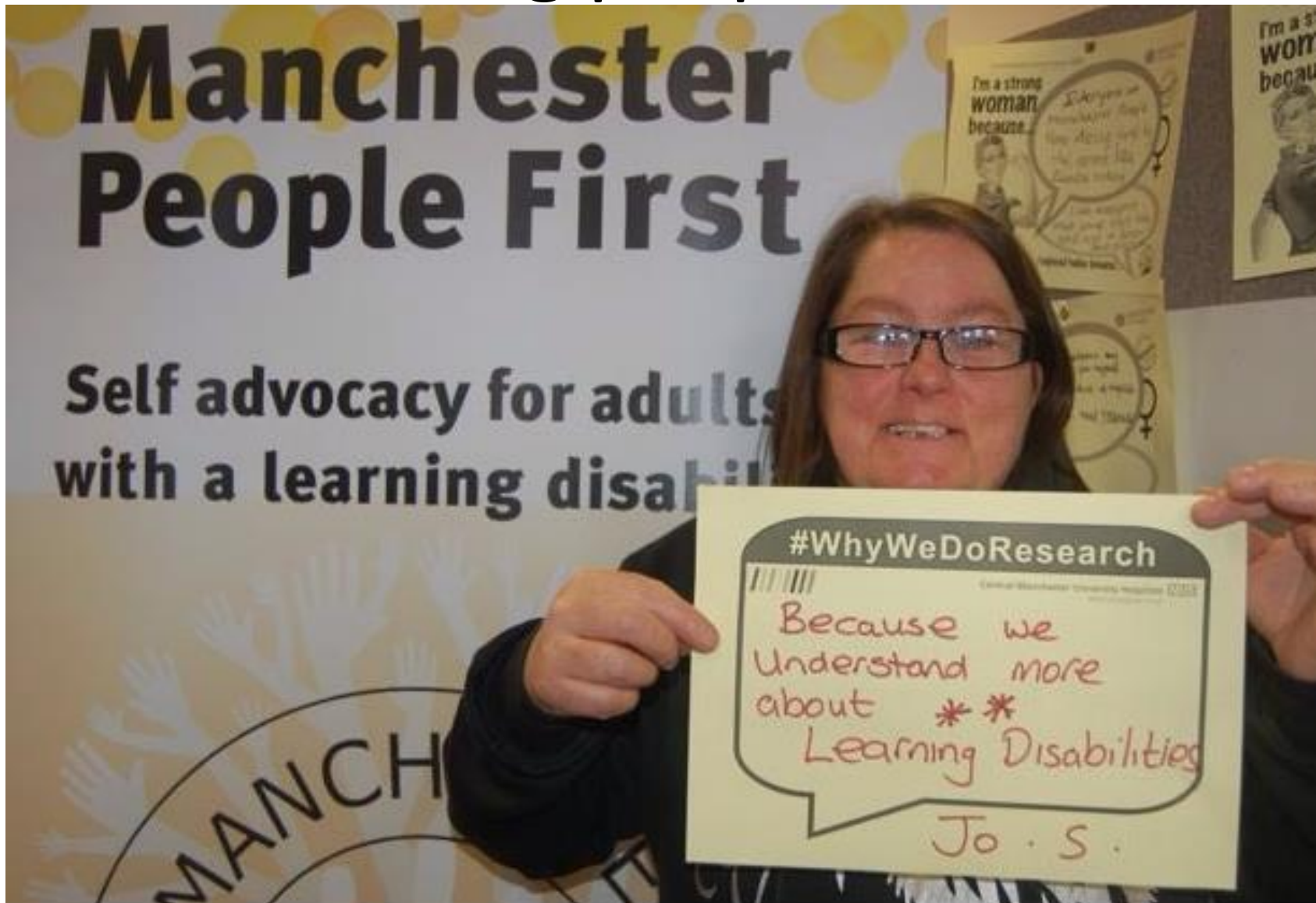




- How best to provide this information?
- Asked people in workshops
- AR good solution in providing short films on SMART phones

- Website
- Leaflets
- Augmented reality

# Involving people with LD



# Learning disability

- At increased risk of sexual assault
- Difficult for them to access services
- Professionals are poor at communicating
- Tend not to get the services that they need

# Evaluation

- People with LD like all the information presented in one place
- Like the simple language and use of film
- More likely to ask questions and access support
- Continue to evaluate usage which is increasing