

## 19. Learning Disabilities and Autism

Learning Disabilities and Autism				
Task / Activity	Self-Assessment / Date	Competency Assessed Y / N	Competency Achieved	Signed off by Clinical Assessor / Date
<p><b>Knowledge and Education</b></p> <ul style="list-style-type: none"> <li>• Demonstrate an understanding of the holistic care of a patient with a learning disability and/or an autistic spectrum disorder.</li> <li>• Demonstrate an understanding of the process of diagnosis of a learning disability.<sup>257</sup></li> <li>• Demonstrate an understanding of the process of identifying and assessing patients with an autistic spectrum disorder.<sup>258</sup></li> <li>• Demonstrate an understanding of how patients with specific syndromes may require tailored and/or additional health assessment.<sup>259</sup></li> <li>• Demonstrate an understanding of the need to provide all adults and children (not receiving paediatric review) who have a learning disability and/or autistic spectrum disorder with an annual health check.<sup>260</sup></li> <li>• Demonstrate an understanding of the need for personalised reasonable adjustments needed when consulting patients with a learning disability and/or autistic spectrum disorder to ensure equality of access, to services.<sup>261</sup></li> <li>• Demonstrate an understanding of the need for referral to specialist services.<sup>262</sup></li> <li>• Demonstrate an understanding of the communication strategies and resources available to enable patients with a learning disability and/or autistic spectrum disorder to participate as fully as they are able to in their care.<sup>263</sup></li> </ul> <p><b>Patient Care</b></p> <ul style="list-style-type: none"> <li>• Be able to explain the need and benefit of an annual health check to the patient.<sup>264</sup></li> <li>• Be able to perform a holistic annual health review for a patient with a learning disability and/or autistic spectrum disorder ensuring the patients carers and their families ethnic,</li> </ul>				

<sup>257</sup> <https://cks.nice.org.uk/topics/learning-disabilities/management/suspected-learning-disability/>

<sup>258</sup> <https://www.nice.org.uk/guidance/CG142/chapter/Recommendations#identification-and-assessment-2>

<sup>259</sup> <https://cks.nice.org.uk/topics/learning-disabilities/management/confirmed-learning-disability/>

<sup>260</sup> <https://cks.nice.org.uk/topics/learning-disabilities/management/confirmed-learning-disability/>

<sup>261</sup> <https://www.england.nhs.uk/learning-disabilities/improving-health/reasonable-adjustments/>

<sup>262</sup> <https://cks.nice.org.uk/topics/learning-disabilities/management/confirmed-learning-disability/>

<sup>263</sup> <https://www.mencap.org.uk/learning-disability-explained/resources-healthcare-professionals>

<sup>264</sup> <https://www.mencap.org.uk/advice-and-support/health/annual-health-checks>

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<p>cultural, social, economic religious and spiritual needs are at the centre. The annual health check should include but is not limited to<sup>265</sup>:</p> <ul style="list-style-type: none"> <li>○ Completion of vital signs including – BP, BMI, cholesterol, urinalysis, smoking status, alcohol intake and illicit drug use.</li> <li>○ Check vaccination status and offering any that are outstanding.</li> <li>○ Ensure patient is up to date with screening programmes including cervical, bowel and breast screening and offer to support access where missed.</li> <li>○ Recording any diagnosed chronic illness and ensuring care and review of these is being accessed and support access where it is not.</li> <li>○ A review of any known or emerging behaviours that exhibit distress.</li> <li>○ Offer health promotion advice including diet and lifestyle, smoking cessation, contraception, and sexual health advice.</li> <li>○ Ensure the patient knows how to access routine healthcare services: <ul style="list-style-type: none"> <li>▪ Testicular and prostate examination.</li> <li>▪ Dental checks.</li> <li>▪ Sight and hearing checks.</li> <li>▪ Podiatry services.</li> </ul> </li> <li>● Be able to provide information about local available services and support including specialist support services, support groups and activities.<sup>266</sup></li> <li>● Be able to provide support to family members and carers about their rights, explaining, how to access respite care where needed, formal carers assessment, carers networks, support groups, skills training, and emotional support.<sup>267</sup></li> <li>● Be able to make reasonable adjustments during all consultations to support patients to access services<sup>268</sup> Be able to escalate any safeguarding concerns as per local policies and procedures.</li> <li>● Be able to refer to an independent mental capacity advocate when appropriate.<sup>269</sup></li> </ul>				

<sup>265</sup> <https://cks.nice.org.uk/topics/learning-disabilities/management/confirmed-learning-disability/>

<sup>266</sup> <https://www.mencap.org.uk/advice-and-support/network-partners>

<sup>267</sup> <https://cks.nice.org.uk/topics/learning-disabilities/management/confirmed-learning-disability/>

<sup>268</sup> <https://www.england.nhs.uk/learning-disabilities/improving-health/reasonable-adjustments/>

<sup>269</sup> <https://www.legislation.gov.uk/ukpga/2005/9/section/2>

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<ul style="list-style-type: none"> <li>• Be able to identify when patient complexity exceeds competence and refer on to suitable senior clinician.</li> </ul>				