

# What is Learning Disability?



Health professionals can struggle to identify what a learning disability is. This increases the likelihood of poor care outcomes.

Valuing People (2001) explains that a learning disability includes the presence of:

- **a significantly reduced ability to understand new or complex information or to learn new skills;**
- **a reduced ability to cope independently;**
- **an impairment that started before adulthood, with a lasting effect on development**

MENCAP (2002) define a learning disability as ‘**a life-long condition acquired before, during or soon after birth that affects an individuals ability to learn**’.

**ACTION** – visit [MENCAP](#) and read this helpful introduction

# What is autism?



## ACTION

- Visit [National Autistic Society](#) – what is autism
  - Read this practical advice for adapting care for autistic people – [Autistic SPACE](#)
- Defined as a group of severe developmental and neuropsychiatric disorders described as a spectrum
  - Core Features
    - Social Impairment – failure to recognize and respond to social cues and lack of empathy
    - Communication Impairment – verbal and non-verbal. Expressive function more than receptive language, echolalia, pronoun reversal and lack of variation in speech quality
    - Impairment of imagination and behaviour – repetitive and stereotyped interests and activities. Compulsive routines with change leading to distress agitation and aggression



# Reasonable Adjustments

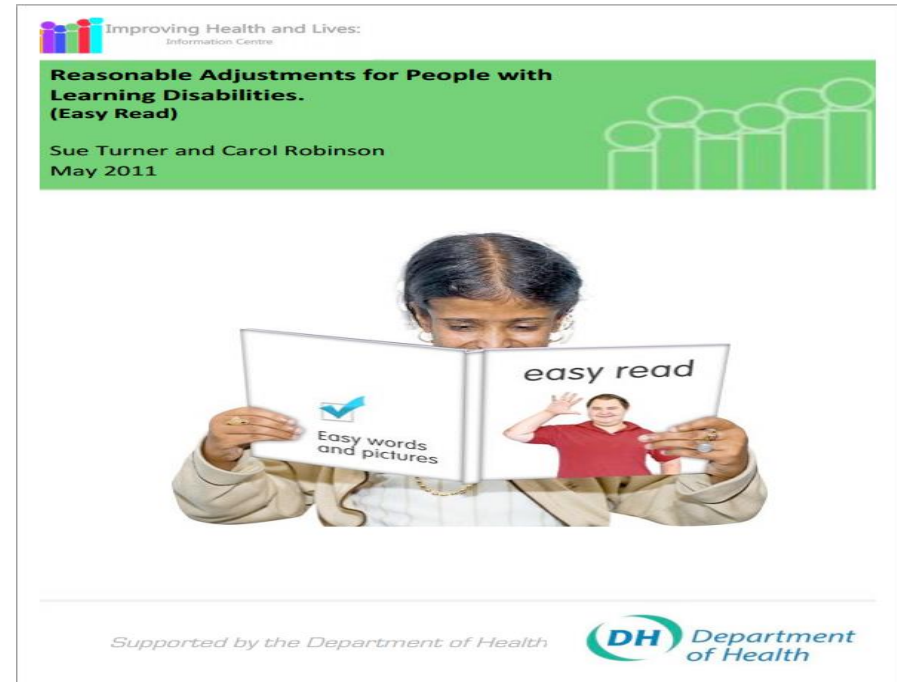
# STOMP

Health and care services are legally required to make 'reasonable adjustments' for people with learning disabilities under the **Equality Act**

Some examples of reasonable adjustments include:

- Providing **easy-read** information to people with learning disabilities
- Giving longer appointment times with doctors and nurses
- Flexible Visiting Hours for parents/carers.
- Appropriate/ Convenient times for meetings, procedures and investigations.
- Sensory impact – reducing noise and lighting
- Liaison nurses specialist Learning Disability staff to support
- Engage with the person not just the carer

Health professionals should listen to the person and their families and support staff of Families usually know most about the patient and the support they need, and can help complete the Hospital Passports.



## ACTION

Read more about understanding, implementing and sharing reasonable adjustments [NHS England » Reasonable adjustments](#)

# STOMP AND STAMP

- [STOMP](#) – Stopping the Over-Medication of People with a learning disability and autistic people
- [STAMP](#) – Supporting Treatment and Appropriate Medication in Paediatrics
- NHS Long Term Plan Commitments from 2019
- Quality of life improvement programme
- Focus on physical mental and behavioural well-being
- Significant element of optimizing medication and reducing unnecessary polypharmacy

## ACTION

- Read the NHS England [STOMP](#) and [STAMP](#) pages
- Complete the [STOMP HEE](#) modules
- Challenge medication that may be inappropriate
- Think about medication management standards

## STOMP and STAMP



# Medicine Safety

## Health Inequalities in people with a learning disability and autistic people

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Use these resources slides to develop your understanding and practice. Many slides have specific **actions** to enable you to grow your knowledge and awareness of health inequalities in people with a learning disability and autistic people

# HEALTH INEQUALITY IN LEARNING DISABILITY

## HEALTH INEQUALITY

- More physical health problems than general population
- Median age of death M=61 (83) F=60 (86)
- 49% of deaths thought to be largely preventable
- Circulatory (14,3%), respiratory (12%), neoplasms (11.4%)
- Long term conditions epilepsy (33%), CVD (33%), dysphagia (23%), diabetes (15%)
- Ethnicity a significant predictor of early death
- Need for holistic focus and co-ordinated care
- Significant risk of polypharmacy
- Focus on the Annual Health Check (75% uptake) – also includes SMR

## ACTION

- [Visit the LeDeR – Home page and understand the impact of health inequality](#)
- Think how you could influence these unacceptable statistics



Report the death of  
someone with a  
learning disability or  
an autistic person

Anyone can tell us about the death of a person with a learning disability or an autistic person. This includes family doctors (GPs), health and social care staff, family members, friends and carers.

# Community of Practice

STOMP and STAMP

The screenshot shows the FutureNHS STOMP and STAMP platform interface. At the top, there is a navigation bar with 'FutureNHS', 'My Dashboard', and 'My Workspaces'. A search bar and user profile for 'alisa Watson' are also visible. The main content area is titled 'STOMP and STAMP' and features a purple banner with a contact link: 'To contact the STOMP and STAMP team - Click here to contact the Workspace Managers'. Below this is a green banner for the 'Stomp and Stamp Forum' with a speech bubble icon. A tooltip over the forum banner reads: 'A safe discussion space to seek advice and to share experience of STOMP and STAMP ST related work, succ'. To the left, a 'Welcome to the STOMP-STAMP platform.' section provides an overview of the platform's purpose and includes links for 'Primary Care' and 'Secondary Care'. The main content area features a video thumbnail with the text: 'View our new videos created by Positive Behavioural Support where Ethan, Shane, Lucy, and Anne-Marie share their stories of their experiences of STOMP and STAMP'. The video thumbnail includes the 'STOMP and STAMP' logo and the 'Positive Behavioural Support' logo.

- Promote STOMP and STAMP collaboration via Futures NHS
- Professional safe space to see what other teams are doing and sharing best practice
- Multiple free to use resources and links
- Professional forum to share ideas and seek support.
- 400+ membership of a range of health and social care professionals
- [STOMP and STAMP - FutureNHS Collaboration Platform](#)
- [Guide to using the futures platform](#)

## ACTION

- Join FUTURES
- Use networks and resources to develop STOMP and STAMP action

# DATA 2021-2022

## STOMP and STAMP

- [Health and Care of People with Learning Disabilities - NHS Digital](#)
- Experimental data as it covers 55.7% of all GP data from EMIS and Cegedim but NOT TTP
- This is the sixth year that data has been collected
- This covers the lifespan of STOMP-STAMP and highlights variations and trends rather than total data
- *A person with a learning disability is 16 x more likely to be prescribed an antipsychotic. Without a MH diagnosis this is 23 x*
- *An autistic person is 7 x more likely*

Publication, Part of [Health and Care of People with Learning Disabilities](#)

## Health and Care of People with Learning Disabilities, Experimental Statistics 2021 to 2022

Experimental statistics, Other reports and statistics

Publication Date: 8 Dec 2022  
Geographic Coverage: England  
Geographical Granularity: Regions, Sub-Integrated Care Boards  
Date Range: 01 Apr 2017 to 31 Mar 2022

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### ACTION

- Access the data and view prescribing in your area
- How are you going to review and potentially challenge the high psychotropic prescribing rates?



## RESOURCES

- [Rc Psych Prescribing Guidance](#)
  - [position-statement-ps0521-stomp-stamp.pdf \(rcpsych.ac.uk\)](#)
- [CPPE Website](#)
  - [Learning disabilities : CPPE](#)
- [NHS England STOMP and STAMP](#)
  - <https://www.england.nhs.uk/learning-disabilities/improving-health/stomp/>
  - [NHS England » Supporting Treatment and Appropriate Medication in Paediatrics \(STAMP\)](#)
- GP Guidance document
  - <https://www.england.nhs.uk/wp-content/uploads/2017/07/stomp-gp-prescribing-v17.pdf>
- [NICE NG11](#)
  - [Overview | Challenging behaviour and learning disabilities: prevention and interventions for people with learning disabilities whose behaviour challenges | Guidance | NICE](#)
- Using medication for challenging behaviour
  - [LD Medication Guideline - University of Birmingham](#)
- Health Education England STOMP modules
  - [Stopping over medication of people with a learning disability and autistic people](#)
- PBS Video
  - <http://www.bild.org.uk/capbs/pbsinformation/introduction-to-pbs/>
  - [https://www.youtube.com/channel/UCvCDLwZI5Oie\\_r0aTM3QfTg/videos](https://www.youtube.com/channel/UCvCDLwZI5Oie_r0aTM3QfTg/videos)
- Easy Read information
  - [Easy Health | Home](#)
  - [Easy read medication leaflets | Project \(spectrom.wixsite.com\)](#)
  - [Homepage - C&M Main Website \(choiceandmedication.org\)](#)
- Specialist reference sources
  - Frith prescribing guidelines
  - Maudsley Prescribing Guidelines

# Any Questions?



- Thank you for listening
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