

Learning Disability Annual Health Check Toolkit for London



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How to use the Learning Disability Toolkit

This Toolkit has been designed to enable you to easily access the desired information without filtering through the whole Toolkit. The information below explains how to use the shortcuts to directly access the information you require.

Contents

Clicking on the link within the contents page using **Ctrl+ click** will take you directly to the page which you require.

Click boxes

Clicking on the underlined sentence using Ctrl + click will take you directly to the next page within the topic area



Useful resource boxes

Useful resource boxes can be found on the lower left or right corners of some pages. Clicking on the underlined title will take you directly to the relevant website.



The main banner

The main banner can be found across the top of the start page of each main topic area. Clicking on an underlined title will take you directly to the section you wish to access.



Website links

Click on underlined wording embedded within the main text to take you to the related website. These links provide further information on the topic.

Example:

“ **STOMP/STAMP:** is a project led by NHS England to stop the inappropriate prescribing of antipsychotic medication in adults, children and young people with a learning disability, autism or both. “

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Introduction

This toolkit has been designed to support good quality Learning Disability Annual Health Checks (AHC) within General Practice. It is aimed to be used by all staff within primary care who are involved in organising, managing or delivering annual health checks to people with a learning disability. It contains guidance to support the completion of high quality health checks to improve lives and enable earlier identification of health problems, with the aim of improving physical and mental health outcomes for this population.

This London guide is designed to complement and not replace national guidance, local guidance and professional judgement. It will be updated to align with other national and regional guidance once published.

Watch the [video](#) to learning more about Harshi, her mum Khilna and their GP explain why it is important for people with a learning disability to have an Annual Health Check and a Health Action Plan (HAP).

We really value your feedback.

If you would like to suggest any amendments or additions to this Toolkit, please follow this link:

[Learning Disability Annual Health Check Toolkit – Feedback Form](#)



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Learning Disability definition and GP register guidance

A learning disability is a significantly reduced ability to understand complex information or learn new skills; a reduced ability to cope independently; and a condition which started before adulthood with a lasting effect on development (Valuing People, 2001).

A learning disability, not to be confused with a learning difficulty such as dyslexia and dyspraxia, is a label given to a group of conditions that are present before the age of 18. This impacts on the way individuals develop in all core areas, and ultimately how they live their lives and access health care.

All 3 criteria below are needed to meet the definition of a **learning disability**:

1. Significantly **reduced ability to understand** new or complex information, to learn new skills (significantly impaired intelligence)
2. **AND** a reduced ability **to cope independently** (impaired social/adaptive functioning)
3. **AND** the above started **before adulthood** (before 18) with a lasting effect on development.

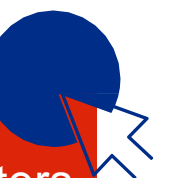
Further guidance:

- [Learning disabilities - NHS](#)
- [What is a learning disability? | Mencap](#)

National health check template

The template has been produced on three of the main GP clinical systems. It is available on [EMIS Web and other GP system software](#).

[Click here for:](#)
[Identifying people with a learning disability on registers
and keeping registers up to date](#)



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Identifying people with a learning disability on registers and keeping records up to date

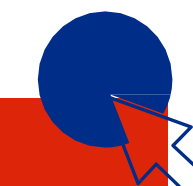
People with a learning disability have poorer health than the general population, much of which is avoidable. It is really important to keep your learning disability registers up to date to ensure that everyone with a learning disability is offered an annual health check. This is one way we can support to reduce the health inequalities people with a learning disability face.

Steps to improve learning disability registers

<p>Step 1</p>	<p>Review and update the register to ensure that all patients with a clinical diagnosis associated with a learning disability are invited for a flu vaccination and a learning disability health check. NHS England produced a revised list of diagnoses which can be found in Appendix 1 of the NHS England Guidance. Patients with these diagnoses would have been added automatically to the learning disability register in QOF in early 2020.</p>
<p>Step 2</p>	<p>Identify patients with conditions who may also have a learning disability, assess whether the patient should be added to the learning disability register, be offered a flu vaccination and an annual learning disability health check.</p> <ul style="list-style-type: none"> a) Search for a list of diagnoses that may or may not be associated with a learning disability (Appendix 2, NHS England Guidance). b) Download the results of the search into a spreadsheet and record that an assessment has been made. c) When you need to re-run searches this will support you to compare spreadsheets and limit the search criteria to diagnoses after the date of the last run. d) A checklist, known as an 'Inclusion Tool', to help determine whether a patient would benefit from being added to the learning disability register is reproduced in Appendix 4 Improving identification of people with a learning disability: guidance for general practice (england.nhs.uk) e) After the assessment ensure that you discuss or inform the patient and/or carer that they have been added to the learning disability register. f) The patient can be added to the register by adding the relevant code "On learning disability register (finding)" (SNOMED CT code 416075005).

Practices should ensure that they use the recommended codes to record care in order to receive the relevant fees for completing this work

[Click here for:
Flu information](#)



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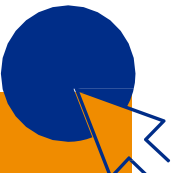
Flu information

What GP surgeries can do

1. GP surgeries should give a **clear message** that people with a learning disability, their family carers and paid supporters are **entitled to a free flu vaccination**.
2. People on the Learning Disability Register should have it **recorded in their notes that they “need a flu immunisation”** – there is a specific Read Code for this.
3. **Talk** to people at their annual health check about **why it is important that they have a flu vaccination**.
4. Put **reasonable adjustments in place** to help people with a learning disability have a **flu injection**.
5. The person seeing the patient may need to **assess the patient’s capacity to decide to have the flu injection**. If they **do not have capacity for this decision**, then this should **not be a barrier** to the flu injection being given; there would need to be a **decision taken by the health professional that this is in their best interests**.
6. Consider use of **the nasal spray flu vaccine as a reasonable adjustment**.

- [Official flu letter](#) – people with a learning disability are specifically mentioned in the appendix of clinically at risk groups.
- [Reasonable adjustments including nasal spray flu vaccine to support people with learning disabilities - GOV.UK \(www.gov.uk\)](#)
- [Protect yourself from flu, have the flu vaccine \(publishing.service.gov.uk\)](#) is an easy read leaflet about the flu injection.

Click here for:
[Information on COVID-19 and flu vaccinations](#)



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Useful links to vaccination information

COVID-19 Vaccine

Below are some useful resources:

- [COVID-19 vaccination: easy-read leaflets - GOV.UK \(www.gov.uk\)](https://www.gov.uk)
- [Supporting people with a learning disability and autistic people to get the COVID-19 vaccination: Top tips for primary care teams](#)
- [Covid Conversations: People with learning disabilities - Healthy London Partnership](#)

Flu Vaccine

Below are some useful resources:

- [Flu vaccination: easy read invitation letter template \(gov.uk\)](#)
- [Flu easy read leaflet- Winter 2022 \(gov.uk\)](#)
- [Communications Toolkit: Increasing uptake of the flu vaccination for people with a learning disability \(england.nhs.uk\)](#)

Best Practice Vaccination Checklist

This Best Practice Vaccination Checklist ensures consideration of all possible solutions to assist people with a learning disability to have vaccinations.

Consider displaying [this poster](#) in your practice showing the Best Practice Checklist.

Vaccine Booster Clinic

- [Vaccine booster clinic at Share Community Centre in Battersea for people with a learning disability – YouTube](#)

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Preparing for an Annual Health Check

Try to organise the health checks from April and complete them before mid December to avoid January to March, when there may be additional pressures on the practice. Consider having a champion for people who have a learning disability within the practice.

To keep people well for winter, consider prioritising health checks for people who are frequent attenders to hospital, have recurrent chest infections or have long term conditions. It is important for people with a learning disability to understand the information they have been sent, and the reason for having a health check. Without this they may not attend their appointment. GP practices should comply with the [Accessible Information Standard](#). This means that the GP practice:

- asks people if they have any information or communication needs, and find out how to meet their needs.
- highlights or flags the person's file or notes so it is clear if they have information or communication needs, and details how to meet those needs.

Free online learning module for learning disability annual health checks

- Sign in or register to access the HEE [E learning for healthcare](#) and complete "General Practice 2012 Curriculum (e-GP)", and "e-GP 3.11 - Care of People with Intellectual Disability"

Useful Resources

- [Get Checked Out– Accessible letters and information](#)
- [Annual Health Checks- Easy Read Checklist- MENCAP](#)
- NHS England teamed up with Mencap to produce a [video and a series of guides in different languages](#) which highlight the benefits of being on the learning disability register- including getting a free health check each year.

Prior to the appointment

Sending a pre- health check questionnaire can help prepare the patient and their carer/ supporter for the health check appointment. This may reduce anxiety and improve effectiveness of appointments.

Mencap have produced an [annual health check easy read leaflet](#) to prepare the patient, which includes a checklist.

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Reasonable Adjustments

Some people with a learning disability may need a number of reasonable adjustments in place in order for them to be able to attend an AHC.

Before the appointment: Consider phoning the person before the appointment as this can be helpful to understand the persons communication needs or understand any reasonable adjustments that might be required. Consider whether it would be helpful for the person to visit the surgery and see the room where the AHC will be undertaken, agree beforehand (at invite) what the person will find stressful and plans of support; offer a tour of the setting (360 tour), use visual information, props and graded exposure to help the person understand the process, what will happen next, if there is a carer demonstrate with the carer first. Consider on invite the sharing of a link to a video which explains the process. Here is an example: <https://www.youtube.com/watch?v=n56F-qKAwHs>

Desensitisation: Some people can find medical interventions and the environment difficult. This can be because they have had negative experiences in the past or don't know what to expect. Consider involving your local community team ([click here](#)).

Infection Control: Some people may not tolerate wearing a mask if required, and may be exempt. Prioritise clear face masks for people with a learning disability who lip read or use Makaton.

At the appointment: Allow the person time to process the information. With the persons permission involve carers, speak to those that know the person best. Does the person have a communication passport? Enable the person to pause the exam/ intervention at any point (stop cards), consider taking blood at a separate appointment.

Mental Capacity Act: Weigh up the clinical needs and the least restrictive option. For example if someone requires a blood test, but it is difficult to take the persons bloods, could another test be considered e.g. finger prick. What will happen if the person does not have a blood test, will an underlying health condition not be diagnosed?

[Click here for:
Further information on reasonable adjustments](#)

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Tips for implementation of Reasonable Adjustments

Reasonable adjustments should be personalised in order to meet the individual's needs.

Before the AHC Appointment:

- Send pictures of waiting rooms in the invite letter.
- Offer an appointment at a time when the surgery is less busy than usual or when waiting time will be minimised.
- Offer an appointment with a GP or nurse of the individual's choice.
- Offer an extended appointment or for the AHC to be completed over a number of shorter appointments.
- Offer the AHC in a different setting, such as the person's home.

At the AHC Appointment:

- Meet the person where they are waiting.
- Do you need to take a blood test at the AHC or can it be delayed to another time?
- Ask the person where and how they want to sit (or whether they do want to sit) some people may not like to sit directly opposite.
- Provide alternative waiting areas which are quiet.
- Ask permission to add additional information to the individual's Summary Care Record (SCR).
- Ask about and record any reasonable adjustments

GP Surgery Staff Training:

Have all colleagues in your practice accessed the **Mandatory Learning Disability and Autism Awareness Training ?**

[The Oliver McGowan **Mandatory Training** on Learning Disability and Autism | Health Education England \(hee.nhs.uk\)](https://www.hee.nhs.uk/learning-disability/mandatory-training)

Useful Resources

- [Making GP surgeries more welcoming](#)
- [Overview of Reasonable Adjustments GOV.UK](#)
- [Don't Miss Out- Resources for Healthcare Professionals - Mencap](#)
- [Desensitisation and blood tests](#)
- [Video on AHC and LeDeR for GPs and people with a learning disability](#)

If patients do not attend their health check

If individuals do not attend their appointment or were not supported by carers to attend their annual health check, practices should endeavour to find out why the person did not attend. This might include reviewing the appointments process to understand why and ensure that reasonable adjustments are in place, determine if the person requires support to attend health appointments and link in with [their Community Learning Disability Service](#). If there are **safeguarding** concerns follow local safeguarding processes.

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Undertaking Annual Health Checks

- It is always preferable to carry out an AHC **in person**. The default expectation is that Annual Health Checks will be **face to face**, but where there are clinical reasons as to why it would be inappropriate to bring a person into the surgery, health checks may be done remotely with as much of the physical examination completed as is possible.
- Processes must support a **high-quality assessment**.
- Practices should discuss with the person (if considered to have mental capacity), their carer or their advocate the most suitable and safe way to conduct a health check.
- Consider whether the inclusion of a member of the Community Learning Disability Service will be helpful.
- **The Mental Capacity Act** should be a golden thread throughout the annual health check process for people who may not be able to consent to their care and treatment. Consider the voice of the person, even if they are unable to consent to an examination, they should have as much say in their care as possible.

If you need to assess capacity, document your assessment, and involve family members, carers, and advocates who may be supporting the person. The Royal College of General Practitioners (RCGP) recommends using CURB as a memory aid to assess capacity.

Communicate. Can the person communicate their decision?

Understand. Can they understand the information you are giving them?

Retain. Can they retain the information given to them?

Balance. Can they balance or use the information?

Always weigh up the clinical risks and consider the least restrictive option.

Agree actions and communicate these clearly.

For guidance around the Mental Capacity Act (2005):

[Mental Capacity Toolkit](#)

[Guidance on competence for children and young people](#)

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What should be included in an Annual Health Check

A review of physical and mental health which includes:

- The provision of relevant health promotion advice.
- A chronic illness and system enquiry.
- A physical examination
- A consideration of whether the patient suffers from epilepsy.
- A consideration of the patient's behaviour and mental health.
- A specific syndrome check.
- The production of a Health Action Plan for all patients with a learning disability who are aged 14 years and over.
- A check of the appropriateness of any prescribed medications.
- A review of coordination arrangements with secondary care.
- Where appropriate, a review of any transitional arrangement which took place on the patient attaining the age of 18.

Considerations:

Are there any changes in the way the person is communicating, eating, drinking, mobilising, their daily living skills or behaviours?

Gastro-intestinal:

- **Constipation** – deaths due to untreated constipation.

Health Screening:

- Bowel cancer screening
- Breast cancer
- Cervical cancer
- Abdominal aortic aneurysm
- Other screening as indicated

Physical and mental health problems:

- **Pain.**
- **Infection.**
- **Hypothyroidism.**
- **Sleep disturbances**
- **Sensory impairment-** vision, hearing.
- **Seizure disorder,** developmental regression.
- **CNS.**
- **Diabetes.**
- **Musculoskeletal.**
- Mental Health problems- **depression & anxiety.**
- **Downs Syndrome-** earlier onset **Alzheimer's.**
- **Annual TSH** for patients with Downs Syndrome.
- **Bone mineral density** in Cerebral Palsy- measure vit D and Ca.
- **Periods, menopause-** carers need to be encouraged to look for signs and symptoms. Consider any menstrual issues.

Syndrome Checks:

- **Syndromes-** Certain syndromes causing learning disabilities are associated with increased morbidity. Consider specific interventions indicated by syndromes present.
- **Premature menopause** is common in Downs Syndrome.

Respiratory:

- 1/3 of people with Downs Syndrome have **obstructive sleep apnoea.**
- **Aspiration pneumonia-** does the patient have a **safe swallow?**
- **Cardiovascular.**
- One adult age **Echocardiogram** in Downs Syndrome.

[Click here for: Information on carers](#)

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Carers Information

Quality Markers for Carers in Primary Care

- NHS England and the Care Quality Commission recognise that being a carer can sometimes lead to increased anxiety and depression, as well as injury and poor physical health; identifying someone as a carer and doing something positive as a result can be an important step in improving carer health and wellbeing.
- NHS England have developed [Quality Markers](#) to support General Practices to effectively identify and support patients and carers. The Quality Markers include some practical ideas that General Practices can put into place to help them develop the support they give to carers

Useful resources

Carers Assessments – Care Act 2014

- Under the [Care Act \(2014\)](#) Local Authorities have a duty to provide Carers Assessments, “Where an individual provides or intends to provide care for another adult and it appears that the carer may have any level of needs for support, local authorities must carry out a carer’s assessment”.
- These links can be shared with carers to explain what a [Carers Assessment](#) is and how to [prepare](#) for one.

Carers Information Centres

- All Local Authorities will have a [Carers Support Information Centre](#). They are a great source of information for carers and health and social care professionals. Carers can self-refer but may not be aware of the centre or the support they offer. When a carer attends a health check with the person it is a good opportunity to tell them about the local Carers Support Centre.
- [Carers UK](#) have a dedicated area on their website for health and social care professionals with lots of supporting documents.

Young Carers

- A young carer is someone under 18 who helps look after someone in their family, or a friend, who is ill, disabled, has a mental health condition or misuses drugs or alcohol. Being a young carer can have a big impact on a young person’s health, social life and self-confidence.
- Many young carers struggle to juggle their education and caring which can cause pressure and stress. Young carers miss an average of 48 days of school because of their role and 68% have been bullied at some point directly because of having to care for someone.
- Young carers are often reluctant to identify themselves as carers due to stigma. A young carer, or their parent or guardian, can request a [young carers assessment](#), which is different from an adult carers assessment. The assessment will be carried out by a social worker.

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Annual Health Checks for 14-17 year old

Annual health checks for young people with a learning disability are important to ensure timely identification to coordinate and integrate services for a smooth transition into adult services.

Many parents say they find it easier to take their disabled child to A&E. Young people with a learning disability can have complex health needs and be seen by many different health professionals in primary, community, secondary and tertiary settings. When a large number of professionals are seeing a young person, there is increased risk of fragmented care.

National Development Team for Inclusion (NDTi) have produced some [resources](#) to support conversations with families and young people with a learning disability around the importance of attending an annual health check.

Preparing for Adulthood

- Annual health checks can be a really helpful tool for GP's when supporting young people into adult services.
- To support a good transition to adult services, consider arranging a joint clinic if the young person has a Community Paediatrician.
- Paediatrician Reports are often comprehensive- consider if information contained within can help inform the annual health check.
- Support the young person to develop their independence; involve the young person in their health check.
- Can the Health Action Plan include information about how the young person can develop and maintain their own care?

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Consider

- **The environment** Speak to the young person and their families about how can you make your practice more welcoming. Contact have produced some helpful [guidance](#) with simple solutions.
- **Communication** Does the young person use any communication systems, can they bring these to the appointment?
- **Looked After Children** Is the young person a [Looked After Child](#) communicate with the Looked After Children`s Nursing and Social Work Teams to request an update on their health and wellbeing and social care needs.
- **Sexual health** Understanding of issues relating to healthy relationships, including sexuality and sexual activity, contraception, sexually transmitted infection and the particular risks of early sexual activity – do they need a referral to sexual health advice services?
- **The Mental Capacity Act** Inform the young person and their family about the Mental Capacity Act as early as possible so that they can plan what this means for them and plan the young persons adult life. Mencap have produced a [Mental Capacity Act Resource Pack](#) for family and carers.
- **Access to education** Ask if the young person has an Education Health and Care Plan – can they bring this to their appointment? [SEND statutory guidance](#)
- **The family carers needs** It is important to ensure that families who care for people with a learning disability are offered support to look after their own health. Ensure that you record that the family member has caring responsibilities and ask if they require any support or advice for themselves.
- **Local Offer** Ensure that the young person is aware of their local offer website. The websites offer a wealth of information regarding services that are available for the young person and their families. You can find this by searching: Local Offer, SEND, plus area of residence. Each local area also has a SENDIASS service that can support young people with advice around health, education and social care, search: SENDIASS plus area of residence.
- **Transition between paediatric and adult services in secondary care** is important to ensure good continuity in care. Double check that the young person has had some communication from adult health services at least 1 year prior to the young persons 18th birthday, for example: neurology, dietetics, gastroenterology.

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Medication Review

People with a learning disability are often taking a number of different drugs, both those prescribed and over-the-counter.

A number of studies have highlighted that people with a learning disability often want more help to understand their medicines;

- what they are for
- how they help
- how to take them
- and any side-effects.

People with a learning disability often rely on others to administer or prompt them to take their medication, therefore it is important to ensure that carers are also clear on medication instructions and the monitoring of side-effects.

People with a learning disability are sometimes prescribed treatments from different sources that may not be well coordinated. The summary care record has considerable potential to improve communication; for this to be effective the GP surgery needs to add new medicines promptly and remove old ones.

Stopping over medication of people with a learning disability, autism or both- Supporting Treatment and Appropriate Medication in Paediatrics [STOMP/STAMP](#): is a project led by NHS England to stop the inappropriate prescribing of antipsychotic medication in adults, children and young people with a learning disability, autism or both.

Your practice and **PCN pharmacists** may be able to contribute to annual health checks and **lead on medicine optimisation reviews** to support learning disability patients in the practice. Consider contacting your local MH/LD specialist pharmacists for patients with complex needs.

As part of the Medication Review, the following should be discussed with the individual with a learning disability (and carer):

- That they are taking the correct dosage of medication at the appropriate time.
- That they know what the medication is for.
- Any problems taking the medication e.g. Swallowing issues, compliance.
- Any side effects and how they are being monitored.
- That they still require to be on medication.
- Any physical health changes possibly due to side effects of the medication they are taking.
- Do they need signposting to appropriate specialist services.

Tests to Consider:

- Blood test
- Weight
- ECG
- Blood pressure
- Urine check
- Consider additional therapeutic drug monitoring e.g. Anti- epileptic drug monitoring.

Useful Resources

- [Stopping Over-Medication of People with a Learning Disability, Autism or Both: Guide for GPs](#)
- [Accessible medication information leaflets give information on different medicines that are used to manage behaviour problems in adults with a learning disability.](#)

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Health Action Planning

- As part of the patient's annual health check, GP practices are required to produce a Health Action Plan. A Health Action Plan identifies the patient's health needs, what will happen about them (including what the person needs to do), who will help and when this will be reviewed. Health Action Planning can support good care coordination. Following Valuing People in 2002, the Department of Health produced a [Health Action Plan booklet for people with a learning disability](#). The principles of the Health Action Plan remain unchanged since 2002.
- **The focus of the Health Action Plan are the key action points** (whether for the person, the practice, or other relevant parties involved in the patient's care) **which have been agreed with the person and carer** (where applicable) **during the health check**. It should also summarise what was discussed and any other relevant information (e.g. what is important to the person, what their goals or outcomes are that they want to achieve). Take steps to ensure that people receive information which they can access and understand and receive communication support if they need it. Is the person happy for you to share their health action plan with their carers? Do the carers understand the information in the health action plan?
- The National Health Check Template in EMIS will self-generate an accessible health action plan in WORD to be saved and printed. [Click here](#) for a **summary and overview of the Learning Disability Annual Health Check electronic clinical template (2017)**.
- When referrals are made to other services, it is important to share information about people's communication needs with other providers of NHS and social care, when they have consented for you to do so.
- Does the person receive support from the local [Community Learning Disability Team](#) who could support the person with their health action plan?
- Offer support to the person to manage their own health and make decisions about their health and healthcare, including providing information in a format they can understand.
- Co-ordination of care- ensure that you record any reasonable adjustments that the person may need on referrals.
 - Sensory needs- hearing, vision (www.seeability.org)
 - Communication needs
- Follow up any specific actions/ referrals.
- As part of each Health Action Plan confirm screening status and attendance at screening appointments.

Click here for:
[What other health action plans are available?](#)
[Summary Care Record and Universal Care Plans](#)

[Learning Disability Definition and GP Register Guidance](#)

[Flu Information and Vaccinations](#)

[Preparing for an Annual Health Check](#)

[Reasonable Adjustments](#)

[Undertaking Annual Health Checks](#)

[14-17 Year Old Health Checks](#)

[Medication Review](#)

Health Action Planning

[Additional Information and Supportive Tools](#)

Health Action Plans

What other Health Action Plans are available?

The patient may already have a Health Action Plan, if so ask them to bring this to their appointment so it can be updated. Some **young people may have an Education, Health and Care Plan** which you can add information to. **For young people the Health Action Plan should cover the move from children's health services into adult services.** You may need to identify which services are currently covered by school or paediatrics and how these will be met in adulthood. There may not be an automatic transfer and you may need to instigate referrals.

Universal Care Plan for London

The [Universal Care Plan](#) is an integrated care plan that enables every Londoner to have their care and support wishes digitally shared with healthcare professionals across London. The system shares **real time data** across primary, secondary, and community health care settings. It joins up information to **support fast, effective and safe care.** It can **support health professionals to respond to the patients needs**, by providing information about the person, their diagnosis, medication, support needs and key contacts. The **Universal Care Plan** should be **checked** at the **Annual health Check and updated as part of the patient's Health Action Plan.**

Examples of Health Action Plans

- Enfield Government have created an action plan titled ['My Health Action Plan'](#) which can be used by people with a learning disability.
- Haringey Council have a number of accessible information on Health Action Plans [Health Action Plans | Haringey Council](#)

Summary Care Record (SCR)

Add any information to the Summary Care Record (SCR). This will help improve quality of care for patients when and if they are treated by other services, including emergency and urgent care. Providing additional information to other services may also decrease the number of calls to your surgery, freeing up valuable time and resources. SCR additional information uses existing information already recorded in the GP system and therefore helps to reduce the need for data entry into numerous systems. In addition, all organisations that provide NHS care or adult social care are legally required to follow the Accessible Information Standard and using SCR in your practice will help you meet this.

Click here for:
[Social prescribing and personalisation](#)
[Community Learning Disability Services](#)
[Health promotion](#)

[Learning Disability Definition and GP Register Guidance](#)[Flu Information and Vaccinations](#)[Preparing for an Annual Health Check](#)[Reasonable Adjustments](#)[Undertaking Annual Health Checks](#)[14-17 Year Old Health Checks](#)[Medication Review](#)[Health Action Planning](#)[Additional Information and Supportive Tools](#)

Personalised Care

Social Prescribing and Personalisation

In the person's Health Action Plan, consider a referral to a [Social Prescribing Link Worker](#) as a way of linking the person with sources of support within the community. **Social Prescribing** provides GPs with a non-medical referral option that can operate alongside existing treatments to **improve health and wellbeing** for the person.

The Social Prescribing Link Workers in primary care networks should consider working with the Community Learning Disability Team where this achieves the best outcomes for the person. They may also refer to a Health Coach or Personalised Care Co-Ordinator depending on patient need. Social Prescribing and/ or [NHS Personalised Care and Support Planning](#) may enhance the person's **Health Action Plan** and be developed to support issues identified in the annual health check. The person will be offered support to identify what matters to them, what barriers they face and how they can overcome them. [A Personal Health Budget](#) may be offered where existing services do not meet the person's needs.

Community Learning Disability Services (CLDS)

[Community Learning Disability Services](#) are multidisciplinary health and social care teams that provide **specialist support** to people with a learning disability and their families. They help people to be as independent as possible by offering **advice, support access to health services, mental health, therapy and practical support**.

Health Promotion

You may want to **consider including health promotion activity** which may include advising on breast and testicular self-examination, and accessible life-style advice. Explore opportunities for actively encouraging risk avoidance and supporting healthy choices (such as flu vaccination and physical activity, advising the person on smoking, alcohol, unsafe sexual practices, mammography and screening). In addition, do consider including mental health promotion as part of the person's Health Action Plan. Do recommend local organisations that support health promotion in your area and if the **person requires adapted support around health promotion refer on to your local CLDS**.

[Learning Disability Definition and GP Register Guidance](#)

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[Health Action Planning](#)

[Additional Information and Supportive Tools](#)

Additional information and useful links

- [NHS England- GP Contract: further resources to support the implementation of changes to the 2022/23 GP Contract](#)
- [Improving identification of people with a learning disability: guidance for general practice \(england.nhs.uk\)](#)
- [Mencap- Easy read information about annual health checks](#)
- [MECC Link London](#)
- [NHS England- Accessible Information Standard](#)
- [Tips for primary care teams: Supporting people with a learning disability and autistic people to get the COVID-19 vaccination](#)
- [Mental capacity toolkit](#)
- [London Community Learning Disability Services or Teams](#)
- [Guy's and St Thomas' NHS Foundation Trust- Overview- Needle phobia and overcoming your fear](#)
- [GSTT Community Learning Disability Nursing Service- Overcoming needle phobia](#)
- [People with learning disabilities: health checks audit tool - GOV.UK \(www.gov.uk\)](#)
- People with a Learning Disability and Autistic people (LeDeR) programme enables us to learn from their lives and deaths. For more information: [LeDeR – Home](#). Anyone can notify a death to the LeDeR programme and the more deaths we are aware of, the more accurate the information we have will be. To report a death please contact your ICS LeDeR Local Area Contact or use the [online form to report a death](#).

Best practice checklist to ensure consideration of all possible solutions to assist people with a learning disability to have vaccinations

1	Ensure all people who have a learning disability are on the GP Learning Disability register	6	Use current resources specifically aimed at supporting people with a learning Disability
2	Help identify individuals who may have a learning disability. See General Practice guidance: Improving identification of people with a learning disability	7	Ensure you understand your responsibilities under the Mental Capacity Act 2005
3	Sign post all people with a learning disability on the GP Learning Disability register for their Learning Disability Annual Health Check and make every contact count by using the health check to talk about and offer vaccinations	8	Consider who else within the individuals' network might be able to offer support
4	Ensure communication preferences are recorded on your systems in line with the Accessible Information Standard and use the preferred communication method	9	Check if the individual is known to and /or would benefit from a referral to the local Community Learning Disability Service for support and advice
5	Ensure any reasonable adjustments required are recorded and implemented in accordance with the Equality Act 2010. Give particular attention to environmental and sensory needs when considering reasonable adjustments	10	Where the individual might have a fear of needles, consider desensitisation and support people with a learning disability to overcome needle phobias

Toolkit Information:

This Toolkit has been produced by NHS England – London Learning Disability and Autism Programme Team

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