

All Age Learning Disabilities Strategy

Parents and Carers Survey

The council intend to develop an all age Learning Disabilities Strategy that will align with other council strategies. This phase of work is building on the engagement work that has already taken place with the support of service users/providers/carers and professionals from health, social care, education and the third sector.

Alongside the engagement work we are undertaking with young people and adults with learning disabilities, we want to hear from parents and carers about their experiences, engagement and expectations of the support they need and what they would like to see included in the strategy.

There are six sections to the questionnaire built around key themes which came out of stakeholder workshops undertaken in February 2021. **All sections are optional to complete. You can skip whole sections if it is not an area you are familiar with or have experience of.** The 'About You' section at the end is very important for us to understand who you are so we can understand the diverse needs and experiences of respondents that will help inform our strategy.

Please answer as many questions as you can and skip those questions you are unable to answer. Where the term 'people with learning disabilities' is used, this refers to children, young people and adults.

Please complete and return your questionnaire by 29th August 2021

S1. Preparing for Adulthood

This section covers questions related to preparing young people with learning disabilities in their transition to adulthood and covers topics that include information and support that has or was made available to you, attitudes towards risk and resilience as well as use of technology.

Q1. Would you like to continue with answering questions on 'Preparing for Adulthood' or skip to next section?

Answer this section

Go to Q2

Skip to next section

Go to S2: Education, Employment and Training

Q2 How strongly do you agree or disagree with each of the following statements?

	Strongly Disagree	Disagree	Neither agree or disagree	Agree	Strongly Agree
We need to shift from limiting choices and making decisions for people with learning disabilities to enabling them to make their own choices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
We need to support young people with learning disabilities at an <i>earlier</i> stage in helping them make their own choices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel the views of young people with learning disabilities are listened to and acted upon	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
From an early age, there is too much emphasis placed on what someone with a learning disability <i>can't do</i> rather than what they <i>can</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
We need to be more aspirational for all children and young people with learning disabilities and positive about the qualities that they can bring to society and the community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q3 How strongly do you agree or disagree with this statement?

"There needs to be a general presumption of achievement - a presumption that a child or young person can and will do something rather than a presumption they can't or won't"

- Strongly Agree
 Agree
 Neither agree or disagree
 Disagree
 Strongly Disagree

Q4 Why do you say you agree/disagree with this statement?

Q5 The following is a list of topics around preparing young people for adulthood.

How would you rate the information regarding choices being made available to you in supporting the person you have parental/caring responsibilities for?

	Very Poor	Poor	Neither Good nor Poor	Good	Very Good	Not relevant/ Don't know
Support for post-16 education (e.g. going to college, university)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work experience and training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Getting a job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Getting around - transport choices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mental capacity and what decisions can be made by a young person at 16 or 18 years old	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Helping young people to manage money and open a bank account	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- Accommodation and moving out of parents/carers home
- Where support can be found on independent living skills like shopping, cooking and travelling
- Staying healthy
- Making friends and having relationships
- Activities available in the community
- Moving from children's to adult's health services
- Moving from children's social care services to adult social care

Q6 Apart from providing information, what else could be done to better prepare parents and carers for transition of their young person with learning disabilities to adulthood?

Q7 At what age of your child/young person do you think information about preparing for adulthood should be provided?

- 10 to 12 years
- 14 to 16 years
- 18 and over
- 12 to 14 years
- 16 to 18 years
- Don't Know

Q8 How would you prefer to receive this information and advice? (Tick all that apply)

- Individually (face-to-face)
- Local offer
- Online learning
- Group sessions
- Leaflets
- Other

If other, please state:

Transition Assessments

A transition assessment should support the young person and their family to plan for the future by providing them with information about what they can expect. All transition assessments must include an assessment of current needs for care and support as well as wellbeing and aspirations.

Q9 How valuable do you think a transition assessment is for a child or young person in their transition to adulthood?

- Very valuable
- Quite valuable
- Not that valuable
- Not at all valuable
- Don't Know/NA

Go to Q12

- Q10 **At what age do you think a transition assessment should be undertaken?**
- 14 to 16 years
 16 to 18 years
 18 to 21 years
 Don't Know

Q11 **Please add any other comments related to your view on transition assessments in the box below:**

Managing Risk and Building Resilience

Q12 ***"We need to change our culture within our Learning Disability system to manage risk to maximise people's choice and control over their lives to achieve personal growth and build resilience for people with learning disabilities."***

How strongly do you agree or disagree with this statement?

- Strongly Agree
 Agree
 Neither agree or disagree
 Disagree
 Strongly Disagree

Q13 **Do you have an example of where this has worked well or not so well for the person you care for? (An example might be Travel training or learning to go to the shop on their own.) Please outline any examples, experiences or concerns around this in the box below:**

Q14 **How strongly do you agree or disagree with each of the following statements?**

	Strongly Disagree	Disagree	Neither agree or disagree	Agree	Strongly Agree
We need to promote and enable people to take positive actions to build resilience.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of opportunity to make mistakes and build resilience can lead to fear of failure and low self-esteem	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
People with learning disabilities can learn to cope and do things differently by trying out things and making mistakes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would need more support and information about the types of positive actions to take that help build resilience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Assistive Technologies

Assistive technology and apps can help with travel and everyday skills from making a cup of tea through to dealing with emergencies.

Q15 **Does the person you care for use any assistive technology products?**

- Yes Go to Q16
 No Go to S2: Education, Employment and Training
 Don't Know

Q16 What assistive technologies do they use?

Q17 Are there any assistive technologies that you would recommend to others that you think are good?

S2. Education Employment and Training

Feedback from our workshops and meetings with representatives from the Parent/Carer Forum shared that young people with learning disabilities, Autism Spectrum Disorder (ASD) and other disabilities were not getting the same advice, work experience and access to information that students without disabilities were getting.

In this section, we are looking for your opinions on the following:

- availability, access and quality of information
- attitudes towards raising aspirations and helping people to achieve their full potential
- transport

Q18 Would you like to continue with answering questions on **Education, Employment and Training** or skip to next section?

Answer this section

Go to Q19

Skip to next section

Go to S3: Housing and Support

Q19 How strongly do you agree or disagree with each of the following statements?

	Strongly Disagree	Disagree	Neither agree or disagree	Agree	Strongly Agree	Don't Know/NA
We need to increase and promote education, employment and training opportunities for people with learning disabilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Careers guidance and work experience need to become more widely available for both young people and adults with learning disabilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There needs to be more opportunities for people with learning disabilities to do voluntary work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Young people with learning disabilities receive the same level of careers advice that is available to students who don't have a learning disability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Young people with learning disabilities receive the same work experience opportunities that are available to students who don't have a learning disability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q20 Do you know what a supported internship is and how they are accessed?

Yes - I understand what supported internships are and how to access

Go to Q21

Yes - I know what a supported internship is, but unaware of how to access

Go to Q21

I don't know what a supported internship is

Go to Q23

Q21 **How strongly do you agree or disagree with the following statement?**

	Strongly Disagree	Disagree	Neither agree or disagree	Agree	Strongly Agree	Don't Know/ NA
We need to increase the number of employers who provide people with learning disabilities with <i>supported internships</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q22 **How would you rate the level of advice you have received for supported internships?**

Very Poor
 Poor
 Neither Good nor Poor
 Good
 Very Good

Q23 **Do you know what a supported apprenticeship is and how they are accessed?**

Yes - I understand what supported apprenticeships are and how to access Go to Q24
 Yes - I know what a supported apprenticeship is, but unaware of how to access Go to Q24
 I don't know what a supported apprenticeship is Go to Q26

Q24 **How strongly do you agree or disagree with the following statement?**

	Strongly Disagree	Disagree	Neither agree or disagree	Agree	Strongly Agree	Don't Know/ NA
We need to increase the number of employers who provide people with learning disabilities with <i>supported apprenticeships</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q25 **How would you rate the level of advice you have received for supported apprenticeships?**

Very Poor
 Poor
 Neither Good nor Poor
 Good
 Very Good

Q26 **How would you rate the level of advice you have received in each of the following areas for the person you care for?**

	Very Poor	Poor	Neither good nor poor	Good	Very Good	Don't Know/NA
Work experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Voluntary work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Going to college	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Going to university	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Traineeships	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Job centre programme (e.g. Kick Start)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Employment opportunities after education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Community Training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q27 **How would you like to receive information about Employment, Education and Training opportunities within the South Gloucestershire area? (Tick all that apply)**

- Directly from someone who knows what's available Recruitment website
 Organised in-person events Other

If other, please state:

Q28 **What do you think are the barriers to people with learning disabilities moving into paid employment?**

Raising Aspirations

Q29 **How strongly do you agree or disagree with the following statements?**

	Strongly Disagree	Disagree	Neither agree or disagree	Agree	Strongly Agree
We need to raise aspirations for people with learning disabilities in terms of what they can achieve	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel the education system encourages young people with learning disabilities to be aspirational and achieve their full potential	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel health professionals encourage young people to be aspirational about what they can achieve	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Transport

Transport was noted as a particular barrier to enabling people with learning disabilities to seek employment or attend college. We're interested in your views on this and what more could be done to support young people and adults with a learning disability.

Q30 **Does your child/adult with learning disabilities use public transport?**

- Yes Go to Q31 No Go to Q33 Don't know Go to Q33

Q31 **How frequently do they use public transport?**

- Every day Occasionally - e.g. a few times a month
 Frequently - most days a week Infrequently - a few times a year

Q32 **What do they use this transport for? (Please tick all that apply)**

- Going to school/college Travelling to work
 Attending clubs Leisure
 Medical appointments Other

If other, please state:

Q33 **What do you think could be improved about the public transport travel system and support that is available for people with a learning disability in South Gloucestershire?**

Q34 **Has your child/adult with learning disabilities had any assistance through Travel training?**

- Yes Go to Q35 No Go to S3 *Don't know* Go to S3

Q35 **What assistance do/did they access?**

Q36 **How happy are you with the Travel training they received?**

- Very happy Happy Neither happy or unhappy Unhappy Very Unhappy

S3. Housing and Support

This section is about understanding the housing and support that you might need for the person you care for to live on their own. If you want to skip this section, '*Skip to next section*' below or click '*Answer this section*' to continue.

Q37 **Would you like to continue with answering questions on **Housing and Support** or skip to next section?**

- Answer this section Go to Q38
 Skip to next section Go to S4: Independence and the Community

Supported living accommodation

Supported living for people with learning disabilities is generally living in a suitable type of accommodation, which can be shared accommodation, along with some form of personal care and support.

Q38 **Do you feel there is enough Supported living accommodation available in South Gloucestershire for people with all types of learning disability?**

- Yes No *Don't Know*

Q39 **What type of additional or different support would you like to see in our Supported living schemes for people with learning disabilities?**

Q40 **Where would you like to see this Supported living accommodation located within South Gloucestershire?**

Q41 **At what age do you feel Supported living accommodation should be made available for people with learning disabilities?**

- 16 to 18 years 18 to 21 Over 21 Don't Know

Training Flats

A training flat, or similar provision, could be used to prepare young people and adults with learning disabilities for independence by providing a safe overnight learning experience.

Q42 **How strongly do you agree or disagree with the following?**

	Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly Agree	Don't know/NA
Short term overnight provision (such as a training flat) is a valuable way to support independent living skills and experience for those people with learning disabilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A training flat would help the person I care for develop the confidence to live independently	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Local colleges offer sufficient training and skills to help with independent living	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q43 **Is a training flat, or similar provision, something you feel the person you care for would benefit from?**

- Yes No Don't know

Q44 **Why do you think the person you care for would/wouldn't benefit from a training flat or similar provision?**

Joined up working and processes

Q45 **How strongly do you agree or disagree with each of the following statements?**

	Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly Agree
It can be confusing having to work with different professionals and different departments in the council, the NHS and the voluntary sector	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Services work well together to meet the needs and choices for the person I care for	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q46 **How do you feel about the support available for the child/adult you care for to help them live as full a life as possible?**

- Very Happy Happy Ok Unhappy Very Unhappy

Q47 How do you feel about being clear **who you should contact** to find out about different types of support for the child/adult you care for?

- Very Happy Happy Ok Unhappy Very Unhappy

Q48 **How do you think the Council, NHS and Voluntary sector could work together better to be more joined up in terms of the support they offer?**

Q49 **What information about different types of support would be valuable to you and how would you like to receive it?**

Progression Model

Consideration is being given to developing a Progression Model across the learning disabilities system in South Gloucestershire which is based on maximising opportunities for independence. This means everyone including parents/carers, teachers, health staff, social workers, support workers and occupational therapists all pulling in the same direction with an individual child or adult to encourage taking small incremental steps to achieve maximum independence.

This may cover everything from learning to travel independently on a bus to making a sandwich. Use of the Progression Model recognises that not everyone can spend time alone and without support, but everyone from an early age can participate at their own skills level and achieve what matters to them over time with an incremental approach.

Q50 **Are you familiar with the Progression model approach for people with learning disabilities?**

- Very familiar - I know about it and understand how it is used
 Quite familiar - I'm aware of it and need more information on how it is used
 Not that familiar - I've heard of it, but don't really know much about it
 Not at all familiar - I've not heard of it

Q51 **How strongly do you agree or disagree with the principle of implementing a Progression model in South Gloucestershire?**

- Strongly Agree Agree Neither agree nor disagree Disagree Strongly Disagree

Q52 **What do you see as the main benefits or barriers to implementing a system-wide Progression model?**

S4. Independence and the Community

This section covers your **satisfaction levels around the support available** to help the person you care for to become independent, **support services** you would like to see more of, **Personal Assistants** and **Individual Service Funds**. If you want to skip this section, '*Skip to next section*' below or click '*Answer this section*' to continue.

Q53 Would you like to continue with answering questions on **Independence and the Community** or skip to next section?

Answer this section

Go to Q54

Skip to next section

Go to S5: Family, Friends and Carers

Q54 **How happy are you with the level of support that is given for young people and adults to develop life skills and independent living?**

Very Happy

Happy

Ok

Unhappy

Very Unhappy

Q55 **How familiar are you with the Local offer for South Gloucestershire?**

Very familiar

Go to Q56

Not that familiar

Go to Q57

Quite Familiar

Go to Q56

Not at all familiar

Go to Q57

Q56 **If you are familiar with the Local offer, on a scale of 1-5, how easy have you found it to access the information you need from the Local offer?**

1 - Not at all easy

5- Very easy

Q57 **What types of support services in relation to promoting independence and life skills would you like to see more of?**

Personal Assistants (PAs)

People with learning disabilities and parents/carers report that it can be difficult to find and employ suitable Personal Assistants which can mean that needs remain unmet and Direct Payments remain unspent.

Q58 **Are you, or have you been, eligible for direct payments to employ a Personal Assistant?**

Yes

Go to Q59

No

Go to Q62

Don't Know

Go to Q62

Q59 **Have you ever employed or considered employing a Personal Assistant via direct payments, who can provide additional paid support for parent/carers who have a child or adult with a learning disability?**

I have employed a Personal Assistant

Go to Q61

I have thought about employing a Personal Assistant, but not pursued it

Go to Q60

I have employed a PA previously, but it didn't work out

Go to Q60

Q60 **What were the barriers to you employing a Personal Assistant or the reason why it didn't work out? (tick all that apply)**

- I couldn't find a PA available or suitable
- I didn't have enough knowledge or information on how to employ a Personal Assistant
- I don't want to be responsible for the cost and maintenance e.g National Insurance, Pensions
- I haven't had the time to recruit
- I live in a rural area that is difficult to access
- PA payment rate is too low
- Other

If other, please state:

Q61 **What other information, advice or improvements would be helpful to you in employing a Personal Assistant?**

Q62 **Individual Service Funds (ISF)** are an arrangement where a local authority transfers the funds agreed for a person's care and support arrangements to an organisation of their choice so that the person can be in control of how their support is designed and delivered by the provider.

Are you aware of Individual Service Funds (ISF)?

- Yes No Don't Know

Q63 **How interested are you in learning more about and possibly accessing an ISF in the future?**

- Very interested Quite interested Not that interested Not at all interested Don't Know/Not Sure

S5. Family, Friends and Carers

In this section we would like to know your views on **setting up a Think Tank** for parents and carers to share experiences, **Shared Care Schemes** and the **informal networks and groups** that you feel you and others would benefit from.

If you want to skip this section, '*Skip to next section*' below or click '*Answer this section*' to continue.

Q64 **Would you like to continue with answering questions on Family, Friends and Carers or skip to next section?**

- Answer this section Go to Q65
- Skip to next section Go to S6: Health and Wellbeing

Q65 We are considering setting up an ongoing **Think Tank** to come up with creative solutions to problem areas and issues for people with learning disabilities and their parents/carers.

How useful do you think a Think Tank steering group would be?

- Very Useful Quite Useful Not that Useful Not at all useful *Don't Know*

Q66 **How interested would you be in being a member of a Think Tank group?**

- Very interested Quite interested Not that interested Not at all interested *Don't Know*

Q67 **Shared Care Schemes**

For those children and adults with learning disabilities that need a foster placement, either shared care of full time, there is the Share the Care scheme run by the Council (Children and Young People) and the Shared Lives scheme run by Ategi (Adults).

Have you heard of these schemes?

- Yes No *Don't Know/NA*

Q68 **How strongly do you agree or disagree that it is generally best for people with learning disabilities to live with an individual or family in a local community and family-based environment if needed?**

- Strongly Agree Agree Neither agree or disagree Disagree Strongly Disagree *Don't Know/NA*

Q69 **Would you consider becoming a Shared lives/Share the care carer?**

- Yes No *Don't Know*

Q70 **Would you like to know more about these schemes for the person you care for?**

- Yes No

Informal Networking

Our workshops felt that there should be more opportunities for informal social networking for parents/carers of young, pre-school children with learning disabilities. A lot of knowledge and sharing of lived experience comes from talking to other parents who have had similar experiences as well as the support that can be given to one another.

Q71 **Do you think there should be more opportunities for informal support and networking with other parents and carers of children with learning disabilities at pre-school age?**

- Yes Go to Q72 *Don't Know/NA* Go to Q72
 No, there are enough already Go to Q73

Q72 **Would you be prepared to help volunteer or run these services?**

- Yes No *Don't Know/Not sure*

Q73 **What current pre-school informal support groups do, or did, you access and do/did you find it supportive?**

Improving Communication

Supporting people with learning disabilities is complex and sometimes difficult to navigate. It is not always easy for parents/carers to know which professionals and agencies do what role and who they should go to for advice, information and support.

Q74 **What would make it easier for parent/carers to know when and where to go for support and assistance at different times in their child/adult's life?**

S6. Health and Wellbeing

This section includes questions on access to **annual health checks** for people with learning disabilities, access to **dental checks and cancer screening** - and information on **relationships and sex**. We would also like your views on **equality of access** and what more can be done to improve this. We are also interested in your views on the support parents and carers receive to support your own **emotional health and wellbeing**.

If you want to skip this section, '*Skip to final questions*' below or click '*Answer this section*' to continue.

Q75 **Would you like to continue with answering questions on **Health and Wellbeing** or skip to next section?**

- Answer this section Go to Q76
- Skip to final questions Go to Final Section: About You

Q76 **How do you rate the accessibility and availability of these health services for people with learning disabilities?**

	Very Poor	Poor	ok	Good	Very Good	Don't Know
Physiotherapy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Occupational therapy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Community Learning disabilities team	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
GP	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Health visitor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Child Adolescent Mental Health Services (CAMHS)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Paediatrician	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Speech and language therapy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adult Mental Health Services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q77 Are there any other health services that you would like to comment on?

Q78 How can health services be more creative and flexible in addressing inequalities and meeting individual needs for people with learning disabilities (including dental care, cancer screening and vaccinations)?

Annual Health Check

All young people aged 14 and over and adults with a learning disability are eligible for a free annual health check from their GP.

Q79 Is this something that you are aware of?

Yes Go to Q80 No Go to Q82 Not applicable Go to Q82

Q80 Does the person you care for attend their annual health check?

Yes Go to Q82 No Go to Q81 Don't Know/Not applicable Go to Q82

Q81 Why do they not attend their annual health check and what could be done to make it easier for them to do so?

Personal Health Budgets

Q82 Are you familiar with a 'personal health budget' that - if eligible - gives you more control over health and wellbeing choices?

Yes Go to Q83 No Go to Q84

Q83 Do you currently access a personal health budget?

Yes Go to Q85 No Go to Q84

Q84 Have you been given information about personal health budgets?

Yes No Don't Know/Not sure

Relationships and Sex

Q85 How strongly do you agree or disagree with the following?

Strongly Disagree Disagree Neither agree or disagree Agree Strongly Agree

There needs to be increased **availability and accessibility** of information on relationships and sex for people with learning disabilities

I feel I receive sufficient information and advice around relationships and sex for people with learning disabilities.



Q86 *"People with learning disabilities can automatically be presumed to be vulnerable, with this presumed vulnerability therefore forming the basis for discussions centred around consent, saying 'no' and a specific avoidance of becoming pregnant.*

Instead, we need to see the emphasis shift to a more positive message about a person's right to engage in meaningful, intimate relationships and provision of practical support to enable people with learning disabilities to achieve this. There is an opportunity to shift to a more positive message about love, fulfilment in relationships, children and marriage."

How strongly do you agree or disagree with this statement?

- Strongly Agree Agree Neither agree nor disagree Disagree Strongly Disagree

Q87 **Please tell us why you agree or disagree with this statement:**

Q88 **Please outline below any services and support the person you care for has accessed regarding relationships and sex:**

Q89 **What provision of information or additional services would you like to see regarding relationships and sex for the person that you care for?**

Parental Mental Health

Q90 **Do you feel there is enough support for parental mental health for those who care for people with learning disabilities?**

- Yes No Don't Know

Q91 **Are you aware of the support available currently for mental health and wellbeing in South Gloucestershire?**

- Yes No

Q92 **What additional support would you like to see?**

About You

This section is really important. It's vital that we understand the experiences of a wide range of respondents in order to ensure that everyone is treated equally. By understanding more about what people from diverse backgrounds tell us, we can ensure we act appropriately to meet needs. Any responses to these questions will remain confidential, individuals will not be identified, and personal details will not be published.

Q93 **Are you responding as? (Tick all that apply)**

- A Parent/Carer of a child with a learning disability
- A Parent/Carer of an adult with a learning disability
- A care and support worker/health professional
- Other

If 'other' please specify:

Q94 **Could you please describe the learning disability of the person you care for?**

Q95 **Please tell us your full postcode i.e. BS* *****

Q96 **Are you?**

- Female Male Other Prefer not to say

Q97 **How old are you?**

- 16 to 24 25 to 34 35 to 44
 45 to 54 55 to 64 65 to 75
 Over 75 Prefer not to say

Q98 **Sexual Orientation:**

- Bisexual Gay woman/ lesbian Other
 Gay man Heterosexual Prefer not to say

Q99 **Do you identify as transgender?**

- Yes No Prefer not to say

Q100 **Do you consider yourself to be disabled? (please tick all that apply)**

- | | |
|--|--|
| <input type="checkbox"/> No | <input type="checkbox"/> Yes - Mental health condition |
| <input type="checkbox"/> Prefer not to say | <input type="checkbox"/> Yes - Learning disability/ difficulty or cognitive impairment |
| <input type="checkbox"/> Yes - Physical impairment | <input type="checkbox"/> Yes - Long standing illness or health condition |
| <input type="checkbox"/> Yes - Sensory impairment | <input type="checkbox"/> Yes - Other (please state below) |

Q101 **Please tell us your ethnic origin**

- | | |
|--|---|
| <input type="radio"/> Arab | <input type="radio"/> Mixed/multiple ethnic group - <i>Other</i> |
| <input type="radio"/> Asian/Asian British - Bangladeshi | <input type="radio"/> Mixed/multiple ethnic group - White & Asian |
| <input type="radio"/> Asian/Asian British - Chinese | <input type="radio"/> Mixed/multiple ethnic group - White & Black African |
| <input type="radio"/> Asian/Asian British - Indian | <input type="radio"/> Mixed/multiple ethnic group - White & Black Caribbean |
| <input type="radio"/> Asian/Asian British - <i>Other</i> | <input type="radio"/> White - English / Welsh / Scottish / Northern Irish / British |
| <input type="radio"/> Asian/Asian British - Pakistani | <input type="radio"/> White - <i>Other</i> |
| <input type="radio"/> Black/African/Caribbean/Black British - African | <input type="radio"/> White Irish |
| <input type="radio"/> Black/African/Caribbean/Black British - Caribbean | <input type="radio"/> <i>Other</i> |
| <input type="radio"/> Black/African/Caribbean/Black British - <i>Other</i> | <input type="radio"/> Prefer not to say |
| <input type="radio"/> Gypsy or Traveller | |

If other, please specify:

Q102 **Religion/ belief**

- | | | |
|---------------------------------|------------------------------|---|
| <input type="radio"/> Buddhist | <input type="radio"/> Jewish | <input type="radio"/> Any other religion (please state below) |
| <input type="radio"/> Christian | <input type="radio"/> Muslim | <input type="radio"/> No religion |
| <input type="radio"/> Hindu | <input type="radio"/> Sikh | <input type="radio"/> Prefer not to say |

If other religion/belief, please specify:

Thank you for taking the time to tell us your views.

Please return your completed survey by **Sunday 29th August 2021** by posting it to: Freepost Plus RTXL-YHGY-GSYS, South Gloucestershire Council, Corporate Research & Consultation Team, Council offices, Badminton Road, Yate, BRISTOL, BS37 5AF

Any personal information that you have supplied will be held by South Gloucestershire Council in accordance with the Data Protection Act 2018 and UK General Data Protection Regulations (UKGDPR) 2021. This information will only be used as part of this exercise and personal information will not be published or passed onto any other organisation. Your personal information collected as part of this survey will be kept for two years to help us improve services before being securely destroyed.