




Learning Disability Training Awareness for Primary Care Services

Liaison Nurse Resource Pack

Theme Four, Module 9: Session Plan

Theme Four: Introduction to the communication needs of people with a learning disability	
Module number and title:	Module 4 – Health Conversations
Lesson plan prepared by:	Primary Health Liaison nurses across Wales from each Health Board and Learning Disability Programme, Quality, Safety and Improvement Cymru.
Resources required:	<ul style="list-style-type: none"> • Laptop and projector (or access to) • Copies of slides for the audience • Flipchart for ground rules and notes (if required) • Speakers

Slide	Guidance
<p>1</p>	 <p>Health Conversations</p> <p>Theme Four: Module 9</p> <p>February 2025, v2</p> <ul style="list-style-type: none"> • Welcome all to the session and introduce yourselves. • Introduce the resource pack and the different teaching sessions within.
<p>2.</p>	 <p>Aims:</p> <p>Learner to understanding societies' misconceptions and attitudes regarding people with a learning disability.</p> <p>Learner to recognise how these misconceptions and attitudes can significantly impact on health outcomes.</p> <ul style="list-style-type: none"> • Discuss the aims/ outcome of this session and agree the ground rules.
<p>3.</p>	 <p>The Disability Perception Gap</p> <p>Widespread of misconceptions and attitudes of the capabilities and choices people make with a learning disability. Consequently, this has a negative effect and prevents people living the lives they wish and accessing the healthcare they need.</p> <p>(Mencap, 2025)</p> <ul style="list-style-type: none"> • Introduce the concept to the audience and seek their views and experiences, encourage discussion.

4.



- Ask what the audiences sees, what do they think people lives ought to be, their views/ ideas/ belief system.
- Reinforce with these images, people have rich and fulfilling lives.

5.

The Disability Perception Gap

Many people with a learning disability can and do lead rich and full lives. As the rest of the community, some people are married and have children, some live alone, some are carers.

Some engage in lifelong education, while others work in paid employment.

Some have active social lives and pursue broad-ranging recreational activities, while others are less active and involved.

For many people with a learning disability, their needs will be the same as those without a learning disability. Others might need more support throughout their life.

People with a learning disability are living longer and in poorer health.

- Reinforce, people are individual and have a spectrum of need and as such their lives express this.

6.

The Disability Perception Gap

This means **we must** have conversations regarding sexuality, pregnancy, lifestyle choices, screening, vaccinations, mental health, death and dying, growing older and staying well and healthy.

These can be challenges discussions to have.

- Introduce the concept of discussing all health care needs, even the more challenging ones, or the ones they have not considered before – encourage discussion.

7.








- Exercise - group work. Ask the group to what they believe are the barriers in healthcare, from the system to people.
- Encourage thinking of self and colleagues, their views/ beliefs and unspoken bias and actions.

8.



- Discuss the different aspects of barriers. Some barriers can be easily resolved, i.e. further training. However, more challenging health issues can be hard as practitioners. Poor health decisions, despite capacity can be difficult for the practitioner.
- Important to recognise and respect decision made by patients. Autonomy is equally important for someone with a learning disability despite causing distress/ discomfort for the practitioner.
- Discuss the different elements on the slide with audience. Focus on one/ two. What does paternalism/ unconscious bias mean and their possible impact on healthcare support and decisions.

<p>9.</p>	 <ul style="list-style-type: none"> • Reinforce these points.
<p>10.</p>	 <ul style="list-style-type: none"> • Discuss with the group these person's experiences. How would this make the person feel? How would this make you feel if someone treated them in this manner. • Encourage sharing of experiences and good practice.
<p>11.</p>	 <ul style="list-style-type: none"> • Introduce the next few slides will offer some thoughts and suggestions for health discussions.

<p>12.</p>	 <p>Considerations.....</p> <ul style="list-style-type: none"> • Avoid shielding the person. • Recognise people's sexuality. • Capacity and consent – opportunity for wise/ unwise decisions. • Recognise people's life span changes and their health needs. • Recognise people's spectrum of abilities - living an independent life to 24hr support. • Discussion to be person centred. <p>• Discuss/ explore the points.</p>
<p>13.</p>	 <p>Considerations.....</p> <ul style="list-style-type: none"> • Healthy literacy promotes understanding, inclusion and action. • Communicate in a way which is meaningful to the person. • 'No decision about me, without me', empowers patients to make shared decisions at all stages of care and treatment. • Your discussion may be an opportunity for the individual to disclose concerns. <p>• Discuss/ explore the points.</p>
<p>14.</p>	 <p>Considerations.....</p> <ul style="list-style-type: none"> • Would the people prefer to speak with you alone (away from carers/family)? • Are family/carers speaking <i>for</i> the individual? • Advocacy. • Reasonable adjustments • Appropriate environment • Recognise own limitations & experiences. • Seek support from the Primary Health Liaison Nurses. <p>• Discuss/ explore the points.</p>
<p>15.</p>	<p>Resources</p> <ul style="list-style-type: none"> • https://www.nctur.nlm.nih.gov/affidavits/NICE/11153a500007 • https://www.rcp.org.uk/About-us/Equality-diversity-and-inclusion/Taking-time-to-talk/Important-concepts-to-remember/Disability-awareness • Health literacy: how can we improve health information? • Liberating the NHS: No decision about me, without me • No voice unheard, no right ignored – a consultation for people with learning disabilities, autism and mental health conditions • Learning disability – updates All Our Health – GCVJ UK • Quality statement 1: 'Person-centred needs assessment Learning disability', care and support of people growing older Quality standards NICE <p>• Resources</p>

16.

References

- Foundations for people with learning disabilities (2025). *Caring*. Available: <https://www.learningdisabilities.org.uk/learning-disabilities-for-caring/> Accessed: 17/05/2025.
- Gil-Liario, M. D. (2017). The experience of sexuality in adults with intellectual disability. *Journal of Intellectual Disability Research*, Vol 62 (1), pp. 72-80.
- Mancab (2025). *Stigma and discrimination – research and statistics*. Available at: [Stigma and discrimination – research and statistics | Equality](#) Accessed: 16/05/2025.
- Noronha, M. and Pawlyn, J. (2019). Caring for people with learning disabilities: the attitudes and perceptions of general nurses. *Learning Disability Practice*, Vol 22 (3), pp. 25-32.

- **References**