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*Social Work Scotland, in partnership with the Scottish Commission for Learning Disability, Scottish Association of Social Workers and Parenting Across Scotland present:*

**Seminar: Working with parents with a learning disability**

 **1 – 4 pm, Tuesday 27th February 2018**

**Social Work Scotland, Hayweight House**

**23 Lauriston Street, Edinburgh, EH3 9DQ**

**Agenda**

Tea/ Coffee on arrival

1 pm       Introduction – Social Work Scotland

1:05 pm Messages from parents – People First (Bianca)



1:20 pm The strategic overview of the Keys to Life Strategy and SCLD guidance for social workers – SCLD and Parenting Across Scotland



1:45 pm Exchange of ideas and practice

**Discussion prompt 1: you have been contacted by a special needs in pregnancy midwife to indicate that a woman approximately 28 weeks pregnant has a learning disability and she and her partner will need support to care for her child**

**Discussion prompt 2: you have been contacted by the guidance teacher for a first year pupil where there is non-school attendance, the young person has a learning disability and the teacher thinks that mum might have too, describing the family as loving but struggling.**

2:30 pm Examples from practice: Aberlour project



2:45 pm Examples from practice: Edinburgh City

3:00 pm Examples from practice: North Ayrshire



3:15 pm The social work role and human rights - SASW



3:35 pm Exchange of ideas and practice

**Discussion prompt: what I can do; what others in my service can do and how other services can support** **work with children and families**

**Key Takeaway: What 1 thing will I do differently or do more of?**

3:55 pm Summary and close.

**Key Documents:**

The Keys to Life Strategy:

<https://keystolife.info/>

SCLD Good Practice Guidance:

<https://www.scld.org.uk/publications/scottish-good-practice-guidelines-for-supporting-parents-with-learning-disabilities/>

**Participant flip chart notes from exercises**

Exchange of ideas and practice

**Discussion prompt 1: you have been contacted by a special needs in pregnancy midwife to indicate that a woman approximately 28 weeks pregnant has a learning disability and she and her partner will need support to care for her child**

**Notes from Groups – what they would do/ consider:**

* Meet the family.
* Discuss referral with expectant parents.
* Do mum and partner know about the referral – transparency is important?
* Who is in the family- other children, social networks connections – what can wider support network offer?
* Check diagnosis and what it means specifically for how person learns and impact on their daily life.
* Consider importance of housing support.
* Think about the role of the named person in referring.
* Look at what support the family have at the moment.
* Consider history and social circumstances.
* Refer to children’s social work (if not within children’s sw services).
* Establish whether there is a learning disability.
* Consider use of screening tool to determine appropriate service.
* Referral to adult services (if not part of adult sw services)
* Think about need for joint working between children and adults services.
* Need for community disability team involvement.
* Possible need to assess capacity – psychology involvement.
* Importance of advocacy.
* Importance of liaison between and with midwife and health visitor.
* Consider needs/ risks.
* Needs a multi-agency response.
* Think about practical support.
* Consider values and culture being applied, affecting joint working etc.
* Think about anticipated support needs.
* Importance of good antenatal care.
* Get to know parents and consider their individual needs.
* Ensure correct information on referral – the reason should reflect the true situation.
* Communication needs to be clear – need to have a shared understanding.
* Be inclusive of other agencies.
* Don’t make assumptions.
* Encourage accessible information.
* Speech and language assessment – important to have an understanding of this.

**Discussion prompt 2: you have been contacted by the guidance teacher for a first year pupil where there is non-school attendance, the young person has a learning disability and the teacher thinks that mum might have too, describing the family as loving but struggling.**

**Notes from Groups – what they would do/ consider:**

* Link with the school.
* Check whether school discussed issue with mum.
* Be careful not to escalate the situation.
* Explore school taking lead.
* Explore potential of mum to experience learning disability – establish diagnosis and what it means for her learning and understanding.
* Think about transition from primary to secondary – how well supported has it been, is school best fit?
* Consider overall view.
* Think about the child’s plan.
* Visit the family.
* Consider history and social circumstances.
* Establish what resources/ approach school has used to engage.
* Think about what supports school can offer eg home link worker.
* Possible need for liaison between adult and children’s services
* Check whether school has had or is convening a GIRFEC (child’s plan) meeting- expectations of referral. Does a meeting need to be convened?
* Views of young person important as well as parent.
* Think about social work expertise in assessing children and parents.
* Ensure action supports dignity and respect.
* Ensure liaison between health and social work
* Mapping – consider what services are available.
* Consider what has worked/ hasn’t.
* Think about role of school liaison/ link officers.
* Consider that there may be other reasons for non-attendance, don’t assume.
* Explore previous school communication with parent.
* Consider parent’s understanding of the situation.
* Build a relationship with parent and child to assess need.
* Importance of consent re any assessment
* Start with child’s view.
* Establish trusting relationships with family and professionals.
* Consider existing supports formal and informal.
* Consider other factors affecting attendance.
* Think about access to specialist support where necessary
* Holistic assessment, think about any wider issues eg school ethos and support base, home life etc.

**Key takeaways for participants from the seminar**

* Link more with children and families team (if not part of this service)
* Find out more about services which are relevant
* Keep in mind what Bianca said about personal experience
* Use easy read copy of SHANARRI
* Keep people at the centre of any intervention
* Ensure good communication
* Take a team approach
* Increase promotion of life skills
* Ensure linking between teams and services
* Talk to midwives
* Sharing of information important.
* Supported parenting guidance should be used
* Assessment tools – think about what can help support practice.
* Partner with community learning disability team (if not part of this service)
* Continuous learning and improvement important
* Sharing resources through pas blog – use this resource
* Listen to parents and children
* Don’t make assumptions, learning disability might not be the issue
* Promote advocacy
* Importance of consent
* Be more open minded about how to include parents
* Utilise parent resources
* Look at PAMS and link with service
* Find out about services in local area
* Share info from the seminar today with others
* Continue to build relationships with parents
* Share resources with other services.