

## Workshop 1: Looking after your eyes

Aylee Richmond and Grace McGill

**Abstract:** In our workshop, we will discuss eye care for people with learning disabilities and we will hear from Grace, who is a resident at one of our support services, she will talk about her experiences of eye care and eye conditions. We will also discuss barriers to eye care, issues around wearing glasses and talk about practical eye care activities such as administering eye drops. We will also offer some simulation activities, which help to give people a taste of what it could be like to have sight loss.



## Workshop 2: Our promise to give jobs to people with learning disabilities

Twyla Mart, Kelly Wells, David Stenning  
and Mitch Mitchell

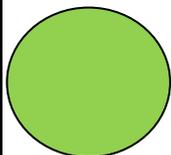
**Abstract:** As part of the wider NHS England Five Year Forward View Pledge and also supporting the CQC's public engagement strategy, East Kent Hospitals University NHS Foundation Trust (EKHUFT) signed a pledge to actively increase the number of people working with a learning disability. KHUFT decided to work in partnership with Kent Support Employment (KSE) to create and design training to provide hiring and departmental managers across three main sites, to explain the benefits in employing someone with a learning disability. From this training it identified managers that we are willing to take the pledge to the next level and be able to identify funds within their own budget to look at creating a job purely for someone with a learning disability.





## Workshop 3:

## Anticipatory Care Calendar Project – Peaks and Pitfalls



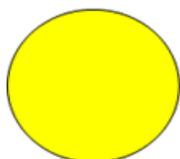
Sue Marsden

**Abstract:** We will discuss the “peaks and pitfalls” , relating my experiences of trying to introduce new ideas/technology in the Learning Disabilities care sector.

This then followed by a brief demonstration of the relaunched Anticipatory Care Calendar website, and an opportunity for people to be guided through the registration process.



## Workshop 4: Are you getting a fair chance at good health?



Megan Hare and Shane Webber

### **Abstract:**

This project aims to test the reliability of the Health Equalities Framework and analyse assessments based upon initial presentation to establish a baseline of health needs for the learning disability population in Kent.

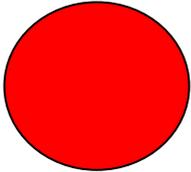
Taking a multidisciplinary approach, this project will result in a better understanding of the current and future needs of people in Kent with learning disabilities, which will lead to supporting the planning and development of a class leading workforce.

The presentation will begin to share our initial findings from the project and discuss our journey so far.





## Workshop 1: STOMP– Stopping people with learning disabilities or autism having to take too much medication (For staff in services, families and those being supported)

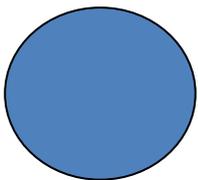


Jill Parker and Carl Shaw

**Abstract:** Do you have concerns about the amount of psychotropic medication some of the people you support are taking? This workshop introduces the STOMP pledge for social care and offers an opportunity for providers to consider how they can work more collaboratively with health professionals to tackle over-medication in their services.



## Workshop 2: What people with learning disabilities say staff need to be good at.



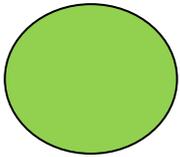
Christine Burke

**Abstract:** HEE KSS commissioned the Foundation for People with Learning Disabilities to produce a report that would detail the opinions and perspectives of individuals who have a learning disability from across Kent, Surrey and Sussex, asking them what they would like their workforce to know. This workshop will highlight the findings from the report.





## Workshop 3: Training staff to support people to behave in positive ways



Shane Carroll and Sarah Kean

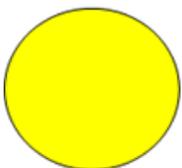
**Abstract:** Through the use of two case studies we will share with you how PBS best practice principles and the introduction of Mindfulness to our staff teams and a group of parents impacted on the lives of people that we support at Avenues.

There were a number of challenges, some of which we could anticipate, some of which we just encountered along the way.

More importantly, our story is about how emotional wellbeing and resilience helps to change behaviour and improves lives.



## Workshop 4: Using internet courses for staff training.



Prof Sally Hardy, Associate Prof Barry Tolchard,  
Renee Frances and Marian Jennings

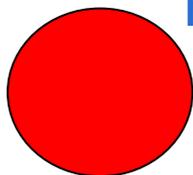
**Abstract:** LSBU has developed a suit of MOOCs the latest is, "You Matter: living with learning disabilities ". The MOOC is 6 weeks of free to access online learning, showcasing people living with a learning disability living independently as possible. The workshop guides the audience through the process of creating a MOOC, reporting on our first pilot test with an external international audience.

We will encourage the audience to consider three important questions with interactive exercises around the MOOC





## Workshop 1: STOMP– Stopping people with learning disabilities or autism having to take too much medication (for health care providers)

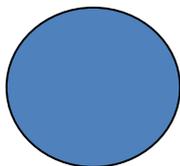


Jill Parker and Carl Shaw

**Abstract:** Are you wondering how we can build a whole system approach to stopping the overuse of psychotropic medication? This workshop introduces health care professionals to work being undertaken in social care to address the over-medication of people with a learning disability, autism or both. It offers an opportunity to discuss how health and social care professionals can work more collaboratively to tackle this is-



## Workshop 2: Setting up a recovery college with people with learning disabilities



Susan Hart and Nash Momori

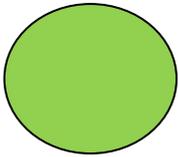
**Abstract:** In this workshop the concept of recovery for individuals with intellectual disabilities will be explored within its socio-political context. This exploration will highlight and address the challenges of supporting individuals, with lived experience, to engage in the co-production and co-delivery of a Recovery College.

Participants will have the opportunity to share their experience of the merits and challenges of empowering individuals with intellectual disabilities throughout their recovery journey and to share strategies for supporting individuals to engage as fully as possible in the co-production and co-delivery of a Recovery College.





## Workshop 3: Planning for when you die. What young people with learning disabilities think

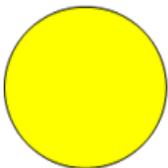


Ann Gallagher

**Abstract:** This workshop provides opportunities for participants to reflect on their own views of advance care planning. They will then be invited to reflect on vignettes relating to young people with intellectual disabilities who have a life-limiting illness. Participants will be invited to suggest principles of good practice in relation to advance care planning for this client group. The project aims and outputs will be discussed with participants' and



## Workshop 4: How good is our training on epilepsy?



Sunil Rodrigo

**Abstract:** This workshop intends to offer the delegates an overview of how beneficial epilepsy training is for the carers who support people diagnosed with epilepsy. This will highlight various positive outcomes yielded from the evaluation of the effectiveness of this training carried out over 12 month in two Greater London Boroughs. The reasons why Buccal Midazolam is used more frequently over Rectal Diazepam, the importance of why all people prescribed with rescue medication should have an epilepsy care plan, the reason why 81% people rate this training as excellent and the need for extending this training to family carers will be further explored in this workshop.

