

**STOMP STAMP**  
**Standards of Practice**  
Resource Appendix  
March 2026

## Introduction

### How and why the work was delivered

- The NHS Constitution - Values and Principles  
[The NHS Constitution for England - GOV.UK](#)
- 10 Year Health Plan for England (2025 – 2035)  
[10 Year Health Plan for England: fit for the future - GOV.UK](#)
- World Health Organization - Global report on health equity for persons with disabilities (2022).  
[WHO - Global report on health equity for persons with disabilities](#)
- University of Bristol - Confidential Inquiry into premature deaths of people with learning disabilities (CIPOLD) *Heslop, P., Blair, P., Fleming, P., Houghton, M., Marriott, A., & Russ, L. (2013).*  
[CIPOLD - Confidential Inquiry into premature deaths of people with Learning Disabilities](#)
- King's College London - Learning from lives and deaths Annual report: People with a learning disability and autistic people (LeDeR)  
[Learning from Lives and Deaths – People with a learning disability and autistic people \(LeDeR\) | King's College London](#)
- Department of Health - Healthcare for all: Report of the independent inquiry into access to healthcare for people with learning disabilities (2008). *Michael, J.*  
[The National Archives - Healthcare for all: report of the independent inquiry into access to healthcare for people with learning disabilities](#)

### Assessing Capacity

- Mental Capacity Act 2005  
[Mental Capacity Act 2005](#)
- Mental Capacity Act Code of Practice  
[Mental-capacity-act-code-of-practice.pdf](#)

- The Children's Act 1989 Updated July 2021  
[The Children Act 1989 guidance and regulations](#)

## **Components of good experience in healthcare**

- National Institute for Health and Care Excellence (2012) NICE Guidance: CG138 Patient experience in adult NHS services: improving the experience of care for people using adult NHS services  
[Overview | Patient experience in adult NHS services: improving the experience of care for people using adult NHS services | Guidance | NICE](#)
- National Institute for Health and Care Excellence (2021) NICE Guidance: NG204 Babies, children and young people's experience of healthcare  
[Overview | Babies, children and young people's experience of healthcare | Guidance | NICE](#)

## **Legislation, Policy & Statutory Guidance**

- Department of Health & Social Care: Care Act 2014 Statutory guidance for implementation  
[Department of Health and Social Care - Care Act 2014: supporting implementation](#)
- United Nations: Convention on the Rights of Persons with Disabilities (CRPD) 2016.  
[United Nations - Social Development Issues: Disability](#)

- Department of Health & Social Care, NHS England, & Local Government Association - Building the right support: A national plan to develop community services and close inpatient facilities for people with a learning disability and/or autism who display behaviour that challenges (2015)  
[Building the right support: A national plan to develop community services and close inpatient facilities](#)
- NHS England: Key learning Disability and Autism programme policy guidance, tools and resources for colleagues working across the NHS.  
[NHS England » National plan – Building the right support](#)

## **Resources for each Standard**

### **Standard 1 – Reasonable Adjustments**

- NHS England guidance for making reasonable adjustments  
[NHS England » Reasonable adjustments](#)
- NHS England - Reasonable adjustment digital flag (RADF) on the NHS Spine (2020)  
[NHS England - Reasonable Adjustment Digital Flag](#)
- The Equality Act 2010  
[Equality Act 2010: guidance - GOV.UK](#)
- NHS England - Accessible information standard (2025)  
[NHS England Accessible Information Standard](#)
- National Development Team for Inclusion (NDTi) - Consideration and resources for sensory friendly care environments.  
["It's Not Rocket Science" | NDTi](#)

## **Standard 2 – Inclusion**

- TSC Alliance - Children and Families: Children with disabilities can also share decisions (2021)  
[TSC Alliance - Children and Families: Shared decision making for children with disabilities](#)
- NHS England - STOMP Programme core message leaflet. Created in collaboration with MIXIT Theatre group, this leaflet explains what STOMP is and goes through the best ways to support people with their medication.  
[NHS England - STOMP: Easy read leaflet](#)  
[NHS England - STOMP: Easy read leaflet for 9 Languages](#)
- The Spectrum Project (based at Imperial College, London) - For people with a learning disability and carers  
[The Spectrum Project - Easy read medication leaflets](#)
- Royal College of Psychiatrists - CR226 Meeting the mental health needs of adults with mild intellectual disability (2020)  
[Royal College of Psychiatrists - CR226 Meeting \(March 2020\)](#)
- Royal College of Psychiatrists - STOMP STAMP Position Statement (2021)  
[Royal College Psychiatrists - STOMP STAMP Position Statement \(2021\)](#)

## **Standard 3 – Person Centred care**

### **Toolkits and Guides**

- Council for Disabled Children - Decision-Making Toolkit (Children & Young People): Helps children and young people with SEND (2019)  
[Council for Disabled Children - Decision-Making Toolkit](#)

- Learning Disability Today - Supported Decision Making Toolkit for Communication Difficulties: Supports people with speech or language needs (2022)  
[Learning Disability Today - Supported decision making toolkit for communication difficulties](#)
- Royal College of Physicians - Toolkit: Staff must include you and your carers, and explain things clearly (2018). Acute care toolkit 16: People with learning disabilities in hospital.  
[Acute care toolkit 16: Acute medical care for people with a learning disability | RCP](#)
- NHS England - Shared Decision-Making: Clear, simple guides about treatment choices. Patient decision support tools.  
[NHS England - Shared Decision-Making Tools](#)
- Office for Health Improvement & Disparities (GOV.UK) - Guidance: Working definition of Trauma-Informed practice (2022)  
[Working definition of trauma-informed practice - GOV.UK](#)
- Scottish Government (gov.scot) Trauma-Informed Practice: A toolkit for Scotland (2021)  
[Scottish Government: Trauma-Informed Practice \(gov.scot\)](#)

### **Clinical guidance (NICE)**

- National Institute for Health and Care Excellence - NG54 Mental health problems in people with learning disabilities: Prevention, assessment and management (2016)  
[NICE - NG54 Mental health problems in people with learning disabilities \(2016\)](#)
- National Institute for Health and Care Excellence - QS101 Learning disabilities: Care of people with a learning disability (2017)  
[NICE - Learning disabilities: Care of people with a learning disability \(2017\)](#)

- National Institute for Health and Care Excellence - QS187 Learning disabilities and behaviour that challenges (2023)  
[NICE - Learning disabilities and behaviour that challenges \(2023\)](#)

## References

- Elwyn, G., Frosch, D., & Thomson, R. (2012). Shared decision making: A model for clinical practice. *Journal of General Internal Medicine*, 27(10), 1361-1367.
- Kohn, N. A., & Blumenthal, J. A. (2014). A critical assessment of supported decision-making for persons aging with intellectual disabilities. *Disability and Health Journal*, 7(1), S40-S43.

## Standard 4 – Non-Medication Alternatives

- NHS England - Roll of keyworkers to prevent unnecessary admissions to hospital  
[NHS England - Children and young people keyworkers](#)
- British Psychological Society - Positive behaviour support: A competence framework (2015)  
[British Psychological Society - Positive behaviour support](#)

## Standard 5 – Reviewing Medication

- NHS England - Guidance for undertaking Structured Medication Review and medicines optimisation  
[NHS England » Structured medication reviews and medicines optimisation](#)
- NHS Futures - National templates for STOMP STAMP structured medication reviews linked to digital systems  
[STOMP and STAMP - Futures](#)
- National Institute for Health and Care Excellence - NG5 Medicines optimisation: The safe and effective use of medicines to enable the best possible outcomes (2015)

[Overview | Medicines optimisation: the safe and effective use of medicines to enable the best possible outcomes | Guidance | NICE](#)

- National Institute for Health and Care Excellence - NG11 Challenging Behaviour and learning disability (2015)  
[Overview | Challenging behaviour and learning disabilities: prevention and interventions for people with learning disabilities whose behaviour challenges | Guidance | NICE](#)
- NHS England - A pathway for GPs and other healthcare professionals who prescribe and review psychotropic medication.  
[Stopping Over-Medication of People with a Learning Disability, Autism or Both](#)
- NHS South East London - Prescribing Committee: STOMP STAMP Primary Care guidance for all clinicians  
[NHS South East London - Prescribing Committee: Supporting Treatment and Appropriate Medication in Paediatrics \(STAMP\)](#)
- NHS Coventry and Warwickshire Partnership – No medication...? Why...? Leaflet explaining why someone with a learning disability or an autistic person may not be prescribed mental health medication to change behaviours that may be challenging.  
[NHS Coventry and Warwickshire Partnership – No medication...? Why...? Leaflet](#)
- Medication Pathway - A pathway covering what families and carers should find out before their relative starts taking medication. Alternative to medication, monitoring and carer concerns.  
[Medication Pathway - The Challenging Behaviour Foundation](#)
- Royal College of Paediatrics and Child Health – STOMP STAMP: A guide for families whose loved one has been prescribed medication recommends the questions to ask and where to find more support.  
[Royal College of Paediatrics and Child Health - STOMP STAMP Family Guide](#)

- For autistic people: this leaflet explains what STOMP is and provides information for those who may be given mental health medications.  
[National Autistic Society leaflet on STOMP](#)
- For Social Care organisations: Social Care professionals can use this resource to help people prepare for their medication review and record agreed actions in collaboration with their healthcare team.  
[Voluntary Organisations Disability Group \(VODG\) preparing to visit a doctor to talk about psychotropic medication](#)

## Standard 6 – Collaboration and consistency

- National Institute for Health and Care Excellence (2021). Shared Decision making as part of everyday care. Nice Guidance NG197  
<https://www.nice.org.uk/guidance/ng197>

## Standard 7 – Workforce

- NHS England -The Oliver McGowan mandatory training on learning disability and autism: Code of practice (2025)  
<https://www.england.nhs.uk/publication/the-oliver-mcgowan-mandatory-training-code-of-practice>
- MindEd - STOMP training resource around inappropriate prescribing for anyone supporting someone with a learning disability or an autistic person.  
[MindEd Hub](#)
- A guide explaining the role of an advocate in relation to the use of medication and in supporting people to have a better life.  
[STOMP advocacy guide](#)

## Standard 8 – Accountability and Responsibility

- NHS England – Learning Disability and Autism: Ask Listen Do: Feedback, Concerns and Complaints  
[NHS England - Ask Listen Do: Feedback, Concerns and Complaints](#)