

Safeguarding Bulletin

Safeguarding disabled children and adults at risk.

ann craft trust
acting against abuse

October 2018

Issue 105

Bringing you the latest research and news on safeguarding disabled children and adults at risk.

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Ann Craft Trust Safeguarding Bulletin

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Editor's Note

Welcome to Edition 105 of the ACT bulletin. We hope that you will enjoy this edition which has a number of interesting articles as well as ACT news and national updates. As you can imagine we are really busy now as the National Safeguarding Adults Week approaches (19th – 25th November) but gratified that so many people have expressed an interest and have signed up via our website for information and news of the Week. The ACT seminar is fully booked that week when we will be looking at the key themes from the week including radicalisation, forced marriage and disability hate crime. If you have not been able to book a place (there is a reserve list you can apply to be on) then the papers from the seminar will be available in the New Year.

We have been pleased to have the opportunity to appoint two university students, Maisie and Olivia, to support us with the planning and arrangements for the Safeguarding Week and there is an introduction to both of them later in the bulletin.

In this bulletin we have a great article written by Amy Gibson about her Uncle who happens to have Down's Syndrome and, to quote Amy, 'he is the most caring genuine man you could ever hope to meet'. I would like to express our thanks to Amy and David for agreeing for us to publish this personal story.

We were also pleased this year to host the Disabled Children Research Network's annual

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As you can imagine we are really busy now as the National Safeguarding Adults Week approaches
(19th – 25th November)

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conference and Sarah has written a summary paper of the day and its presentations. Many thanks to all who contributed to a really interesting and impactful day.

Nicola has written a piece in response to a number of enquiries that she and Marc receive from the sport and activity sector about the 'Legal Context of Safeguarding Adults in Sport'. And following on with the legal theme Lisa has written about the 'Need for Legal Literacy in Safeguarding' – working in a way that allows us to check and challenge and reflect on our practice that will allow for continual improvement.

Apart from the articles we have information about future training events and also recent news as well as our regular article from the Archives.

Please get in touch if you would like to contribute to future editions of the bulletin or if you have any questions about the Safeguarding Week and the future work of ACT – we are always pleased to hear from you.

DM Kitson

The Need for Legal Literacy in Safeguarding

By Lisa Curtis, Safeguarding Adults at Risk Manager



There is a changing landscape within adult safeguarding influenced by policy which in turn informs our practice. Adult safeguarding practice is underpinned by personalisation, a subject widely discussed for many years. With adult safeguarding now on a statutory footing the Care Act 2014 has sought to make safeguarding adults more outcome-focused, and person-centred. This concept is taken further by the principles set out in Making Safeguarding Personal (MSP) and gathers further momentum within the Care Act 2014 where wellbeing is described as an underpinning principle.

Both MSP and the Wellbeing principle within adult safeguarding are intended to have a positive impact on the individuals experience. In addition to incorporating this we must also be informed by other legislation such as the Human Rights Act, the Mental Capacity Act to name a few as well as organisational policy and procedure.

In practice this means we need to become better at understanding and interpreting the legislation that governs our work within adult safeguarding. This means:

- applying knowledge with an understanding of the principles and duties
- understanding your role and responsibilities
- carrying out your role confident in the knowledge of associated skills e.g. record keeping, report writing, evidence-based decisions making, presentation skills etc.

Understanding the Challenge

Firstly, challenges arise in the interpretation of these laws and policy and how they are understood and, secondly, personal and organisational responsibility regarding how we learn about changes in law and how we disseminate and embed safeguarding practices within our places of work.

The Importance of Legal Literacy in Safeguarding

By Lisa Curtis, Safeguarding Adults at Risk Manager

Consideration needs to be given to the practical steps needed to achieve good safeguarding practice grounded within the law and that this is understood at all levels from those responsible for governance through to support staff and volunteers.

Working in a way that allows us to check and challenge and reflect on our practice will allow for continual improvement. Knowing and

understanding the law that impacts adults safeguarding will ultimately allow for safeguarding obligations to be carried out fairly, reasonably and in a person centred way.

For more about the legal basis of safeguarding practice, see the comprehensive [resources of SCIE](#) (Social Care Institute for Excellence) or get in touch with us to discuss training for your organisation.

Sexual Exploitation & Learning Disabilities Training:

Ann Craft Trust in Partnership with the NWG Network

The course seeks to explore the challenges faced by health, police and social care workers in voluntary and statutory sectors who work with young people;

- How do we work effectively across the gaps between children's and adults services?
- How can we bring shared learning and pool our skills and knowledge to support young people in transition from teenagers to adulthood?
- Between children's and adults services systems may change but needs and risks stay the same and good practice examples are there to be considered.

Training Dates:

29 November, **Essex** – Book a place »

24 January, **Derby** – Book a place »

7 February, **Lancashire** – Book a place »

13 February, **Oxford** – Book a place »

17 April, **Nottingham** – Book a place »

Book a place & find out more



National Safeguarding Adults Week

19th to 25th November 2018

National Safeguarding Adults Week

This year the Ann Craft Trust will be launching the first ever National Safeguarding Adults Week

The week will involve national and regional organisations that support adults and a range of activities to raise awareness of Safeguarding Adults.

Each day of the week will highlight a key issue of this work including:

- Disability hate crime
- Forced marriage of people with learning disabilities, the Prevent Agenda and domestic abuse
- Online safety and cyber bullying
- Financial abuse
- Safeguarding in sport and activity

How to Get Involved

We need you to help us make it a success.

Focusing on the themes and involving the people you support will help to raise awareness of these important issues and hopefully will contribute to ensuring that the risk of abuse is minimised and we can all lead safer lives.

Find out more



Everyone has a right to be treated with respect and dignity.
Everyone deserves to be safe.

You Are Not Your Disability, You Just Have a Disability

By Amy Gibson

I have the best relationship with my uncle. He is the most caring genuine man you could ever hope to meet. He can cheer you up in an instant, he is always on the other side of the phone when you need a chat, he loves spending time with the family and he never forgets anyone's birthday and always comes through with a cracking card and present. Oh, and he also has Down's syndrome.

Uncle David is my mum's only sibling. At 18 months younger than her they have the typical close brother/sister relationship and are always bickering, but they have a deep rooted bond that no one could deny. For as long as I can remember he has always doted on my sister and I, he played with us, looked after us and laughed with us. We always thought he was the coolest grown up in the world, especially as kids, because he was the silliest adult we knew. He has achieved so much in his lifetime, and his enthusiasm for life is infectious. A few years



ago he was feeling down because he was overweight, so, he joined slimming world, lost over 4 stone in two years, and won numerous awards in his club. To him things are simple, eating bad food made him feel bad, so he cut the bad stuff out and continues to be happy.

You Are Not Your Disability, You Just Have a Disability

By Amy Gibson

He also lives independently, he has his own two bedroom house in a friendly neighbourhood and is visited daily by support workers. It takes a lot for someone to have the confidence to move out after 30 odd years of living with their parents, but Uncle David took it all in his stride. He has only recently retired

from work after 25 years working in a popular garage, and now he spends his time socialising with other adults with learning difficulties playing sport, swimming, cooking and day tripping.

So as you can see, my Uncle really is an inspiring man. That's why it was so confusing to me at school when I would hear kids 'insulting' others by calling them a 'downy' because most of them could only dream of becoming half the man my Uncle was. But it's not just direct insults that upset me. It is how little some people are educated in the correct way to approach people with learning difficulties. Even with the best intentions,

people can put their foot in it and speak in a derogatory way because they don't

understand or realise it's wrong. For example, I often hear people say 'He is down's syndrome'. He IS NOT Down's syndrome, he is a person just like the rest of us and he just so happens to have Down's syndrome. His

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...it was so confusing to me at school when I would hear kids 'insulting' others by calling them a 'downy' because most of them could only dream of becoming half the man my Uncle was.

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disability is not his defining feature, he determines that. He is not the embodiment of the learning difficulty, he HAS it. Just the same as someone has autism or has cancer, he has Down's syndrome.

A couple of years ago, Coronation Street introduced a character played by Liam Bairstow, named Alex, and in one of the early episodes the corrie legend Ken Barlow said Alex 'is' Down's syndrome. How that line made it through script writers, on to set and on to our screen at home is beyond me. I reached out to Coronation Street to explain my frustration and although I never got a response, I thankfully have never heard a similar mistake

You Are Not Your Disability, You Just Have a Disability

By Amy Gibson

and I commend them for the otherwise realistic portrayal of an adult with learning difficulties today.

It's clear that the show has a kind nature.

Unlike positive representations, there are negative aspects of life that my Uncle has to

face. Cold callers have targeted my Uncle because of his disability and tried to take money from him. Thankfully he has a very supportive family who have instilled into him to call us if he is ever made to feel uncomfortable, but sadly many adults with learning difficulties are not so lucky. Many do not have the support of their families and are left to fend for themselves leading to a number

of them being taken advantage of by the wider community.

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It is important that adults with all learning difficulties are supported in society. My Uncle is lucky in some way that his disability is visible because it isn't for many

others and that can lead to a lack of respect and understanding. We need to give people with learning difficulties a chance and realise that most are so open and honest about everything, their personality comes first and their disability second. As I have said, they are not their disability, it is just something they have. [Learn more, support, and read about inspiring people with Down's syndrome.](#)

Get help with your Safeguarding Policies & Procedures

We offer training and advice to help you refresh your policies and procedures for

“ Really informative and helpful to shape our Adults at Risk Policy and refresh our Child Safeguarding Policy. ”

Ali Talbot, Chief Executive at **Cerebral Palsy Sport**

Get In touch to find out more about how we can help you.

Call us: 0115 951 5400 or email ann-craft-trust@nottingham.ac.uk

Annual ACT Safeguarding Seminar & AGM 2018

Thursday 22nd November 2018
University of Nottingham

Follow the Annual ACT Safeguarding Seminar & AGM 2018

The annual ACT Safeguarding Seminar 2018 is **sold out!**
But do not worry, there are lots of ways you can still get involved.

Follow #ACTSeminar on Twitter

- We'll be tweeting highlights of the talks and key thoughts throughout the day

Subscribe to get a round up of the key talks in our January 2019 Bulletin

- We'll be summarising the key ideas from each of our speakers so sign up to get that straight to your inbox

Follow the National Safeguarding Adults Week

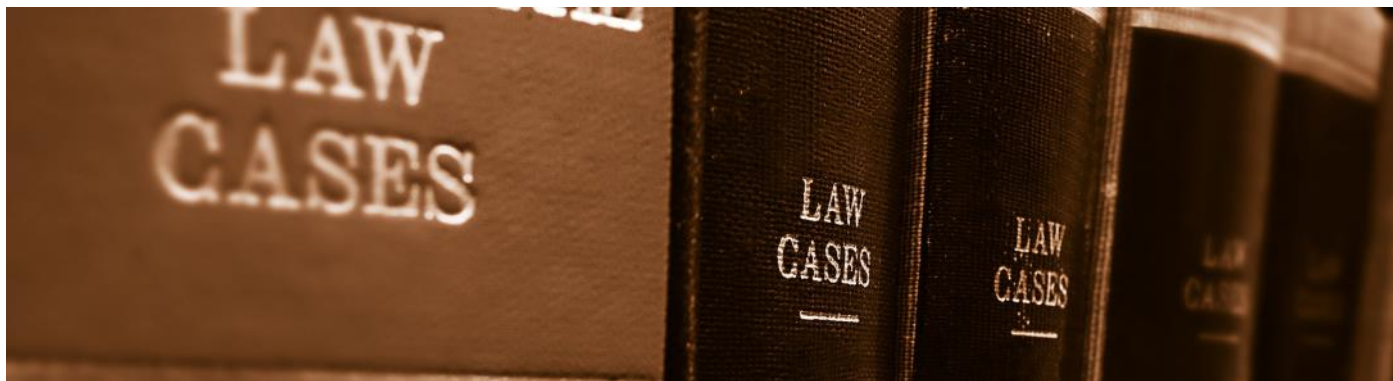
- Follow the **#SafeguardingAdultsWeek** hashtag on Twitter
- Sign up for updates about the week and links to new resources

How to Get Involved



Legal Context of Safeguarding Adults in Sport

By Nicola Dean, Safeguarding Adults in Sport Manager



Over the past month ACT has been meeting Safeguarding Lead Officers from National Governing Bodies and County Sport Partnerships.

A specific question that arose from the sessions is whether there is a specific piece of legislation or government guidance that makes the implementation of safeguarding adults policies and processes a legal requirement for sports clubs and activity organisations.

Regarding safeguarding adults, the [Care Act 2014](#) made it a statutory responsibility. Previously No Secrets in 2000 had offered guidance to local authorities and care providers regarding safeguarding adults. The Act doesn't specifically mention sport but a key theme and one that people will recognise from safeguarding children is that safeguarding adults is 'everyone's business'. There are specific responsibilities for health and social care settings but safeguarding adults cannot just sit with them.

Indeed the [6 Safeguarding Principles](#) mention partnership – 'communities working together'

and sport is part of that, responding to safeguarding adults concerns that happen in and outside of sport. 'The community' is broad and applies to organisations providing services to people. For example, in the voluntary sector, charities such as Age Concern, Mencap, and in companies such as banks where they are recognising their responsibilities in identifying possible financial abuse.

Other relevant principles are those of prevention and protection. Safeguarding adults is part of providing a safe environment for all participants of sport and activity. It is important that participants know where to go if they have a concern, and it is important that staff and volunteers know how to respond to any adult safeguarding concerns. These principles link with the Duty of Care Report by Tanni Grey Thompson which refers to adult safeguarding and to the current discussions about 'duty of care', 'welfare' and 'wellbeing'.

What has become apparent the more that the Ann Craft Trust works in sport and activity settings is that the language used can be a

Legal Context of Safeguarding Adults in Sport

By Nicola Dean, Safeguarding Adults in Sport Manager

barrier to applying safeguarding adults legislation. Phrases used in the Care Act are not always familiar to sport and activity organisations. For example, the Care Act has a very specific definition of who an 'adult at risk' is that

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Translating the legislation into meaningful guidance for sport and activity organisations is an ongoing challenge

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does not always fit the concerns raised about adults in sport settings, it talks about 'adults with care and support needs' and it does not use the old term 'vulnerable adults'. Translating the legislation into meaningful guidance for sport and activity organisations is an ongoing challenge working with the sector.

However, other concepts may be more familiar, for example the Care Act embeds 'making safeguarding personal' – ensuring that the adult is at the centre and informs the safeguarding practice. This practice should be at the heart of any safeguarding with children or adults.

And here is a reassuring thought for those people thinking that they don't know enough or do not feel equipped to address safeguarding adults concerns. The concept of safeguarding adults for many organisations is in its early stages, there's no Working Together guidance to safeguard adults and so it is not just sport that is just beginning to think what its responsibilities are for safeguarding adults. Some Local Safeguarding Adults Boards are

picking up on this and organising 'partner events' for non statutory organisations. It is

useful to link in with your local one and see what is on offer to you. If you are from a national organisation link in with the one covering your office

base.

Finally, we are funded by Sport England to provide advice and guidance to the sport and activity sector. Please get in touch if you have any areas of safeguarding adults that you want to discuss. It is only from hearing about the issues that you are dealing with that we can look to develop our services and help you to ensure that safeguarding is everybody's business within your organisation.

Safeguarding Adults in Sport Email Update

Get the latest in safeguarding adults in sport and activity straight to your inbox.

Our monthly email update will bring you the latest safeguarding news, advice, resources and training opportunities every month.

Subscribe now →

Disabled Children Research Network:

A Summary of Key Areas of Research & New Work

By Sarah Goff, Safeguarding Disabled Children & Young People Manager

The Disabled Children Research Network met hosted by the Ann Craft Trust at the University of Nottingham in June. We heard about some key areas of new work informing practice and provoked thinking summarised very briefly below.

Violence against disabled women and girls

Sonali Shah spoke about the continuing issues of violence against disabled women and girls and the critical issues of lack of education, denial of economic and social opportunity and access to information. She described positive interventions and the importance of the accounts of survivors in educating practitioners. She highlighted the importance of practitioners communicating effectively with survivors, giving weight to their accounts and how practitioners need the skills to both communicate but also empower survivors to communicate and act. Her new book is now out; 'Disability, Violence and Gender over the Life Course; Global Perspectives and Human Rights Approaches' bringing together survivor, practitioner and researcher perspectives edited by Sonali Shah and Caroline Bradbury-Jones.

Rights & Needs of young disabled LGBT+ People

Alex Toft and Emma Langley described their research which will soon be published exploring how young disabled LGBT+ people construct their sexual identities and negotiate any issues they

face, particularly in terms of accessing their rights and having their needs met. Their aims were to inform the development of policy and practice to meet the needs of this group of young people and secondly to explore societal perceptions and discrimination, education and support and how they had been seen and treated. Watch this space for further updates on this!

Forced marriage of people with learning disabilities

Anne Patterson spoke about the Forced Marriage, My Marriage My Choice project led by Rachael Clawson from Nottingham University with the Ann Craft Trust and Anne Patterson. The project addresses the vital need to be aware of issues of consent, capacity, agency, aspirations and expectations for young disabled people with learning disabilities; the project explored understanding of the issues with practitioners, family members and young people with learning needs. Key findings emerged in terms of young peoples' awareness of rights to choose and our experiences of challenges. In terms of families, key issues were how families viewed the need for greater understanding of capacity and their legal situation, dilemmas and motives mixed with concerns about future care also being significant where younger family members appearing more open to the idea of support/services. In terms of faith communities, further issues were explored looking at tolerance and compassion, stigma and acceptance along with awareness of the law.

Disabled Children Research Network

A Summary of Key Areas of Research & New Work

By Sarah Goff, Safeguarding Disabled Children & Young People Manager

Finally, challenges including future care concerns, practitioner awareness and training, and understanding of issues like capacity and consent were at the heart of recommendations for future policy and practice.

Representation of the voices of disabled children and young people

Dawn Pickering from School of Healthcare Sciences at Cardiff University explored an 'ethical dilemma' about authentic representation of the voices of disabled children and young people with regarding views, experiences and choices for participation in recreational activities. She focused on challenges in recording non-verbal choices highlighting authentic engagement, how visual activities are recorded and how meaningful information is recorded. This project raised challenges for us all in how we record meaning, feelings, responses in all kinds of work with some disabled people and children with speech, language and cognitive impairments; how do we ensure their communication is recorded, seen and used, represented and heard, that it drives and is integrated into practice and decision-making.

Disabled children and young peoples' right to protection

Jane Hernon located her presentation based on her own work on from 2015 in a rights based framework in terms of the disabled child/young person's right to protection, to support to let those around know and to receive appropriate help to

heal and recover. She described her work on 'telling' and how we may actively work to support a young person to let us know what has been happening using the word telling rather than 'disclosure' which perhaps implies more of a discreet stand alone description.

She used the model devised by Cossar et al for the Office of the Children's Commissioner 'It takes a lot to build trust' Recognition and Telling: Developing earlier routes to help for children and young people A report for the Office of the Children's Commissioner for England October 2013. This explores how young people may let us know that they are being harmed but may also need active investment from practitioners to support the process of becoming aware, that practitioners need to be highly aware and observant, notice changes and signs, ask and prompt, offer help and seek to be highly attentive to behaviours indicating distress.

Looked After Disabled Children & Safeguarding in Northern Ireland

Berni Kelly from Queen Alexander College Belfast described two Northern Ireland studies which addressed firstly, Looked After Disabled Children and their perspectives and needs and secondly, Safeguarding Disabled Children in Northern Ireland. These are crucial in shining light on practice challenges; the work they had carried out identified that there were more males than females coming into the Looked After system, often with co-existing conditions and findings highlighted that there were

Disabled Children Research Network

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more older disabled children/young people in care than their proportion in the population as a whole. Neglect and emotional abuse were main areas in terms of harm and family issues were more frequent with older young people. Impact of caring, social isolation and greater needs for earlier help were identified alongside the complexity of caring and urgent needs for intensive support and recognition of carers' needs. Communication and direct work with young people were identified as priorities, alongside issues regarding the lack of recognition of signs of abuse and the need for training in communication for practitioners.

Serious Case Reviews

Peter Sidebotham highlighted findings from the [Triennial Analysis of Serious Case Reviews 2011-2014](#)

Issues which he highlighted were related to analysis of SCRs involving disabled children and young people; he indicated that the ages of disabled children and young people followed a different trajectory to the peaks at first year dipping and then peaking again in teen years; for disabled children in the SCRs studied (all between 2011-2014) there was a predominance of males in the disabled sample and the level of risk climbed gradually from babyhood to teen years.

Key issues were signs of harm being misinterpreted or left unchallenged and assumed to be related to the impairment without reflecting on whether they may perhaps be indicators of harm or abuse and lack of assessment of carers needs. He highlighted

the overestimation of parents' capacity and difficulties responding when parents deflected concerns.

Young disabled people and domestic abuse

Lastly Anita Franklin and Sarah Goff presented the gaps in services, research and practice when it comes to young disabled people who experience domestic abuse. In this Lloyds Foundation funded piece of research into practice we are looking at services and what practitioners say about the challenges and barriers which they face working with disabled young people.

Public Health England, Womens Aid and Safelives have all highlighted disabled people as one of the groups not reached and research indicates that young disabled people may be marginalised in service provision. We have explored how to look into this and are exploring what works and what would assist practitioners, and are seeking to talk to young people with experience of services about what they think and want.

We hope to hear from any colleagues with thoughts and ideas on the project and about young people who may wish to share their ideas. We are interested in domestic abuse from both the perspective of domestic abuse of any form that is witnessed or in terms of intimate partner violence.

National Safeguarding Adults Week:

Meet the new recruits

With National Safeguarding Adults Week coming up in November, as well as the Annual ACT Safeguarding Seminar, we have two new recruits on board to help us make the biggest impact possible and to get safeguarding adults on the agenda.



Meet Maisie

Hello, I'm Maisie! I will be working with the Ann Craft Trust to

promote, co-ordinate and market the National Safeguarding Adults Week that is taking place from the 19th November to the 25th November.

I am determined to make a change and raise awareness of the issues adults with disabilities have to face.

I am looking forward to supporting and promoting such an important cause and working with such an enthusiastic team! I have previous experience working with children with learning difficulties therefore I am aware of how imperative safeguarding is. During my time here I hope to improve my knowledge surrounding the safety and well-being of adults with disabilities and also gain experience of what it is like to work as part of a charity.



Meet Olivia

Hi! My name is Olivia and I am so excited to be working with

the Ann Craft Trust on their first National Safeguarding Adults Week.

Currently studying geography at the University of Nottingham, I am looking forward to taking part in this placement alongside my course as a chance to learn new skills, get experience in the workplace and be part of a great team that works to make a difference.

For the last year I have been running an online revision shop that has required me to communicate, stay organised and promote and market my website across a range of platforms.

I hope that I can put these things to good use in my placement with the Ann Craft Trust. In my spare time I enjoy doing yoga, going charity shopping and spending time with friends.

New Training:

Sexual Exploitation – 16 to 25s and Beyond



Our new course has been piloted and is now available and can be customised to suit your agency and its needs.

It seeks to allow practitioners and managers to discuss and develop their practice in safeguarding young people and risks of being sexually exploited.

It is aimed at voluntary, leisure and statutory sectors working with young people and adults especially those with learning and physical impairments who may face greater risks of being targeted.

It will explore with reference to theory and recent research

- good practice in building resilience and capacity,
- the challenges and barriers to protection,
- consent, capacity, choices and how we

understand these in the context of being exploited in legal and policy terms and what that means in practice

- the power differences exploited by those who abuse
- supporting professionals, carers and young people to be aware of risks
- challenges faced in transitions generally and specifically in terms of exploitation
- learning from practice research about abuse of disabled children young people and adults,
- what young people need from their carers
- the challenges of working across children's and adults services,
- Voice Choice and Participation; the risks

New Training:

Sexual Exploitation – 16 to 25s and Beyond

of losing sight of the needs of the young person

Two key reports have highlighted for us what many of us were already experiencing in practice but having these key reports is great because it adds weight and gives us cause to reflect. They are “[It Doesn't Stop at 18](#)” and the “[Joint Serious Case Review Concerning Sexual Exploitation of Children and Adults with Needs for Care and Support in Newcastle-upon-Tyne](#)” published by Newcastle Safeguarding Children's Board and Safeguarding Adults' Boards.

It Doesn't Stop at 18 highlights issues in protecting older children and young adults and the challenges in getting agencies and practitioners to respond to needs and behaviours indicating and communicating that the young person is not safe. The Joint Newcastle report is a major indication of the very positive steps taken to find collaborative ways forward between children's and adults services to work together for a group whose needs can fall into the gap between the services because of the way they are described, designed and set up for either children or adults.

What both reports do is highlight the need that the Ann Craft Trust has discussed for a long time – that we need to start from where children, young people and their families are

at. The Newcastle report highlights the need to actively work with young people whose presentation indicates they are distressed not wait for 'disclosures', an approach that places too much responsibility on the young person to come and tell us things they may find hard, embarrassing or be unable to put into words. Services need to be proactive and flexible to needs of young people and give practitioners time and space to work with disabled young people helping them understand safety and positive relationships, and have strategies when they are not safe but at the same time address the increased risks of sexual exploitation and abuse and help parents and carers, practitioners and managers develop the skills to deal with topics some may find tricky, painful or embarrassing.

Our new training is aimed at police, social care, health, education FE and colleges and service providers and works across the policy frameworks in children's and adults. We can customise its content, length and focus so contact us for a discussion about what you and your organisation would like and we will work with you to develop and deliver it.

Get in touch to discuss your requirements.

You can call us on:

0115 951 5400

Or email us:

ann-craft-trust@nottingham.ac.uk

Safeguarding News Watch:

Safeguarding Children and Young People

Being a Young Carer: Katie and her mother Charlotte

13 September 2018 | bbc.co.uk

I've been told to wait three years for a wheelchair that 'can go outside' – 5,000 children wait months for NHS chair

23 August 2018 | theguardian.co.uk

Five inspirational stories of disabled children learning from Bridge International Academies

23 July 2018 | bridgeinternationalacademies.com

Disabled Children's Partnership says Budget was a 'missed opportunity' in addressing social care service crisis

31 October 2018 | thiis.co.uk

Social worker changes 'most common' source of instability for children in care

1 June 2018 | communitycare.co.uk

Young people with learning disabilities 'isolated' and 'hidden'

9 July 2018 | bbc.co.uk

What's life like for disabled mums when they return to work after maternity leave?

29 October 2018 | bbc.co.uk

Safeguarding News Watch:

Safeguarding Adults at Risk

Reports of frauds on the elderly are ‘tip of iceberg’

22 September 2018 | bbc.co.uk

Royal Cornwall Hospital ‘neglected’ woman who died in A&E by failing to carry out basic medical checks

22 August 2018 | bbc.co.uk

Mental capacity law amendment presents ‘conflict of interest’

7 September 2018 | learningdisabilitytoday.co.uk

Government to reshape health and care training

11 September 2018 | learningdisabilitytoday.co.uk

‘Our Club is the Biggest Social Network for People with Learning Disabilities’ – Bubble Club, East London

31 August 2018 | theguardian.com

Service user distressed after council persisted with plans to use assistive technology

23 August 2018 | communitycare.co.uk

Safeguarding Adults in Charities Conference to be held 6 November in London

1 August 2018 | forumbusinesstraining.co.uk

Safeguarding News Watch:

Safeguarding Adults in Sport and Activity

A former student, Ainsley, 'gets life back' through sport after spinal cord injury

19 October 2018 | shropshirestar.com

Simone Biles wins record fifth US all-around title as comeback continues

20 August 2018 | bbc.co.uk

Surfer & Paralympic hopeful has mobility car take away by DWP

13 October 2018 | dailypost.co.uk

New strategy to change the reality of disability, inclusion and sport

6 September 2018 | activityalliance.org.uk

Activity Alliance releases updated inclusive communications guide

14 August 2018 | activityalliance.org.uk

Get Inspired Unsung Hero 2018: Nominations over, Winners to be Announced in December

21 October 2018 | bbc.co.uk

Mark Walters hopes to help kids tackle racism and child abuse

1 October 2018 | bbc.co.uk

FA sexual abuse inquiry: Delay in independent review

26 September 2018 | bbc.co.uk

Safeguarding Research and Resources

Internet Watch Foundation Research on Child Sexual Abuse Live-Streaming

The Internet Watch Foundation is calling for greater awareness as their research into child sexual abuse live-streaming found that 98% of victims are 13 or under, with the youngest victim identified as just three years old.

The report reveals new shocking statistics on children being groomed, coerced and blackmailed into live-streaming their own sexual abuse over webcams, tablets and mobile phones.

Some of the outstanding figures included:

- **96% of victims were girls**
- **96% showed a child on their own**
- **40% was categorised as serious sexual abuse**

Read the full report: [Online Child Sexual Exploitation: Examining the Distribution of Captures of Live-Streamed Child Sexual Abuse](#)

Non-Violent Resistance Innovations in Practice

A handbook for anyone working with carers and parents of children and young people who show violent or challenging behaviours

A new book has been released which takes a comprehensive look at non-violent resistance and new authority techniques from theory through to practice.

Find out how to order: [Non-Violent Resistance Innovations in Practice](#)

What to Expect During Assessment and Care Planning

A quick guide for people using adult social care services

This new guide from the Social Care Institute of Excellence is designed for people using adult social care to help them understand what they should expect from social care staff during assessment and care planning including making decisions, support from an advocate, needs assessment, care planning.

Read the full guide: [What to expect during assessment and care planning](#)

Safeguarding Research and Resources

The Right to Participate

Disability Rights UK has launched its **Right to Participate Project**.

Increasing the awareness of the Equality Act is the main aim of the project and promoting how it can protect disabled people from discrimination in everyday situations.

The project has launched:

- **Guidance for asserting your rights** in education, employment and out-and-about
- **Resources and templates** with advice and templates for complaint letters for out-and-about, education and employment

Resources and templates

There is a huge range of template letters put together by Disability Rights UK covering specific issues—such as harassment, equal pay and the interview process as well as complaint letters specific to different activities and organisations such as issues at the cinema, on trains or at a gym or leisure centre.

Also hear experiences from those who have challenged organisations as well as from legal experts on your rights.

Find out more about the [Right to Participate Project](#).

Listening and Facilitating All Forms of Communication: Disabled Children and Young People in Residential Care in England

This article is due to be published soon.

Sarah Goff, Ann Craft Trust's Safeguarding Children and Young People's Manager has co-authored an article which is due to be published soon.

The article is following on from the European Funded Project looking at safeguarding disabled children in residential settings across a number of European countries.

From the Vault: Inclusive support for parents with a learning disability

By Jo Leaviss, Issue 68, 2009

Background to the Project

Parents with a learning disability form a significant part of today's society. The proportion of parents with a learning disability has grown substantially over the past two decades (DoH 2001, Booth 2000). Around 48% of parents with a learning disability do not have their children in their care (Emerson et al. 2005). This situation is not necessarily an accurate reflection of these parents' ability to provide for their children's safety, but sometimes is a reflection of the barriers that they encounter. The National Services Framework for Children, Young People and Maternity Services for England (DfES/DoH, 2004) recognises that some parents, including those with learning disabilities, require an early identification of their support needs and some specialised forms of support.

In 2005, with funding from the Parenting Fund, Mencap worked in Partnership with the Ann Craft Trust to produce a training programme for support staff (paid and unpaid) working with parents with a learning disability. This training, entitled 'Making the Difference', was found to increase participant's knowledge about learning disability and issues specific to parents with a learning disability. Training also gave participants a better understanding of

the needs of these parents, and how these needs may be addressed.

Whilst 'Making the Difference' was a success for support staff, it became apparent that there was lack of training available in this area targeted specifically to health professionals involved in maternity and early parenthood care. Currently, staff involved in maternity and early parenthood services e.g. midwives/health visitors often have little or no access to training on disability awareness and the support and communication needs of learning disabled parents; support networks to share their knowledge; or opportunities to co-ordinate work with parent support providers.

To address these issues, Mencap, in collaboration with the National Childbirth Trust and the Ann Craft Trust, were awarded a grant from the Department of Health to evaluate current practice in maternity and early parenthood services for parents with a learning disability and to develop a training package targeted at health professionals using results from this evaluation of these existing services. This project complements 'Making the Difference' whose focus was staff in voluntary sector organisations. The current project aims to identify the specific needs of health service professionals, not only

From the Vault: Inclusive support for parents with a learning disability

By Jo Leaviss

postnatal, but also within an antenatal context and including acute maternity services.

Mencap and the Ann Craft Trust worked together effectively for 'Making the Difference'. Their successful partnership will now combine with the expertise of the National Childbirth Trust for the current project 'Making the Difference +'. The National Childbirth Trust has a strong track record of working with ante/post natal professionals and services, and their contribution will ensure that the training that is developed will take full account of the working realities of these professionals.

Project Aims

The aim of the project is to develop a training package designed to train postnatal and antenatal health professionals to be more effective in assisting parents and parents-to-be with a learning disability to develop good parenting skills by providing accessible, inclusive and appropriate parenting support. The project aims to achieve this through an evaluation of current ante/post natal services for parents with a learning disability available within the East and West Midlands. The evaluation phase will seek to:

- 1) Identify examples of good practice used currently within these existing services when working with parents and parent-to-be with a

learning disability;

- 2) Identify current constraints to meaningful engagement with this client group;
- 3) Review educational and information resources currently provided by these services.

Steering groups with relevant health professionals will review the findings of the evaluation phase in order to increase the relevance and potential effectiveness of the training package to be developed. Health professionals from those areas taking part in the evaluation phase will be invited to attend the training course free of charge.

It is hoped that ultimately, this project will help to ensure that:

- 1) Parents-to-be and parents with a learning disability have equal access to services providing information and guidance on parenting and parenting responsibilities as those without a learning disability;
- 2) Antenatal and postnatal health professionals understand how to engage with people with a learning disability so that essential information is accessible to this hard to reach group;
- 3) Antenatal and postnatal health professionals are aware of complementary parenting support provision available so that

From the Vault: Inclusive support for parents with a learning disability

By Jo Leaviss

public, community and voluntary sector organisations work together to ensure that the needs of parents and parents-to-be with a learning disability and, as a result, their children's health and well-being needs, are addressed.

Project Plan

The evaluation phase will consist of a survey of and short interviews with relevant health professionals within the target areas. We will talk to a wide range of staff about their experiences, both positive and negative, and how their needs can be supported by the training. A small sample of health professionals will also sit on a steering group to discuss findings from the evaluation phase. These steering groups will meet during the course of the study and will be instrumental in offering advice and expertise in the appropriateness of the evaluation findings for the development of the training package. A key objective of this group is to ensure that any recommendations made are realistically achievable.

It is of course imperative to the project that we obtain the views of parents themselves. To this end, a group of parents with learning disabilities have been recruited to meet on a regular basis to discuss findings from the

evaluation and to offer feedback and recount their own experiences of ante and postnatal services. In addition, the group also evaluates examples of maternity/parenting resources – both general resources and resources designed specifically for parents with a learning disability. These resources include leaflets, books, DVDs and CDs.

Benefits of the Project

It is hoped that 'Making the Difference +' will provide many benefits. For health professionals, adequate training in learning disability awareness and accessible service provision by antenatal and postnatal professionals is currently not widely available. All participants in the project will be invited to attend and evaluate the training.

Sharing knowledge: We are working in liaison with the National Childbirth Trust, who deliver ante/postnatal support to parents and, through their NHS conNeCT, training to antenatal and postnatal professionals. By also consulting health professionals we can share knowledge to determine how our recommendations for good practice when working with people with a learning disability can be successfully assimilated into statutory antenatal/postnatal service provision.

Joining up services will be a key message

From the Vault: Inclusive support for parents with a learning disability

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within the training. In addition to defining and recognising workable methods for providing ante and postnatal support to parents with a learning disability, this project is about being able to recognise when specialist support, from other non health agencies is available and would be beneficial.

Resource sharing: The project is collating examples of resources that have been successfully used in maternity/early parenthood settings to support parents with a learning disability. These may include easy-read leaflets, specialist DVDs, or novel ways of providing information about pregnancy/birth for example life-like models or 'wearable' replications of the reproductive system.

The main goal of the project is to ensure that parents with a learning disability have inclusive access to antenatal and postnatal services. We believe that this is best achieved through non-judgemental engagement with relevant health professionals. This will enable us to identify current constraints to meaningful practice, and, through training, to share examples of good practice. We hope that ultimately, parents with a learning disability are given the best possible chance of being able to care effectively for their children and have meaningful engagement with the health professionals.

Sexual Exploitation & Learning Disabilities Training:

Ann Craft Trust in Partnership with the NWG Network

The course seeks to explore the challenges faced by health, police and social care workers in voluntary and statutory sectors who work with young people;

- How do we work effectively across the gaps between children's and adults services?
- How can we bring shared learning and pool our skills and knowledge to support young people in transition from teenagers to adulthood?
- Between children's and adults services systems may change but needs and risks stay the same and good practice examples are there to be considered.

Book a place & find out more →

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Everyone has a right to be treated with respect and dignity.
Everyone deserves to be safe.