

Use the correct terminology.  
**LEARNING DISABILITY** and **LEARNING DIFFICULTY** are not the same and using 'LD' does not help.

119/366 (32.5%) patients were described as having a learning difficulty rather than a learning disability and the two terms were often used interchangeably.



**LEARNING DISABILITY**

Describes a significant impairment of intellectual and social functioning, both arising before adulthood

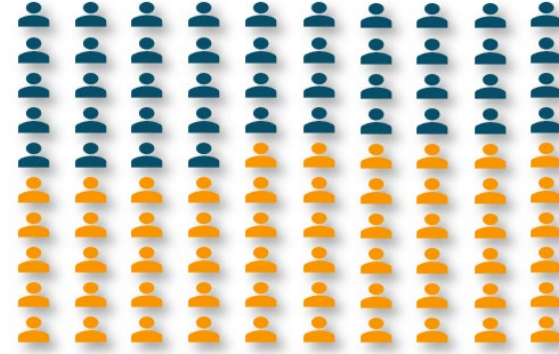


**LEARNING DIFFICULTY**

Describes the way a person learns specific skills or processes information

Assess and implement reasonable adjustments for patients with a learning disability – ideally proactively.

Only 292/666 (43.8%) patients and/or their carer were asked if any reasonable adjustments were needed during the admission.



Reasonable adjustments were more likely if there was an alert on the patient's record.

# IMPROVING THE CARE PROVIDED TO PATIENTS WITH A LEARNING DISABILITY ADMITTED TO HOSPITAL

NCEPOD reviewed the care of adults with a diagnosed learning disability who attended/were admitted to hospital as an emergency between 1<sup>st</sup> July and 30<sup>th</sup> September 2024.

Care was reviewed using:

- 666 clinician questionnaires
- 366 sets of case notes
- 144 primary care questionnaires
- 199 organisational questionnaires
- 832 healthcare professional survey responses
- 82 patient/carer surveys.

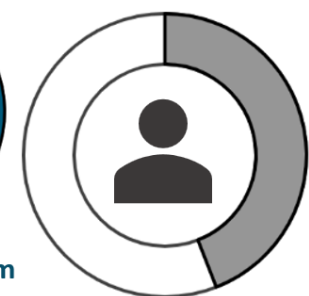
Commission equitable acute hospital learning disability services.

Only 35/186 (18.8%) learning disability services were multidisciplinary, 69/186 (37.1%) were a single profession and 82/186 (44.1%) a single individual.

Multidisciplinary team



One person



Single profession team

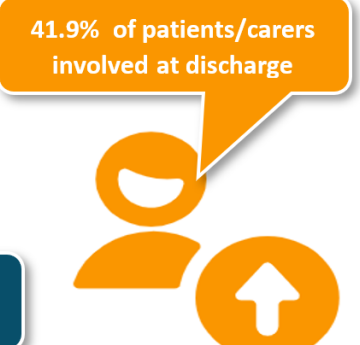
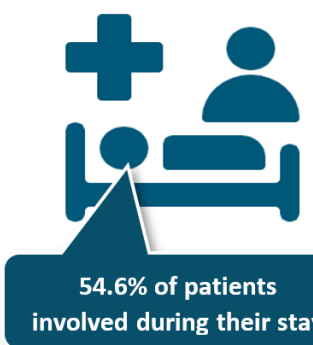
Accurately record a person's identified learning disability in the electronic patient record/clinical notes and in learning disability registers/lists.

175/196 (89.7%) organisations reported using alerts or flags on electronic patient records. However, only 310/583 (53.2%) patients had such alerts.



Consistently and continuously involve people with a learning disability in their care during a hospital admission.

200/366 (54.6%) patients were involved in decisions regarding their care in the acute setting and in 148/353 (41.9%) cases there was no involvement of the patient or the patient's carer at discharge.



Use decision support tools to aid healthcare professionals assessing mental capacity in patients with a learning disability.

121/229 (52.8%) patients who did not have a formal assessment should have received one.

Only 169/277 (61.0%) healthcare professionals reported being confident in undertaking mental capacity assessments in patients with a learning disability.

