

All Age Learning Disabilities Strategy

Professionals

The council intend to develop an all age Learning Disabilities Strategy that will align with other council strategies. This phase of work is building on the engagement work that has already taken place with the support of service users/providers/carers and professionals from health, social care, education and the third sector.

Alongside the engagement work we are undertaking with young people and adults with learning disabilities, we want to hear from professionals from all organisations working within the Learning disability sector about what they would like to see included in the strategy. For example, you might be a support worker, a social worker, a health professional or a commissioner. For your information, there are separate pieces of engagement work going on with children and adults with learning disabilities, as well as parent/carers.

There are six sections to the questionnaire built around key themes which came out of stakeholder workshops undertaken in February 2021. **All sections are optional to complete. You can skip whole sections if it is not an area you are familiar with or have experience of.** The 'About You' section at the end is very important for us to understand who you are so we can understand the diverse needs and experiences of respondents that will help inform our strategy.

Please answer as many questions as you can and skip those questions you are unable to answer. Where the term 'people with learning disabilities' is used, this refers to children, young people and adults.

Please complete and return your questionnaire by 29th August 2021

S1. Preparing for Adulthood

This section covers questions related to preparing young people with learning disabilities in their transition to adulthood and covers topics that include information and support that has or was made available to you, attitudes towards risk and resilience as well as use of technology.

Q1. Would you like to continue with answering questions on 'Preparing for Adulthood' or skip to next section?

Answer this section

Go to Q2

Skip to next section

Go to S2: Education, Employment and Training

Q2 How strongly do you agree or disagree with each of the following statements?

	Strongly Disagree	Disagree	Neither agree or disagree	Agree	Strongly Agree
We need to shift from limiting choices and making decisions for people with learning disabilities to enabling them to make their own choices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
We need to support young people with learning disabilities at an <i>earlier</i> stage in helping them make their own choices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel the views of young people with learning disabilities are listened to and acted upon	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
From an early age, there is too much emphasis placed on what someone with a learning disability <i>can't do</i> rather than what they <i>can</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
We need to be more aspirational for all children and young people with learning disabilities and positive about the qualities that they can bring to society and the community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q3 How strongly do you agree or disagree with this statement?

"There needs to be a general presumption of achievement - a presumption that a child or young person can and will do something rather than a presumption they can't or won't"

- Strongly Agree
 Agree
 Neither agree or disagree
 Disagree
 Strongly Disagree

Q4 Why do you say you agree/disagree with this statement?

Q5 The following is a list of topics around preparing young people for adulthood.

How would you rate the information regarding choices being made available to people with learning disabilities in South Gloucestershire?

	Very Poor	Poor	Neither Good nor Poor	Good	Very Good	Not relevant/ Don't know
Support for post-16 education (e.g. going to college, university)	<input type="radio"/>					
Work experience and training	<input type="radio"/>					
Getting a job	<input type="radio"/>					
Getting around - transport choices	<input type="radio"/>					
Mental capacity and what decisions can be made by a young person at 16 or 18 years old	<input type="radio"/>					
Helping young people to manage money and open a bank account	<input type="radio"/>					

- | | | | | | | |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Accommodation and moving out of parents/carers home | <input type="radio"/> |
| Where support can be found on independent living skills like shopping, cooking and travelling | <input type="radio"/> |
| Staying healthy | <input type="radio"/> |
| Making friends and having relationships | <input type="radio"/> |
| Activities available in the community | <input type="radio"/> |
| Moving from children's to adult's health services | <input type="radio"/> |
| Moving from children's social care services to adult social care | <input type="radio"/> |

Q6 Apart from providing information, what else could be done to better prepare people with learning disabilities in transitioning to adulthood?

Q7 At what age do you think information about preparing for adulthood should be provided?

- | | | |
|--------------------------------------|--------------------------------------|-----------------------------------|
| <input type="radio"/> 10 to 12 years | <input type="radio"/> 14 to 16 years | <input type="radio"/> 18 and over |
| <input type="radio"/> 12 to 14 years | <input type="radio"/> 16 to 18 years | <input type="radio"/> Don't Know |

Q8 How would you prefer to receive this information and advice to share with people with learning disabilities that you support? (Tick all that apply)

- | | |
|--|--|
| <input type="checkbox"/> Individually (face-to-face) | <input type="checkbox"/> Leaflets |
| <input type="checkbox"/> Group sessions | <input type="checkbox"/> Online learning |
| <input type="checkbox"/> Local offer | <input type="checkbox"/> Other |

If other, please state:

Transition Assessments

A transition assessment should support the young person and their family to plan for the future by providing them with information about what they can expect. All transition assessments must include an assessment of current needs for care and support as well as wellbeing and aspirations.

Q9 How valuable do you think a transition assessment is for a child or young person in their transition to adulthood?

- Very valuable
- Quite valuable
- Not that valuable
- Not at all valuable
- Don't Know/NA

Go to Q12

- Q10 **At what age do you think a transition assessment should be undertaken?**
- 14 to 16 years
 16 to 18 years
 18 to 21 years
 Don't Know

Q11 **Please add any other comments related to your view on transition assessments in the box below:**

Managing Risk and Building Resilience

Q12 ***"We need to change our culture within our Learning Disability system to manage risk to maximise people's choice and control over their lives to achieve personal growth and build resilience for people with learning disabilities."***

How strongly do you agree or disagree with this statement?

- Strongly Agree
 Agree
 Neither agree or disagree
 Disagree
 Strongly Disagree

Q13 **Do you have an example of where this has worked well or not so well for anyone that you support? (An example might be Travel training or learning to go to the shop on their own.) Please outline any examples, experiences or concerns around this in the box below:**

Q14 **How strongly do you agree or disagree with each of the following statements?**

	Strongly Disagree	Disagree	Neither agree or disagree	Agree	Strongly Agree
We need to promote and enable people to take positive actions to build resilience.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of opportunity to make mistakes and build resilience can lead to fear of failure and low self-esteem	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
People with learning disabilities can learn to cope and do things differently by trying out things and making mistakes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would need more support and information about the types of positive actions to take that help build resilience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Assistive Technologies

Assistive technology and apps can help with travel and everyday skills from making a cup of tea through to dealing with emergencies.

Q15 **Do the people you work with and support use any assistive technology products?**

- Yes Go to Q16
 No Go to S2: Education, Employment and Training
 Don't Know

Q16 What assistive technologies do they use?

Q17 Are there any assistive technologies that you would recommend to others that you think are good?

S2. Education Employment and Training

Feedback from our workshops and meetings with representatives from key stakeholders shared that young people with learning disabilities, Autism Spectrum Disorder (ASD) and other disabilities were not getting the same advice, work experience and access to information that students without disabilities were getting.

In this section, we are looking for your opinions on the following:

- availability, access and quality of information
- attitudes towards raising aspirations and helping people to achieve their full potential
- transport

Q18 Would you like to continue with answering questions on **Education, Employment and Training** or skip to next section?

Answer this section

Go to Q19

Skip to next section

Go to S3: Housing and Support

Q19 How strongly do you agree or disagree with each of the following statements?

	Strongly Disagree	Disagree	Neither agree or disagree	Agree	Strongly Agree	Don't Know/NA
We need to increase and promote education, employment and training opportunities for people with learning disabilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Careers guidance and work experience need to become more widely available for both young people and adults with learning disabilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There needs to be more opportunities for people with learning disabilities to do voluntary work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Young people with learning disabilities receive the same level of careers advice that is available to students who don't have a learning disability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Young people with learning disabilities receive the same work experience opportunities that are available to students who don't have a learning disability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q20 Do you know what a supported internship is and how they are accessed?

Yes - I understand what supported internships are and how to access

Go to Q21

Yes - I know what a supported internship is, but unaware of how to access

Go to Q21

I don't know what a supported internship is

Go to Q23

Q21 **How strongly do you agree or disagree with the following statement?**

		Strongly Disagree	Disagree	Neither agree or disagree	Agree	Strongly Agree	Don't Know/ NA
We need to increase the number of employers who provide people with learning disabilities with <i>supported internships</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q22 **How would you rate the level of advice that is provided about supported internships?**

Very Poor
 Poor
 Neither Good nor Poor
 Good
 Very Good

Q23 **Do you know what a supported apprenticeship is and how they are accessed?**

Yes - I understand what supported apprenticeships are and how to access Go to Q24
 Yes - I know what a supported apprenticeship is, but unaware of how to access Go to Q24
 I don't know what a supported apprenticeship is Go to Q26

Q24 **How strongly do you agree or disagree with the following statement?**

		Strongly Disagree	Disagree	Neither agree or disagree	Agree	Strongly Agree	Don't Know/ NA
We need to increase the number of employers who provide people with learning disabilities with <i>supported apprenticeships</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q25 **How would you rate the level of advice that is provided for supported apprenticeships?**

Very Poor
 Poor
 Neither Good nor Poor
 Good
 Very Good

Q26 **How would you rate the level of information and advice that is available for people with learning disabilities in South Gloucestershire?**

		Very Poor	Poor	Neither good nor poor	Good	Very Good	Don't Know/NA
Work experience	<input type="radio"/>						
Voluntary work	<input type="radio"/>						
Going to college	<input type="radio"/>						
Going to university	<input type="radio"/>						
Traineeships	<input type="radio"/>						
Job centre programme (e.g. Kick Start)	<input type="radio"/>						
Employment opportunities after education	<input type="radio"/>						
Community Training	<input type="radio"/>						

Q27 How do you think it is best to disseminate information about Employment, Education and Training opportunities within South Gloucestershire for people with learning disabilities? (Tick all that apply)

- Directly from someone who knows what's available
 Recruitment website
 Organised in-person events
 Other

If other, please state:

Q28 What do you think are the barriers to people with learning disabilities moving into paid employment?

Raising Aspirations

Q29 How strongly do you agree or disagree with the following statements?

	Strongly Disagree	Disagree	Neither agree or disagree	Agree	Strongly Agree
We need to raise aspirations for people with learning disabilities in terms of what they can achieve	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel the education system encourages young people with learning disabilities to be aspirational and achieve their full potential	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel health professionals encourage young people to be aspirational about what they can achieve	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Transport

Transport was noted as a particular barrier to enabling people with learning disabilities to seek employment or attend college. We're interested in your views on this and what more could be done to support young people and adults with a learning disability.

Q30 Do the people with learning disabilities that you support, or commission services for, use public transport?

- Yes Go to Q31
 No Go to Q33
 Don't know Go to Q33

Q31 How frequently do they use public transport?

- Every day
 Occasionally - e.g. a few times a month
 Frequently - most days a week
 Infrequently - a few times a year

Q32 What do they use this transport for? (Please tick all that apply)

- Going to school/college
 Travelling to work
 Attending clubs
 Leisure
 Medical appointments
 Other

If other, please state:

Q33 What do you think could be improved about the public transport travel system and support that is available for people with a learning disability in South Gloucestershire?

Q34 Has anyone with learning disabilities that you work with had any assistance through Travel training??

- Yes Go to Q35 No Go to S3 Don't know Go to S3

Q35 What assistance do/did they access?

Q36 How happy are you with the Travel training they received?

- Very happy Happy Neither happy or unhappy Unhappy Very Unhappy

S3. Housing and Support

This section is about understanding the housing and support that might be needed for people with learning disabilities to live on their own. If you want to skip this section, 'Skip to next section' below or click 'Answer this section' to continue.

Q37 Would you like to continue with answering questions on **Housing and Support** or skip to next section?

- Answer this section Go to Q38
 Skip to next section Go to S4: Independence and the Community

Supported living accommodation

Supported living for people with learning disabilities is generally living in a suitable type of accommodation, which can be shared accommodation, along with some form of personal care and support.

Q38 Do you feel there is enough Supported living accommodation available in South Gloucestershire for people with all types of learning disability?

- Yes No Don't Know

Q39 What type of additional or different support would you like to see in our Supported living schemes for people with learning disabilities?

Q40 Where would you like to see this Supported living accommodation located within South Gloucestershire?

Q41 At what age do you feel Supported living accommodation should be made available for people with learning disabilities?

- 16 to 18 years 18 to 21 Over 21 Don't Know

Training Flats

A training flat, or similar provision, could be used to prepare young people and adults with learning disabilities for independence by providing a safe overnight learning experience.

Q42 How strongly do you agree or disagree with the following?

	Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly Agree	Don't know/NA
Short term overnight provision (such as a training flat) is a valuable way to support independent living skills and experience for those people with learning disabilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Local colleges offer sufficient training and skills to help with independent living	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q43 Is a training flat, or similar provision, something you feel would benefit people with learning disabilities in South Gloucestershire?

- Yes No Don't know

Q44 Why do you think people with learning disabilities would/wouldn't benefit from a training flat or similar provision?

Joined up working and processes

Q45 How strongly do you agree or disagree with each of the following statements?

	Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly Agree
It can be confusing having to work with different professionals and different departments in the council, the NHS and the voluntary sector	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Services work well together to meet the needs and choices for people with learning disabilities in South Gloucestershire	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q46 How do you feel about the **support available** in South Glos for people with learning disabilities that enables them to live as full as life a possible?

- Very Happy Happy Ok Unhappy Very Unhappy

Q47 How clear do you think it is for people with learning disabilities to know who to contact to find out more about the different types of support that they may need?

- Very clear Quite clear Neither clear or unclear Unclear Very Unclear

Q48 How do you think the Council, NHS and Voluntary sector could work together better to be more joined up in terms of the support they offer?

Q49 What information about different types of support would be valuable to you and how would you like to receive it?

Progression Model

Consideration is being given to developing a Progression Model across the learning disabilities system in South Gloucestershire which is based on maximising opportunities for independence. This means everyone including parents/carers, teachers, health staff, social workers, support workers and occupational therapists all pulling in the same direction with an individual child or adult to encourage taking small incremental steps to achieve maximum independence.

This may cover everything from learning to travel independently on a bus to making a sandwich. Use of the Progression Model recognises that not everyone can spend time alone and without support, but everyone from an early age can participate at their own skills level and achieve what matters to them over time with an incremental approach.

Q50 Are you familiar with the Progression model approach for people with learning disabilities?

- Very familiar - I know about it and understand how it is used
 Quite familiar - I'm aware of it and need more information on how it is used
 Not that familiar - I've heard of it, but don't really know much about it
 Not at all familiar - I've not heard of it

Q51 How strongly do you agree or disagree with the principle of implementing a Progression model in South Gloucestershire?

- Strongly Agree Agree Neither agree nor disagree Disagree Strongly Disagree

Q52 What do you see as the main benefits or barriers to implementing a system-wide Progression model?

S4. Independence and the Community

This section covers your **satisfaction levels around the support available** to help people with learning disabilities to become independent, **support services** you would like to see more of, **Personal Assistants** and **Individual Service Funds**. If you want to skip this section, '*Skip to next section*' below or click '*Answer this section*' to continue.

Q53 Would you like to continue with answering questions on **Independence and the Community** or skip to next section?

Answer this section

Go to Q54

Skip to next section

Go to S5: Family, Friends and Carers

Q54 **How happy are you with the level of support that is given for young people and adults to develop life skills and independent living?**

Very Happy

Happy

Ok

Unhappy

Very Unhappy

Q55 **How familiar are you with the Local offer for South Gloucestershire?**

Very familiar

Go to Q56

Not that familiar

Go to Q57

Quite Familiar

Go to Q56

Not at all familiar

Go to Q57

Q56 **If you are familiar with the Local offer, on a scale of 1-5, how easy have you found it to access the information you need from the Local offer?**

1 - Not at all easy

5- Very easy

Q57 **What types of support services in relation to promoting independence and life skills would you like to see more of?**

Personal Assistants (PAs)

People with learning disabilities and parents/carers report that it can be difficult to find and employ suitable Personal Assistants which can mean that needs remain unmet and Direct Payments remain unspent.

Q58 **Are you aware that it can be difficult for parent/carers to find suitable Personal Assistants?**

Yes

Go to Q59

No

Go to Q61

Don't Know/Not Sure

Go to Q61

Q59 **What do you think are the barriers to parents/carers finding and employing a Personal Assistant? (tick all that apply)**

PAs availability or suitability

Knowledge or information on how to employ a Personal Assistant is poor

People don't want to be responsible for the cost and maintenance (e.g. National Insurance, Pensions)

People don't have the time to recruit

People live in a rural area that is difficult to access

PA payment rate is too low

Other

If other, please state:

Q60 **What other information, advice or improvements would be helpful to people with learning disabilities in employing a Personal Assistant?**

Q61 **Individual Service Funds (ISF)** are an arrangement where a local authority transfers the funds agreed for a person's care and support arrangements to an organisation of their choice so that the person can be in control of how their support is designed and delivered by the provider.

Are you aware of Individual Service Funds (ISF)?

Yes No Don't Know

Q62 **How interested are you in developing an ISF model within South Gloucestershire?**

Very interested Quite interested Not that interested Not at all interested Don't Know/Not Sure

S5. Family, Friends and Carers

In this section we would like to know your views on **setting up a Think Tank** for parents/carers, professionals and providers to share experiences, **Shared Care Schemes** and the **informal networks and groups** that you feel you and others would benefit from.

If you want to skip this section, '*Skip to next section*' below or click '*Answer this section*' to continue.

Q63 **Would you like to continue with answering questions on Family, Friends and Carers or skip to next section?**

Answer this section Go to Q64
 Skip to next section Go to S6: Health and Wellbeing

Q64 We are considering setting up an ongoing **Think Tank** to come up with creative solutions to problem areas and issues for people with learning disabilities.

How useful do you think a Think Tank steering group would be?

Very Useful Quite Useful Not that Useful Not at all useful Don't Know

Q65 **How interested would you be in being a member of a Think Tank group?**

Very interested Quite interested Not that interested Not at all interested Don't Know

Q66 **Shared Care Schemes**

For those children and adults with learning disabilities that need a foster placement, either shared care of full time, there is the Share the Care scheme run by the Council (Children and Young People) and the Shared Lives scheme run by Ategi (Adults).

Have you heard of these schemes?

Yes No Don't Know/NA

Q67 **How strongly do you agree or disagree that it is generally best for people with learning disabilities to live with an individual or family in a local community and family-based environment if needed?**

- Strongly Agree Agree Neither agree or disagree Disagree Strongly Disagree Don't Know/NA

Q68 **Would you consider becoming a Shared lives/Share the care carer?**

- Yes No Don't Know

Q69 **Would you like to know more about these schemes?**

- Yes No

Informal Networking

Our workshops felt that there should be more opportunities for informal social networking for parents/carers of young, pre-school children with learning disabilities. A lot of knowledge and sharing of lived experience comes from talking to other parents who have had similar experiences as well as the support that can be given to one another.

Q70 **Do you think there should be more opportunities for informal support and networking with other parents and carers of children with learning disabilities at pre-school age?**

- Yes Don't Know/NA
 No, there are enough already

Q71 **What current pre-school informal support groups are you aware of?**

Q72 **What are the gaps that you are aware of in informal support groups and services for parent/carers of pre-school children with learning disabilities?**

Improving Communication

Supporting people with learning disabilities is complex and sometimes difficult to navigate. It is not always easy for people to know which professionals and agencies do what role and who they should go to for advice, information and support.

Q73 **What would make it easier for people with learning disabilities, parents and carers to know when and where to go for support and assistance at different times in their child/adult's life?**

This section includes questions on access to **annual health checks** for people with learning disabilities, access to **dental checks and cancer screening** - and information on **relationships and sex**. We would also like your views on **equality of access** and what more can be done to improve this. We are also interested in your views on the support parents and carers receive to support their own **emotional health and wellbeing**.

If you want to skip this section, '*Skip to final questions*' below or click '*Answer this section*' to continue.

Q74 Would you like to continue with answering questions on **Health and Wellbeing** or skip to next section?

Answer this section

Go to Q75

Skip to final questions

Go to Final Section: About You

Q75 **How do you rate the accessibility and availability of these health services for people with learning disabilities?**

	Very Poor	Poor	ok	Good	Very Good	Don't Know
Physiotherapy	<input type="radio"/>					
Occupational therapy	<input type="radio"/>					
Community Learning disabilities team	<input type="radio"/>					
GP	<input type="radio"/>					
Health visitor	<input type="radio"/>					
Child Adolescent Mental Health Services (CAMHS)	<input type="radio"/>					
Paediatrician	<input type="radio"/>					
Speech and language therapy	<input type="radio"/>					
Adult mental health services	<input type="radio"/>					

Q76 **Are there any other health services that you would like to comment on?**

Q77 **How can health services be more creative and flexible in addressing inequalities and meeting individual needs for people with learning disabilities (including dental care, cancer screening and vaccinations)?**

Annual Health Check

All young people aged 14 and over and adults with a learning disability are eligible for a free annual health check from their GP.

Q78 **Is this something that you are aware of?**

Yes

Go to Q79

No

Go to Q81

Don't Know/Not Applicable

Go to Q81

Q79 Do the people with a learning disability that you work with attend their annual health check?

- Yes Go to Q81 No Go to Q80 Don't Know/Not Applicable Go to Q81

Q80 Do you know why they don't attend their annual health check and what could be done to make it easier for them to do so?

Personal Health Budgets

Q81 Are the people with a learning disability that you work with familiar with a 'personal health budget' that - if eligible - gives them more control over health and wellbeing choices?

- Yes No Don't Know

Q82 Does anyone you know or support currently access a personal health budget?

- Yes No Don't Know

Q83 Have you been given information about personal health budgets for the people you support or work with?

- Yes No Don't Know/Not sure

Relationships and Sex

Q84 How strongly do you agree or disagree with the following?

- | | Strongly Disagree | Disagree | Neither agree or disagree | Agree | Strongly Agree |
|---|-----------------------|-----------------------|---------------------------|-----------------------|-----------------------|
| There needs to be increased availability and accessibility of information on relationships and sex for people with learning disabilities | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I feel there is sufficient information and advice around relationships and sex for people with learning disabilities. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Q85 *"People with learning disabilities can automatically be presumed to be vulnerable, with this presumed vulnerability therefore forming the basis for discussions centred around consent, saying 'no' and a specific avoidance of becoming pregnant.*

Instead, we need to see the emphasis shift to a more positive message about a person's right to engage in meaningful, intimate relationships and provision of practical support to enable people with learning disabilities to achieve this. There is an opportunity to shift to a more positive message about love, fulfilment in relationships, children and marriage."

How strongly do you agree or disagree with this statement?

- Strongly Agree Agree Neither agree nor disagree Disagree Strongly Disagree

Q86 Please tell us why you agree or disagree with this statement:

Q87 Please outline below any services and support that the people with a learning disability you support or work with have accessed regarding relationships and sex:

Q88 What additional provision of information or additional services would you like to see regarding relationships and sex for people with learning disabilities in South Glos?

Parental Mental Health

Q89 Do you feel there is enough support for parental mental health for those who care for people with learning disabilities in South Glos?

Yes

No

Don't Know

Q90 Do you think that people are aware of the support available currently for mental health and wellbeing in South Gloucestershire?

Yes

No

Q91 What additional support would you like to see?

About You

This section is really important. It's vital that we understand the experiences of a wide range of respondents in order to ensure that everyone is treated equally. By understanding more about what people from diverse backgrounds tell us, we can ensure we act appropriately to meet needs. Any responses to these questions will remain confidential, individuals will not be identified, and personal details will not be published.

Q92 **Are you responding as? (Tick all that apply)**

- Professional working for a provider service
- Commissioner
- Care and support worker
- Social worker
- Health professional
- Third sector professional
- Local authority professional
- Other

If 'other' please specify:

Q93 **Please tell us your full postcode i.e. BS* *****

Q94 **Are you?**

- Female Male Other Prefer not to say

Q95 **How old are you?**

- 16 to 24 25 to 34 35 to 44
 45 to 54 55 to 64 65 to 75
 Over 75 Prefer not to say

Q96 **Sexual Orientation:**

- Bisexual Gay woman/lesbian Other
 Gay man Heterosexual Prefer not to say

Q97 **Do you identify as transgender?**

- Yes No Prefer not to say

Q98 **Do you consider yourself to be disabled? (please tick all that apply)**

- | | |
|--|--|
| <input type="checkbox"/> No | <input type="checkbox"/> Yes - Mental health condition |
| <input type="checkbox"/> Prefer not to say | <input type="checkbox"/> Yes - Learning disability/ difficulty or cognitive impairment |
| <input type="checkbox"/> Yes - Physical impairment | <input type="checkbox"/> Yes - Long standing illness or health condition |
| <input type="checkbox"/> Yes - Sensory impairment | <input type="checkbox"/> Yes - Other (please state below) |

Q99 **Please tell us your ethnic origin**

- | | |
|--|---|
| <input type="radio"/> Arab | <input type="radio"/> Mixed/multiple ethnic group - <i>Other</i> |
| <input type="radio"/> Asian/Asian British - Bangladeshi | <input type="radio"/> Mixed/multiple ethnic group - White & Asian |
| <input type="radio"/> Asian/Asian British - Chinese | <input type="radio"/> Mixed/multiple ethnic group - White & Black African |
| <input type="radio"/> Asian/Asian British - Indian | <input type="radio"/> Mixed/multiple ethnic group - White & Black Caribbean |
| <input type="radio"/> Asian/Asian British - <i>Other</i> | <input type="radio"/> White - English / Welsh / Scottish / Northern Irish / British |
| <input type="radio"/> Asian/Asian British - Pakistani | <input type="radio"/> White - <i>Other</i> |
| <input type="radio"/> Black/African/Caribbean/Black British - African | <input type="radio"/> White Irish |
| <input type="radio"/> Black/African/Caribbean/Black British - Caribbean | <input type="radio"/> <i>Other</i> |
| <input type="radio"/> Black/African/Caribbean/Black British - <i>Other</i> | <input type="radio"/> Prefer not to say |
| <input type="radio"/> Gypsy or Traveller | |

If other, please specify:

Q100 **Religion/ belief**

- | | | |
|---------------------------------|---|---|
| <input type="radio"/> Buddhist | <input type="radio"/> Muslim | <input type="radio"/> No religion |
| <input type="radio"/> Christian | <input type="radio"/> Sikh | <input type="radio"/> Prefer not to say |
| <input type="radio"/> Hindu | <input type="radio"/> Any other religion (please state below) | |
| <input type="radio"/> Jewish | | |

If other religion/belief, please specify:

Thank you for taking the time to tell us your views.

Please return your completed survey by **Sunday 29th August 2021** by posting it to: Freepost Plus RTXL-YHGY-GSYS, South Gloucestershire Council, Corporate Research & Consultation Team, Council offices, Badminton Road, Yate, BRISTOL, BS37 5AF

Any personal information that you have supplied will be held by South Gloucestershire Council in accordance with the Data Protection Act 2018 and UK General Data Protection Regulations (UKGDPR) 2021. This information will only be used as part of this exercise and personal information will not be published or passed onto any other organisation. Your personal information collected as part of this survey will be kept for two years to help us improve services before being securely destroyed.