



April 2017

Message from Deborah Lightfoot, LSCB Chair

Welcome to the April edition of the LSCB Newsletter, please distribute it widely. Research shows us that disabled children are at significantly greater risk of physical, emotional, sexual abuse and neglect than their non disabled peers. Also that disabled children at greatest risk are those with a behaviour or conduct disorder. In this Newsletter, we highlight issues and resources for you when considering your work with disabled children and also parents who have a disability.

The numbers of people with learning needs are growing in Richmond and Kingston. Many people who have a learning disability prefer to use the term "learning difficulty". A person with an IQ of less than 70 can be diagnosed as having a learning disability.

Learning disabilities are defined as:

"A significantly reduced ability to understand new or complex information, to learn new skills (impaired intelligence); with a reduced ability to cope independently (impaired social functioning); which started before adulthood, with a lasting effect on development". (Department of Health, *Valuing People* 2001)

<https://www.nspcc.org.uk/globalassets/documents/research-reports/right-safe-disabled-children-abuse-report.pdf>

This report identifies key issues about safeguarding and disabled children. It outlines the rationale for the NSPCC's work with disabled children, identifies influencing factors on risk and safeguarding, considers what we know from research and reviews of service delivery before moving on to the policy context and current state of safeguarding services in the UK. Finally, the report sets out what is needed to improve the protection of disabled children.



Please see attached a guide for people with learning disability to register with GPs. Please remember that young people (14+) are included in the health check scheme (called Direct Enhanced Service for Annual Health Check). However, we know that young people and children are currently not identified as part the learning disability register in primary care. Maybe you can help with young people registering?

Link to document:

https://www.mencap.org.uk/advice-and-support/health/dont-miss-out?utm_source=twitter&utm_medium=social@NDTiSue

The transition from children's to adults' services support can be difficult for families. We have some local transition protocols on our website here: <http://kingstonandrichmondscb.org.uk/news-resources/policies-and-procedures-87/growing-up-transitions-228.php>

Those with learning needs are at higher risk of abuse, including SE (Sexual Exploitation) and crime in general. There is a useful guide here to keeping safe:

www.aboutlearningdisabilities.co.uk/vulnerable-adults-protection-from-crime.html

The NSPCC has published a series of collated learning from case reviews since 2010. Here is the information from learning around children with disabilities:

www.nspcc.org.uk/preventing-abuse/child-protection-system/case-reviews/learning/



Around 7% of adults with a learning disability are parents, but most have a mild to borderline impairment, which may make it difficult to identify them as they will not have a formal diagnosis. Around 40% of parents with a learning disability do not live with their children. The children of parents with a learning disability are more likely than any other group of children to be removed from their parents' care. Parents with a learning disability are often affected by poverty, social isolation, stress, mental health problems, low literacy and communication difficulties. Many adults with learning disabilities go on to be great parents. Sometimes parents may need some more support. Here is a guide regarding assessing adults' ability to be a good enough parent:

www.nspcc.org.uk/globalassets/documents/information-service/factsheet-assessing-parenting-capacity.pdf

Best Beginnings supports parents with learning disabilities in giving their children the best start in life. Best Beginnings focuses on the period between conception and a child's third birthday, where the foundations of a healthy and fulfilling life are laid. Here is some guidance about working with families and some further links:

www.bestbeginnings.org.uk/parents-with-learning-disabilities

LSCB news:

From 1st April 2017, the LSCB moved back to Kingston and Richmond Councils from AfC. We are now hosted by Richmond Council, but have bases in the Council buildings in both Boroughs. The LSCB is funded by local partner agencies; the Councils, London Fire Brigade, CAF/CASS, the CCGs, Met Police, AfC, National Probation Service and Community Rehabilitation Company. Local schools fund the LSCB through paying for their learning and development.

This gives us a good opportunity to explain our ongoing LSCB role. The arrangements for safeguarding children have a statutory footing for each borough or county in England and Wales under Working Together to Safeguard Children 2015. Working under the direction of an Independent Chair, Deborah Lightfoot, the Local Safeguarding Children Board's (LSCB) role is to ensure that relevant agencies and professionals work together to protect the borough's children from abuse, harm and neglect.

The LSCB develops, monitors and reviews child protection and child safety policies, procedures and practice. It also co-ordinates and provides inter-agency training for staff across the borough who work with children and families. The LSCB's job is to have an overview of how effectively children are safeguarded and identify improvements where necessary. For this reason, the LSCB is an independent body that can check on the work of all organisations working with children and families. Currently, a bill is going through Parliament to review LSCBs, and we will let you know any upcoming changes.

☐ Our website is here www.kingstonandrichmondscb.org

☐ Find out more about the team here:

<http://kingstonandrichmondscb.org.uk/about-richmond-lscb/our-vision-35.php>