



eQUALITY

for people with learning disabilities



Preparing for a Healthy Adulthood

A guide for Parents, Carers, School Nurses, Teachers, Tutors, Special Educational Need Coordinators, Paediatricians and Social Care Staff to help children and young adults with additional needs to understand how to look after their health.



Contents



Introduction

Preparing for a Healthy Adulthood is a preventative health guide for parents, carers and professionals living or working with young people with additional needs.

This guide contains information to help prepare the young person with additional needs for transition into adulthood and into adult health and care services.

The aim of this guide is to help you to understand the language used in adult services to describe people's needs and information on the health support available in adulthood.

This guide can be used to support conversations with young people and help them to understand how they can be more aware of their own health needs, and where they can get support.

It will help you to understand the difference between what, in adult services, is called a learning difficulty and a learning disability and can help you make sure that the young people you are involved with access the health services that are open to them.

It will provide tips and advice on ways you can enable the young people you are involved with to become adults who will be more aware of their own health needs and more able to cope with investigations. It can simply be a tool that schools, and health professionals can pass on to key people in their lives to use with them, or schools can dip into it and use as an educational tool within schools and colleges.

To hear more about the information within this guide and how to use it, watch the supporting videos, Chapter 1 to 6 on the Hertfordshire Community Learning Disability Nursing Service YouTube channel:

[Community Learning Disability Nursing Service. - YouTube](#)



What's the difference between a Learning Difficulty and a Learning Disability?

These are the 2 terms currently used in adult health services and so it is helpful to know the difference so you can take steps to ensure their GP knows.

A Learning Difficulty is something that makes it harder to achieve the same educational outcomes as someone else due to a barrier in how someone learns.

Intelligence is not affected but a person may not academically reach their full potential because of the difficulties they have with learning. For example, Attention Deficit Hyperactivity Disorder (ADHD), Dyspraxia, Dyslexia and Autistic Spectrum Disorder [without an additional learning disability].

- If you think the person you support has a Learning Difficulty, they will benefit from help with key health issues and may need support as they move through teens into adulthood **GO TO PAGE 13** for more information

A Learning Disability [also now called Intellectual Disability] is an impairment of the brain's function. A person's full potential with education, social function and ability to meet their own needs in life will be reduced and this will not be something that can be overcome.

For example - chromosomal syndromes like Down's Syndrome and Williams Syndrome or brain injury through birth trauma, an accident during childhood, poison during pregnancy e.g. foetal alcohol syndrome or through infections and illnesses e.g. meningitis.

- If you think the person you support may have a Learning Disability **PLEASE READ ON**



Aa

What happens if a young person may have a Learning Disability [Intellectual disability]?

If you think the young person you are involved with may have a learning disability, then it is important to raise this with their GP.

The GP can add the person to their **Learning Disability register**, and this will mean they are eligible for some extra health services to help bridge the health inequality gap and reduce the fact that people with a learning disability have such a higher rate of avoidable deaths.

- You can complete the [Learning Disability Screening tool](#) online

This is not a diagnostic tool, but can be used to open discussions with the GP about whether they meet the learning disability criteria and can be on the Learning Disability Patient register.



What are the benefits of being on the GP Learning Disability register?

Here are 5 of the benefits of being known to the GP as having a Learning Disability

1. Learning Disability Annual Health Checks

Everyone from the age of 14 on the GP Learning Disability register can have an annual health check with their GP surgery. This is really important to build a picture of their health and reduce the risk of delays in diagnosis because of communication issues.

For the GP to achieve a good annual health check it is a joint approach with the person, their family and carers.

- Before the annual health check complete the [annual health check preparation tool](#) on the [LDMYHEALTH](#) web pages

This will help you take time to reflect on all the key areas of health and see if there are aspects that may need more attention. Being aware of

changes that could be early signs of illness is a job for everyone every day, and so the GP can only do a good annual health check with the help of everyone who knows the person well.

- Also download the [Easy read annual health check checklist](#) and help the person you support to have awareness of their own health and think about what they may want to talk about. You can also watch our [annual health check video](#) with the person that you support so that they understand what an annual health check is and how they can prepare for it. There is also more information on our [Local Offer annual health checks webpage](#)

- At the end of an annual health check you should be given a **health check action plan**. There will be actions on this for the person, carers, family and for the GP. Improving health outcomes is the responsibility of everyone working together.
- Download from [Mencap](#) their excellent [carer information](#) and easy read 'Don't Miss Out' guides on [join the learning disability register](#) and [annual health checks](#)

If you are the family carer for this person, it is also important to ensure your GP practice knows that you are an unpaid carer as this will entitle you to an enhanced health service too.

2. Flu vaccine

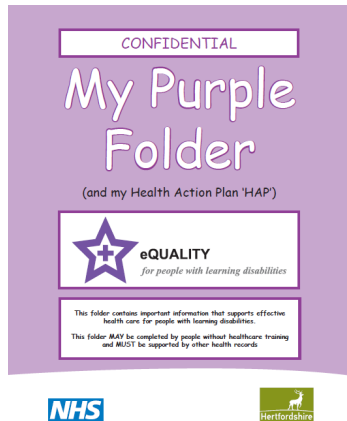
In Hertfordshire all people on the GP Learning Disability register are entitled to the free flu vaccine and other recommended virus vaccines [Covid]. Nearly 50% of deaths in people with learning disabilities are respiratory related so flu vaccine is really important to reduce this risk.

Supporting people so they are able to accept injections is important from a very young age, but if someone will not have the injection, they can have the child nasal spray as adults. It is not proven to be as good but if it is the only option that they will accept, the GP can give this instead of the injection.

- There is easy-read information about the importance of the flu vaccine on the [LDMYHEALTH](https://www.ldmyhealth.org.uk/) web page.



3. Purple Folder, Preparing for Adulthood My Health Information, Purple Cards and Health Apps

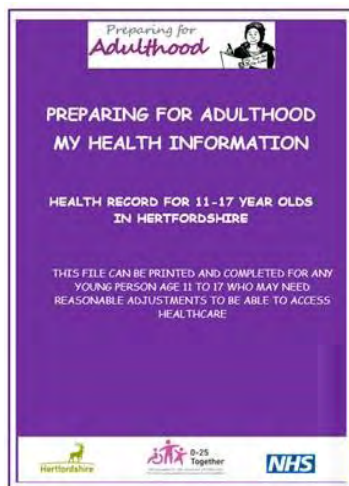


Purple Folders are health passports for adults with learning disabilities in Hertfordshire, they will be able to have a Purple Folder from the age of 18.

- You can download My Purple Folder from the LDMYHEALTH web pages.

We have also created Preparing for Adulthood **My Health Information** for use from the age 11 to 17.

- You can download Preparing for Adulthood My Health Information from the [Preparing for adulthood](#) web pages.
- Make sure you record on these pages all the 'top tips' that you have developed which helps the young person feel at ease and more able to cope with medical treatments.



Purple Cards are available for adults with learning disabilities who are likely to be more independent in going to see health professionals.

It stores a short summary of their medical needs and reasonable adjustments (reasonable adjustments are explained in point 4 below).

Health Apps are also a really good way of storing health information too, especially video clips which can help health professionals understand what someone looks, communicates and behaves like when they are well, and when someone is not so well.

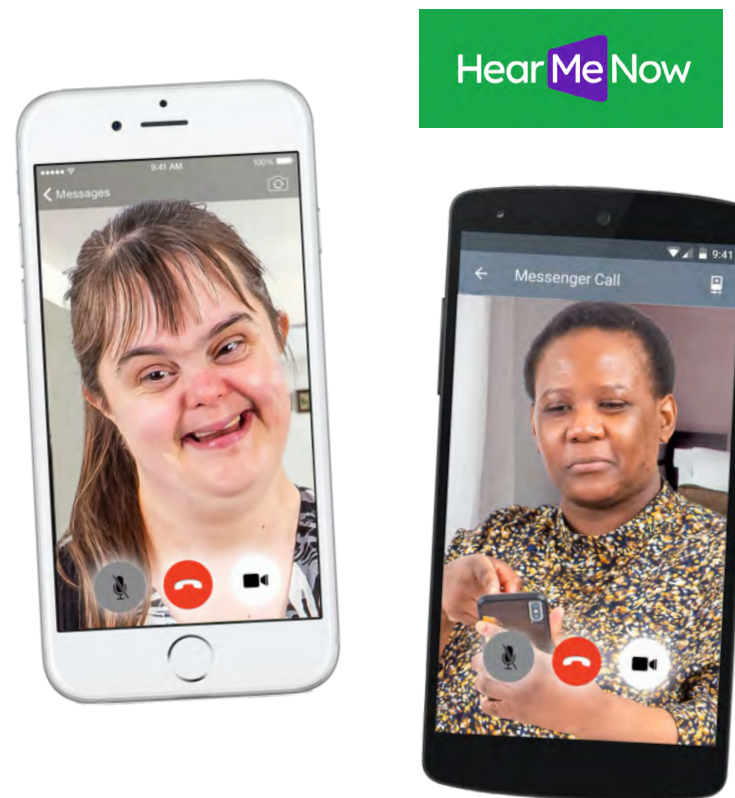
The **Maldaba App** called **Hear Me Now** is excellent. It is highly personalised and information can be captured using multimedia (video, audio, pictures or text) which can be spoken to the app user.

Individuals can purchase an annual subscription to use the **Hear Me Now App** and service. It is available for Android and Apple smart phones and tablets. The person can also use the **Hear Me Now App** on their phone to help with communication between them and the people that help with their health and wellbeing.

- See the [Maldaba Hear Me Now](#) website for more information

Create some video sound bites. If you have a smart phone or tablet, make some videos - around 20-30 seconds max, that show how the person looks, behaves and communicates when they are well. You can also use this to create sound bites on things like 'how to feed me' 'how to communicate with me' etc. For some examples of this, have a look at The Purple All-Stars video [Me on my best day](#)

Make sure these are shown to health professionals when someone is unwell to help them understand how different they are to their usual self. If you use the **Hear Me Now App** you can add videos, pictures or voice recording on this.



4. Reasonable adjustments

Under the Equality Act (2010), health care staff should make reasonable changes to the way they usually work and talk to people with learning disabilities to help them get the same health outcomes as anyone else would.

If the person has a Learning Disability you can download the [Preparing for Adulthood My Health Information](#) and complete the Reasonable Adjustments section.

Think T.E.A.C.H

Time

Does the person find it hard going to health appointments at a certain time of day? Does the person need extra time for them to feel relaxed so that they can accept treatment? Does the person need extra time to explain things?

Environment

Would the person be more likely to be relaxed and accept health treatment if they are in a place they know well? Does the person hate noises, busy spaces or new places? What can be done to make this easier?

Attitude

If the person is anxious what can be done to help them relax so that they are more likely to get the same treatment as someone else?

Communication

How should people talk to the person? Are there things that they hate people saying or doing? Does the person have a favourite subject that they like to chat about that helps them feel relaxed? Are there things the person likes to show people to help them settle? Does the person need things written down or drawn to help them understand better?

Help

Does the person have a Purple Folder/Preparing for Adulthood Purple Health Pages or Purple Card that shows what reasonable adjustments they need and what they usually look, communicate and behave like, so the Doctors can recognise signs of changes?



The person can also use the Hear Me Now App on the phone to help with communication between them and people who help with their health and wellbeing.

5. Communication needs are met

Under the **Accessible Information Standard** people with communication difficulties, such as a learning disability should be asked by health and social care professionals, what their preferred means of communication is.

Information should be given in the best way possible for that person.

As a child / young person they will have someone significant taking responsibility for their health needs, **but this changes when they reach 16**. It is, therefore, important to prepare them and the health professionals by starting young with sharing the best ways to enable the person to play a part in meeting their own health needs.



**Accessible
Information
Standard**

The **Accessible Information Standard** really helps when the young person reaches adulthood as this states that all health and social care professionals should ensure their service provides accessible information.

This means that they should **ASK, RECORD, FLAG [Highlight], USE and SHARE** with other health professionals and social care professionals when needed, a person's preferred means of communication.

Think about what communication styles really help the young person you support to understand.

- You can complete the [Accessible Information and Reasonable Adjustment easy-read form](#) on the [LDMYHEALTH](#) web pages and share this with any health and social care professional who works with them. Ask them to flag their needs on their systems.



Here are some examples:

“Talk to me about my dog for 5 mins and I will relax and am more likely to accept you treating me.”

“Write down any actions as I will say I have understood but may forget as soon as I leave.”

“Always send letters to my parents as well as me as I tend to bin letters and miss appointments.”



Key health issues that people with Learning Difficulties and/or Learning Disabilities may need support with as they move through teens into adulthood

Mental capacity

In childhood, a parent can make decisions and give consent for health treatments for their child but once they reach adulthood, unless someone has Lasting Power of Attorney for their health, **every medical decision needs the persons consent and if they are unable to understand, then a 'best interest' decision will be made** weighing up the risks and benefits. Helping the person to be more accepting will help with this decision making e.g. If a person needs a blood test but would harm themselves and needs sedating to get one, the doctor may think the risk of having the blood test outweighs the risk of not having it, but if they will accept the blood test with no risk to themselves it will be able to go ahead in their best interest and reduce the risk of delayed diagnosis.

- For information on Lasting Power of Attorney please see Government website

[GOV.UK - Make, register or end a lasting power of attorney](https://www.gov.uk/make-register-or-end-a-lasting-power-of-attorney)

"My daughter can't make any decisions for herself - she is too disabled. I have to decide everything for her"

"He knows his own mind and always lets us know what he wants."

As a family carer you know your relative very well and are used to the various, often subtle, ways in which they communicates, their likes and dislikes, needs and wishes. It can feel strange or even hurtful that other people become more involved in decisions about your relative once they become adults. This is not because your views are no longer important, but because the law says your relative must be treated as an adult. Part of this involves following the principles of the Mental Capacity Act. The act says some important things about how to decide whether adults are able to make their own decisions (often described as having capacity).



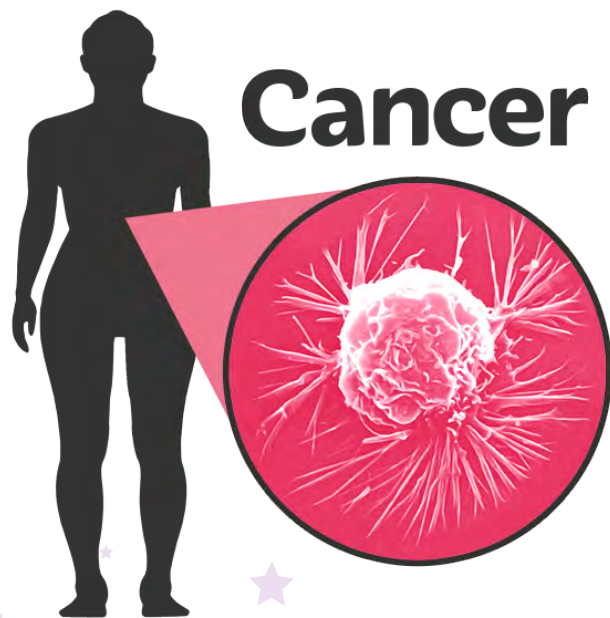
Breast checks

Does the person have a family history of Breast Cancer?
Does the person know about the importance of checking their breasts?

Approximately 1 in 7 women will be affected by breast cancer in their lifetime. Everyone, to some degree, can keep an eye on their breasts for changes.

- Download the [breast checking guide](#) from the [LDMYHEALTH](#) web page

Make sure their GP knows about any family history. The community learning disability nurses have breast models that can be used to show what to look out for.



Testicle checks

Does the person know about checking their testicles? Does the person have a family history of testicular cancer?

Testicular Cancer mainly affects men from age 15 - 49 and men with learning disabilities are four times more likely to die from testicular cancer. This is thought to be because of delayed diagnosis. 98% of men beat testicular cancer so it is very easily treatable if diagnosed early. Making young men aware of the importance of telling someone if there are changes is essential. Everyone can check themselves to some degree.

- Download the [testicle checking guide](#) from the [LDMYHEALTH](#) web page

The community learning disability nurses have testicle models that can be used to show what to look out for.

Constipation

Does the person know what a healthy poo should look like?

People with a learning disability have died due to constipation [LeDeR 2019]

- Download the '[Know Your Poo guide](#)' to help young people understand about healthy poo and the importance of diet and exercise

The community learning disability nurses have poo models that can be used to show what to look out for.

Urine

Does the person know what colour a healthy wee should be?

Dehydration and urine infections can lead to other health problems issues.

- Download the '[Know Your Wee guide](#)' and information on drinking water guide - both are in the [LDMYHEALTH](#) web page



Overcoming incontinence

Continence issues in children and young people can improve, and toileting issues can be corrected if they receive the correct help and support. Having an underlying diagnosis or behavioural need does not mean a child or young person cannot be partially or fully toilet trained.

By simply looking at fluid and diet intake, adjustments can be made to improve bladder and bowel function. Also, education for parents/carers and the patient themselves, gives the evidence needed to make correct choices with food and fluid intake.

Sometimes, we need to break down and address the fear aspect of toilet training into smaller goals, each one a milestone and as important as the next; such as being comfortable on a toilet, learning that the toilet is a pleasant place to be and helping the person to be happy on the toilet. Also, to allow the child or young person the chance to learn all the concepts of toilet training and not to have an expectation that they know what the next step is or that they will be clean and dry within weeks. Once the bowel is passing a soft/formed stool every 1-2 days with ease and they are drinking sufficient fluid to help stretch the bladder and aid the bladder to hold the urine and control a void, then you can progress onto addressing behaviour issues and gaining the concepts of toilet training.

- For more information including leaflets and parent forums to help guide you through toilet training see:

[ERIC The Children's Bowel & Bladder Charity](#)

- For further information on whether a referral can be made to local Continence Services seek advice from the following services:

If you live in West Hertfordshire:

For children and young people under 18 years contact <https://www.hct.nhs.uk/our-services-and-referral-information/our-services-a-z/children-and-young-peoples-continence-service/> at hct.continencecyp@nhs.net, telephone number 01923 470 680 OR for adults over 18 years contact [CLCH Adult Continence Service](#) at clcht.westherts.bladderandbowel@nhs.net, telephone number 03000 200 656.

If you live in East & North Hertfordshire:

For children and young people under 18 years contact your School Nurse or GP OR for adults over 18 years contact <https://www.hct.nhs.uk/our-services-and-referral-information/our-services-a-z/adult-bladder-and-bowel-care/>, telephone number 01462 492 502

Obesity

Does the person know what a healthy weight is and what the risks are of being overweight?

Start in childhood to educate on healthy diet and the impact of being obese on their long-term health. Avoid rewarding and nurturing with unhealthy 'little treats'

- There is information for adults on monitoring weight on LDMYHEALTH



Eating disorders

With the prevalence of eating disorders on the increase, it is vital that we all have a better understanding of what to look out for. It is believed that up to 80% of people with severe or profound learning disabilities have difficulties with eating such as chewing, swallowing or selectivity of texture. This can sometimes be seen as part of the disability, however, must be investigated further.

PICA is a common eating disorder that affects people with learning disabilities and it is when the person will eat items other than food such as paper, rocks or plastic. This can be incredibly dangerous for the individual and it is imperative that this is explored further. If you have concerns, contact your GP.

- You can read more information about eating disorders on the [NHS eating disorders](http://NHS.uk/eating-disorders) web page

Dental care

Did you know that healthy teeth and gums are not just about the smile?

It is really important to develop a routine and overcome difficulties with teeth brushing when the person is still in childhood. Poor dental hygiene and gum disease can lead to respiratory health issues, throat cancer, heart disease and aspirational pneumonia, so it is not just about a pretty smile. Start young and use games and rewards to make positive associations to help build acceptance of good teeth brushing and dental check-ups.

- Download the [Dental care guide](#) under [LDMYHEALTH](#)

Hertfordshire Special Care Dental service are a community dental service who provide a specialist dental service for children and adults with learning disabilities. However, many people prefer to see their local family dentist and that is fine too.

- For more information please see [Hertfordshire Special Care Dental service](#) website



Mental health

As they get older, children and young people will go through lots of changes, physically, emotionally and socially. Sometimes children and young people can find these changes stressful and find it difficult to cope.

You may have noticed your child or young person is feeling sad, worried or angry a lot of the time. Everyone experiences these feelings differently and the way emotions are expressed can look different for each child and young person, particularly if they have learning difficulties or a learning disability. Whilst these are normal feelings, experiencing these too much can start to affect their relationships, home and school life and leisure activities. In such instances then they may need some extra support. You can support your child to seek help from their GP, who may refer them to specialised local services.

For more information on supporting children's mental health, please see the following websites:

- [NHS Mental health for children, teenagers and young adults](#)
- [YoungMinds](#)
- [Families First Portal - support for families](#)

Immunisations

Young people, as they approach adulthood are offered a range of immunisations. This is to boost the immunisations they had as younger children and to continue to protect them from diseases, especially if young people have vulnerable health issues.

It is really important to ensure they receive the immunisations when they are due. They are often given in a school setting and the sessions are arranged with the school. You will be informed when this will happen and will be asked for parent/carer consent prior to the session. They can be also given at your GP surgery by appointment if not offered in the school setting or if the session in school is missed by the young person.

Here is a breakdown of the current routine immunisations that will be offered through the teenage years:

13 years (Year 8) - Human Papilloma Virus (HPV) given in 2 doses, up to 6 months apart. This vaccine protects against cancers caused by HPV including, cervical cancer and genital warts. If this is missed at this age it can be given up to the age of 25 years free at your GP surgery.

14 years (Year 9) - 3 in 1 teenage booster (Tetanus, Diphtheria and Polio) and MenACWY (various strains of meningitis). It is very important that young people receive these vaccinations.

- For more information on immunisations and any updates, please look on the [NHS vaccinations](#) web page



Puberty, sexual health and relationships

At around the age of eleven, it may be earlier or later, children will start to experience puberty. Consider the impact of puberty on their mood, tiredness, menstruation pain and emotions. As children grow into adults, they experience a number of changes both physically and mentally. It is important that conversations are had with them so they can understand the changes that may be happening to their bodies and feelings they may be starting to have.

For information about the stages of puberty please see the [NHS sexual health](#) web page.

Remember that people with learning disabilities will start developing the same sexual desires as everyone else and are less likely to learn through reading or talking to friends. Sexual development is natural, so enable them to have the privacy and freedom to sexually explore themselves. There are many resources available that discuss safe sex and healthy relationships. If people have a better understanding of topics such as sexually transmitted infections, the use of contraception and consent, it can help to keep them safe.

There is further information about gender identity, gender expression and sexuality including an animated video and easy read resources available on the [Mencap](#) website.

- For more information on sexual health please see [NHS Sexual Health Hertfordshire](#) website
- Additional easy read information and videos available from [Easy Health](#) website

[Easy Health - Sexual Health](#)

[Easy Health - Sex and Relationships](#)



ChatHealth messaging service for young people aged 11-19 years

The ChatHealth messaging service is run by the School Nursing team in Hertfordshire. Direct support and advice on all kinds of health issues such as sexual health, emotional health and wellbeing, bullying, healthy eating and general health concerns is available from a School Nurse, Monday - Friday from 9am-5pm, excluding Bank Holidays.

Young people from 11-19 can message a School Nurse for confidential advice and support by texting their message to the ChatHealth number **07480 635 050**. Just saying 'hello' is enough to get the conversation started. A School Nurse will reply to the message as quickly as possible. The service is confidential, unless issues emerge from a conversation that gives cause for concern for the young person's safety and well-being.

- For more information about the ChatHealth service and general health and wellbeing advice and guidance for young people aged 11-19 see the [Health for Teens](#) NHS website



Top Tips to building health resilience in young people with Learning Difficulties and Learning Disabilities

The examples given are approaches that have been tried and tested by the community learning disability nurses within the 0-25 and Adult Care Services.

Everyone is individual, so what works for one person may not work for everyone, but all are worth considering as every step you take to make a young person build their health knowledge and their ability to accept health investigations and treatment could have a life changing impact in adulthood.

Help them become tolerant to medical examinations and needles while they are still children

A significant cause of delay in diagnosing what is wrong is because people struggle to cope with medical investigations or treatments. As a child you can hug them while they have their ears looked in or have bloods taken, but once they reach adulthood mental capacity needs to be taken into account and this can affect whether the person can receive the investigation or treatment. For example, if they will not tolerate blood tests this may raise the risk of delay if they become ill. You can help them become accepting of treatments and injections without being held. You can use rewards and games to gradually enable them to accept medical interventions 'like a big girl' and sit on their own chair etc.



Teach through play

Make the activities that happen in a GP surgery part of everyday life so they are less likely to see them as scary when they are needed in a medical situation. For example, get them to lie down and you play the doctor and vice versa. Examine their tummy, ears, take their blood pressure, listen to their chest with a stethoscope, look in their mouths. Use the same phrases when you play the games e.g. 'I'm a doctor I'm going to help you stay well/help you feel better/stop the ouch' etc.

Reinforce with Makaton signs for pain, doctor, nurse etc. The phrases that help can then be recorded and shared with the GP surgery to ensure they are always used in medical situations.



Make sure ALL your knowledge on how to best support the young person is recorded and shared

As family/carers you are the experts in the young person. You know all the tiny signs and symptoms of ill health that they show and you know how best to help them overcome any barriers to accepting health interventions. Delays in diagnosis are often due to health professionals not knowing this essential information, so please make sure this information goes with them into adulthood in case you are ever not around to speak up for them. Completing the Preparing for Adulthood My Health Information pages, making the video sound bites etc will all help to ensure that delays in diagnosis are reduced and barriers to investigations are overcome.

E.g. if the young person communicates feeling unwell or in pain through lethargy or agitated behaviour. Health professionals may assume that these are the persons normal behaviours and not attribute this to being a form of communication. Having it noted in their Preparing for Adulthood My Health Information pages as their way of communicating pain will help reduce this risk.

Help them to understand the importance of keeping healthy and active while they are still in childhood

Someone with a learning disability may not be aware of how important diet and physical exercise is to having a healthy long life. Getting a routine of enjoying a healthy eating and good exercise plan from an early age will help ensure the person maintains this lifestyle into adulthood. Physical activity also builds confidence and social skills, strengthens muscles and bones, improves overall health and fitness and makes you feel good too!

Explore activities in your local area and find out what the person enjoys. Encourage them to try new things and get active outdoors by walking, skipping or cycling, or get moving indoors using an exercise routine or virtual online class or video.

Eating a healthy, balanced diet is an important part of maintaining good health. Encourage them to eat at least 5 portions of a variety of fruit and vegetables every day and help them to make good food choices. Getting involved in choosing recipes and making meals together is a great way to learn new skills and can also be fun.

There are a range of resources available to give you tips and ideas on how to keep healthy and active:

- [Hertfordshire Local Offer Friends and Community](#)
- [NHS Live Well](#)
- [NHS Get active your way](#)
- [Active Herts](#)

People with a learning disability have a shorter life expectancy than the general public and a lot of work is being done nationally to help reduce this [[LeDeR - Learning from lives and deaths](#)]. It is recognised that delays in diagnosis because of communication barriers and acceptance of investigations and treatment is a big factor in this, so it is important that we all work together to improve this.

By using the information in this tool, we can help individuals to understand how they can stay healthy and improve how they communicate with health professionals into adulthood. Every little step you can take to help the person will make a difference to their healthy adulthood. Together we can help reduce the risks by making sure that treatable health issues are picked up in time and managed, so that individuals can live a full and healthy life.



References

Page No.	Hyperlink	Website
3	Community Learning Disability Nursing Service. - YouTube	https://youtube.com/playlist?list=PLBSjtUxPa6TV_80SdPOHRkUdo3uZfpdKn
5	Learning Disability Screening Tool	https://learningdisabilitymatters.co.uk/
	Annual health check preparation tool	https://www.hertfordshire.gov.uk/services/adult-social-services/disability/learning-disabilities/my-health/annual-health-checks.aspx
	LDMYHEALTH	https://www.hertfordshire.gov.uk/services/adult-social-services/disability/learning-disabilities/my-health/my-health.aspx
	Easy read annual health check checklist	https://www.hertfordshire.gov.uk/media-library/documents/adult-social-services/ahc-checklist-for-person-with-an-lid-v3.pdf
	Annual health check video	https://youtu.be/N0QZ4mj2RU8
6	Local Offer Annual Health Checks webpage	https://www.hertfordshire.gov.uk/microsites/local-offer/preparing-for-adulthood/health/annual-health-checks.aspx
	Mencap	https://www.mencap.org.uk/advice-and-support/health
	Carer information	https://www.mencap.org.uk/sites/default/files/2017-02/2016.209%20Dont%20miss%20out_Supporters%20Guide_online%20version%20%28003%29.pdf
	Join the learning disability register	https://www.mencap.org.uk/advice-and-support/health/dont-miss-out/dont-miss-out-join-learning-disability-register
	Annual health checks	https://www.mencap.org.uk/advice-and-support/health/dont-miss-out/dont-miss-out-annual-health-checks
7	LDMYHEALTH	https://www.hertfordshire.gov.uk/services/adult-social-services/disability/learning-disabilities/my-health/my-health.aspx

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9	Maldaba Hear Me Now	https://www.hearmenowapp.com/
	Me on my best day	https://www.youtube.com/watch?v=oA-RP4JPMz8
10	Preparing for Adulthood My Health Information	https://www.hertfordshire.gov.uk/microsites/local-offer/preparing-for-adulthood/health/health.aspx
11	Accessible Information and Reasonable Adjustment easy read form	https://www.hertfordshire.gov.uk/services/adult-social-services/disability/learning-disabilities/my-health/annual-health-checks.aspx
	LDMYHEALTH	https://www.hertfordshire.gov.uk/services/adult-social-services/disability/learning-disabilities/my-health/my-health.aspx
13	Make, register or end a lasting power of attorney	https://www.gov.uk/power-of-attorney
	Breast checking guide	https://www.hertfordshire.gov.uk/media-library/documents/adult-social-services/learning-difficulties-and-dementia/breast-checking-info-pack.pdf
14	LDMYHEALTH	https://www.hertfordshire.gov.uk/services/adult-social-services/disability/learning-disabilities/my-health/my-health.aspx
	Testicle checking guide	https://www.hertfordshire.gov.uk/media-library/documents/adult-social-services/learning-difficulties-and-dementia/complete-testicle-information-pack.pdf
	LDMYHEALTH	https://www.hertfordshire.gov.uk/services/adult-social-services/disability/learning-disabilities/my-health/my-health.aspx

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15	Know your poo guide	https://www.hertfordshire.gov.uk/media-library/documents/adult-social-services/learning-difficulties-and-dementia/constipation/constipation-carer-guide-inc-bristol-stool-chart-easyread.pdf
	Know your wee guide	https://www.hertfordshire.gov.uk/media-library/documents/adult-social-services/learning-difficulties-and-dementia/urine-colour-chart-updated.pdf
	LDMYHEALTH	https://www.hertfordshire.gov.uk/services/adult-social-services/disability/learning-disabilities/my-health/my-health.aspx
16	ERIC The children's bowel and bladder charity	https://www.eric.org.uk/
	HCT children & young people continence service	https://www.hct.nhs.uk/our-services-and-referral-information/our-services-a-z/children-and-young-peoples-continenence-service/
	CLCH adult continence service	https://clch.nhs.uk/services/continence-and-stoma
	HCT adult bowel and bladder care service	https://www.hct.nhs.uk/our-services-and-referral-information/our-services-a-z/adult-bladder-and-bowel-care/
17	LDMYHEALTH	https://www.hertfordshire.gov.uk/services/adult-social-services/disability/learning-disabilities/my-health/my-health.aspx
	NHS eating disorders	https://www.nhs.uk/mental-health/feelings-symptoms-behaviours/behaviours/eating-disorders/overview/

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	Dental care guide	https://www.hct.nhs.uk/our-services-and-referral-information/our-services-a-z/special-care-dental-service/
	LDMYHEALTH	https://www.hertfordshire.gov.uk/services/adult-social-services/disability/learning-disabilities/my-health/my-health.aspx
18	Hertfordshire special dental care service	https://www.hct.nhs.uk/our-services/special-care-dental-service/
	NHS Mental health for children and teenagers	https://www.nhs.uk/mental-health/children-and-young-adults/
	Families First Portal	https://www.hertfordshire.gov.uk/microsites/families-first/families-first.aspx
19	NHS vaccinations	https://www.nhs.uk/conditions/vaccinations/
	NHS sexual health	https://www.nhs.uk/live-well/sexual-health/stages-of-puberty-what-happens-to-boys-and-girls/
	Mencap	https://www.mencap.org.uk/advice-and-support/relationships-and-sex/relationships-and-sex-resources
20	NHS sexual health Hertfordshire	https://www.sexualhealthhertfordshire.clch.nhs.uk/
	Easy Health	https://www.easyhealth.org.uk/
	Easy Health - Sexual health	https://www.easyhealth.org.uk/resources/category/137-sexual-health
	Easy Health - Sex and relationships	https://www.easyhealth.org.uk/resources/category/135-sex-and-relationships
21	Health for Teens	https://www.healthforteens.co.uk/hertfordshire/chathealth-texting-service-for-age-11-18/

Page No.	Hyperlink	Website
24	Hertfordshire Local Offer Friends and Community	https://www.hertfordshire.gov.uk/microsites/local-offer/preparing-for-adulthood/friends-and-community.aspx
	NHS Live Well	https://www.nhs.uk/live-well/
	NHS Get Active Your Way	https://www.nhs.uk/live-well/exercise/get-active-your-way/
	Active Herts	https://www.activeherts.org.uk/
	LeDeR	https://leder.nhs.uk/about

Contact Us

Our Community Learning Disability Nursing Service works with people over the age of 18 and a range of the tools mentioned on this leaflet were created by this service and are available at www.hertfordshire.gov.uk/ldmyhealth

0-25 Together Team

Call us on **01438 844 660** or
email: 0-25_central@hertfordshire.gov.uk

Herts Help

Independent Information and advice on local community services.

www.hertshelp.net

Call us on **0300 123 4044**

Abuse Hurts if you are worried that you, or someone you know is at risk of abuse or neglect.

Call us on **0300 123 4042**
(24 hours a day)

This is a new document and we would welcome any feedback you have, please contact LocalOffer@hertfordshire.gov.uk and let us know what you think.

