

Module Code: ECED7005

Student Number: 2418385

Assessment No: 2

Identify a group that is at risk of exclusion; Critically reflect upon 2 barriers to full participation in society and consider possible solutions.

I confirm that I have not used any AI tools in the research and creation of this assignment. I confirm that I have not presented any AI generated materials as my own work. I confirm I have copies of my drafts, notes, and other resources I used, which I may be asked to provide in evidence

INTRODUCTION

This presentation will;

- Identify individuals with learning disabilities as being the group at risk of being excluded within society
- Identify Attitudinal and Communication Barriers as impacting those with a learning disability to fully participate within society
- Identify Employment, Health and Social Care and Education as the areas of society which those with learning disabilities may have trouble participating in
- Explore how individuals with learning disabilities are impacted by Attitudinal and Communication Barriers within different areas of life
- Discuss the laws and policies relevant to Attitudinal and Communication Barriers
- Assess various solutions to the issues that come about as a result of the barriers
- Summarise key points discussed within the presentation to determine the overall impact of these barriers



DEFINITIONS

- **Key term 1; Learning disability**
- Three elements exist when it comes to a learning disability;
 1. A considerably diminished ability when it comes to the comprehension of new or intricate information with the purpose of developing new abilities
 2. A diminished ability in being able to deal with things by themselves
 3. Proceeded prior to becoming an adult and continue to impact their progression

(Department of Health, 2001)

- A learning disability can vary between individuals (National Health Service, 2022)
- Mencap (n.d.) note the varying categories of a learning disability, consisting of “mild, moderate, severe or profound” (‘Different types of learning disability’ section)



DEFINITIONS

- **Key term 2; Social Exclusion**
- Those who are faced with discrimination due to certain characteristics experience social exclusion, with one of these characteristics being disability (Department for International Development, 2005).
- There is a lack of consensus (Khan et al., 2015).
- Social exclusion being a process which is multifaceted involves the amalgamation of different types of exclusion (Madanipour et al., 1998, as cited in Byrne, 2005, p.2).
- Examples include being able to gain material resources and jobs as well as involvement in the political system and making judgements (Madanipour et al., 1998, as cited in Byrne, 2005, p.2).



DEFINITIONS

- **Key term 3; Attitudinal Barriers**
- Attitudes consist of a mental conception which signifies “favourable or unfavourable evaluations of people, objects, places or activities” (Scior & Werner, 2015, p.6).
- As a result of the potential of ableism being sustained through attitudinal barriers as well as their frequent invisibility, a distinctive obstacle is presented (Freer, 2021).
- Ableism looks at capability and how there is an intricate network of criteria regarding this capability (Freer, 2021).
- A potential for those with disabilities as a result of ableism to experience “stereotypes, prejudice, and discrimination” (Freer, 2021, p.51).



DEFINITIONS

- **Key term 4; Communication Barriers**
- If individuals require guidance in relation to communicating with individuals, comprehension or articulating their thoughts, then these individuals possess support requirements related to communication (Scottish Government, 2011).
- Extensive discrimination as well as alienation can be experienced by these individuals (Scottish Government, 2011).
- Interacting with individuals that have learning disabilities in a manner that is inclusive is something essential for those providing assistance to this group of individuals or those working alongside them to carry out (Foundation for People with Learning Disabilities, n.d.).
- Examples which have a potential of being constructive are the utilization of straightforward language as well as the utilization of enlarged text (Foundation for People with Learning Disabilities, n.d.).



ATTITUDINAL BARRIERS AS EXPERIENCED BY INDIVIDUALS WITH LEARNING DISABILITIES WITHIN EMPLOYMENT

Study by Scope (2022);

- Found from their disabled candidates that when it came to promotions or job searching, 35% of the participants claimed they currently averted from doing this entirely due to encountering unfavourable conduct as well as attitudes.
- When it came to making a choice to cease searching or search a lesser amount in terms of newfound promotions or job opportunities, the factor having the greatest influence on these actions according to the disabled individuals were the attitudes possessed by benefit examiners, interviewers and support staff within their job.



ATTITUDINAL BARRIERS AS EXPERIENCED BY INDIVIDUALS WITH LEARNING DISABILITIES WITHIN EMPLOYMENT

Study by Lewisham Speaking Up [hereafter LSU] (2024);

- Purpose; discover the views of individuals in relation to those with learning disabilities and those with autism and their jobs within health and social care
- Barrier identified by disabled individuals; attitudes of bosses and the public
- Example; a belief possessed by managers was that prolonged absences will be required by those with a learning disability



ATTITUDINAL BARRIERS AS EXPERIENCED BY INDIVIDUALS WITH LEARNING DISABILITIES WITHIN EMPLOYMENT

In contradiction to this, the Department for Work & Pensions (2022);

- Looked at the advantages that come with hiring individuals with disabilities.
- Found that companies can acquire added abilities through inspiring disabled individuals to apply for jobs
- Example of one ability; being able to utilise British Sign Language



ATTITUDINAL BARRIERS AS EXPERIENCED BY INDIVIDUALS WITH LEARNING DISABILITIES WITHIN EDUCATION

Study by McNaught and Pope (2022);

- Candidates; individuals who had a learning disability, had registered at higher education and were also youth leaders within 'I'm Determined'.
- Candidates discussed their participation within mandatory education and the ways in which they tolerated it and committed themselves.
- There failed to be any inspiration from teachers or school counsellors when it came to further education according to the candidates.
- Something which was standard was diminished expectations.



ATTITUDINAL BARRIERS AS EXPERIENCED BY INDIVIDUALS WITH LEARNING DISABILITIES WITHIN EDUCATION

Literature review by Faucheux and Weglarz-Ward (2022);

- Carried out an assessment on global viewpoints relating to learning disabilities as well as teachers
- Noted that in terms of students' outcomes, responsibility was swiftly placed on external and out of hand determinants by teachers
- Common for the students who had learning disabilities to be misjudged by the teachers
- Something which was infrequently determined as being a possible issue was the teachers' own schooling



POLICIES AND LAWS

Equality Act 2010;

2 elements that confirm whether a disabled individual is being discriminated by another individual (s.15(1)).

1. A disabled individual experiencing behaviour of an adverse nature due to a certain element resulting from the individual's disability (s.15(1a)).
2. Behaviour is unable to be proven by the individual to be of “proportionate means of achieving a legitimate aim” (s.15(1b)).

Convention on the Rights of Persons with Disabilities (United Nations General Assembly, 2006);

- Disability discrimination is to be disallowed by States Parties (Art.5.2).



SOLUTIONS TO ATTITUDINAL BARRIERS EXPERIENCED BY INDIVIDUALS WITH LEARNING DISABILITIES

Tripartite Intervention (Freer, 2021)

- Intervention spread over 12 classes
- Goal; aid in challenging ableism within primary schools through the refinement in attitudes possessed by students when it comes to disability
- Practical factors to be addressed; duration of the 12 classes in terms of the way it is carried out is around 540-900 minutes
- In terms of fostering social inclusion as well as countering ableism within primary schools, this intervention could be a helpful instrument in achieving this



SOLUTIONS TO ATTITUDINAL BARRIERS EXPERIENCED BY INDIVIDUALS WITH LEARNING DISABILITIES

Study by LSU (2024);

- Authors believe that by having neuro diverse individuals employed within health and social care, this is the best method in terms of altering attitudes regarding these individuals.
- Employer training on discrimination related to disability is also something put forward by the disabled individuals
- Employee training regarding disability was also mentioned



COMMUNICATION BARRIERS AS EXPERIENCED BY INDIVIDUALS WITH LEARNING DISABILITIES WITHIN EMPLOYMENT

- Various communication barriers are experienced by individuals who have learning disabilities (Royal College of Speech & Language Therapists, n.d.) [hereafter RCSLT].
- The reason for this in most cases is the result of the way others interact with the individuals or the environment (RCSLT, n.d.).

Study by LSU (2024);

- Barrier identified by individuals with disabilities; procedure for joining the workplace
- Lack of images when it came to the application forms and they failed to be in easy read
- Noted by the disabled individuals that reasonable adjustments were deemed as being costly as well as overwhelming by bosses

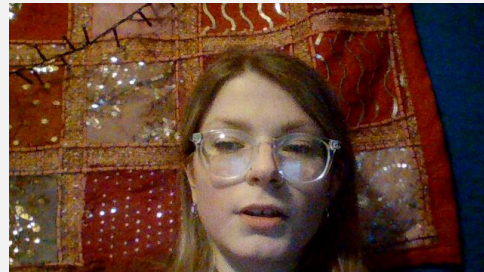
Department for Work & Pensions (2022) mention the common affordability of facilitating workers who are disabled through carrying out reasonable adjustments.



COMMUNICATION BARRIERS AS EXPERIENCED BY INDIVIDUALS WITH LEARNING DISABILITIES WITHIN HEALTH AND SOCIAL CARE

Study by Gray and Kerridge (2023);

- Goal; investigate hospitals as well as services within health and social care in relation to the inequalities that exist in being able to access them
- This was investigated through the viewpoint of the clients
- Put forward by the participants was that when it comes to official communications, there should be a decrease in the medical expressions and language being utilised by services within health and social care
- Reference was made by the candidates to anxiety surrounding hospitals and their hidden disposition, and they implied that something which often amplifies this anxiety is jargon
- As a result of this, when it comes to healthcare, the candidates' ability or want to pursue it is decreased



COMMUNICATION BARRIERS AS EXPERIENCED BY INDIVIDUALS WITH LEARNING DISABILITIES WITHIN HEALTH AND SOCIAL CARE

Study by Badcock and Sakellariou (2022);

- Candidates; individuals who had learning disabilities as well as these individuals' caregivers
- In relation to interaction with practitioners within health and social care, the encounters and viewpoints of the candidates were examined
- Practitioners exploring types of communication excluding oral language was something that the candidates wished for
- In assisting oral communication, the utilization of numerous resources was favoured by the candidates
- Examples; symbols as well as images
- Found from the candidates that instead of practitioners trying a different communication type in situations where there was an inability for an individual with a learning disability to understand verbal communication, the practitioners instead began to communicate with the individuals' carergivers.



POLICIES AND LAWS

Equality Act 2010;

- When it comes to carrying out accommodations, there is an obligation to do this (s.20)

Convention on the Rights of Persons with Disabilities (United Nations General Assembly, 2006);

- Fitting actions are to be carried out by States Parties with the purpose of guaranteeing that disabled individuals can gain access to certain areas of society equally with other individuals, thus allowing disabled individuals the ability to have a self-sufficient existence as well as engage completely within all areas of living (Art.9.1).



SOLUTIONS TO COMMUNICATION BARRIERS EXPERIENCED BY INDIVIDUALS WITH LEARNING DISABILITIES

5 Good Communication Standards (RCSLT, 2013);

- Purpose; so that there is a guarantee for people who have autism or learning disabilities within residential facilities and specialist hospital facilities that reasonable adjustments fulfilling their requirements will be carried out in relation to “speech, language and communication” (p.4)
- Example of one of 5 standards; in terms of the best ways of interacting with others, a thorough explanation is issued.
- Example of one of 5 standards; in terms of individuals’ wellness, that they are issued guidance in both imparting and comprehending their requirements



CONCLUSION



- This presentation has identified individuals with learning disabilities as a group that is at risk of exclusion within different areas of society.
- Attitudinal barriers were seen to affect individuals with learning disabilities within the context of employment (Scope 2022; LSU, 2024) and education (McNaught & Pope, 2022; Faucheux & Weglarz-Ward, 2022).
- Communication barriers were seen to affect individuals with learning disabilities within the context of employment (LSU, 2024) and health and social care (Gray & Kerridge, 2023; Badcock & Sakellariou, 2022).
- The two main pieces of legislation highlighted were the *Equality Act 2010* and Convention on the Rights of Persons with Disabilities (United Nations General Assembly, 2006).
- These barriers continue to persist and exclude those with learning disabilities from different areas of life.
- Solutions for each barrier have been suggested.
- In relation to attitudinal barriers, the solutions consisted of the Tripartite Intervention (Freer, 2021) and training for those within the workplace regarding disability (LSU, 2024).
- In relation to communication barriers, the solutions consisted of the 5 Good Communication Standards (RCSLT, 2013)
- Overall, this presentation has issued a clear picture of how attitudinal barriers and communication barriers can lead to the exclusion of individuals with learning disabilities, but has also put forward solutions to these barriers to potentially eliminate the threat of exclusion.

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