

Public Consultation Summary
**Statutory Guidance for the Children and Young
People (Jersey) Law 2022**

MARCH 2023

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Background to the consultation

The consultation

The consultation provided the opportunity for those who work with and provide services to children and young people and other stakeholders, to review and comment on the proposed statutory guidance supporting the Children and Young People (Jersey) Law 2022.

The Children and Young People (Jersey) Law 2022 is a new law to support the wellbeing of children and young people in Jersey.

You can access the law via this link: [Children and Young People \(Jersey\) Law 2022](#)

The Government of Jersey also asked children and young people for their thoughts. Their feedback will support adults who work in services like nurseries, schools, clubs, youth services, health services and the police understand what they need to do and how to do it.

Draft statutory guidance

The aim of the statutory guidance is to explain how those who work with and provide services to children and young people should carry out their duties and responsibilities under the law.

The Articles of the Children and Young People (Jersey) Law 2022 that need statutory guidance have been grouped into six categories as shown below:

Article number	Article title	Statutory guidance category
2	Overriding objective	Working together
3	Wellbeing assessment and indicators	
4	Co-operation to promote wellbeing	
5	Arrangements to safeguard and promote the welfare of children	
23	Guidance on Wellbeing Plans	
4	Co-operation to promote wellbeing	Information sharing
5	Arrangements to safeguard and promote the welfare of children	
28	Collaborative working among corporate parents	

34	Guidance on corporate parenting	Corporate parenting
37	Guidance in respect of Article 36 (Wellbeing assessment, plan and review)	Looked after children and care leavers
39	Personal advisers	
41	Minister's duty to promote educational achievement	
42	Review of looked after children's cases and appointment of independent reviewing officers	
11	Guidance in relation to planning the delivery of services for children and young people	Delivery of services for children and young people
6	Review of child deaths	Review of child deaths

The role of the Project Board, Local Expert Advisory Group (LEAG) and Crest Advisory Limited

The Project Board has eight members representing partners implicated by the Law. The role of the Project Board is to review and make decisions to progress the development of the Statutory Guidance, as well as provide sign-off on materials.

The Local Expert Advisory Group (LEAG) is comprised of 16 members representing Strategic Policy, Planning and Performance, Department for Children, Young People, Education and Skills Policies (CYPES), States of Jersey Police, the Law Officers' Department, Health and Community Services. The role of the LEAG is to work jointly with Crest Advisory Limited and provide local knowledge and industry expertise to inform the Statutory Guidance and training materials.

Crest Advisory was commissioned by the Government of Jersey to develop Statutory Guidance for the Children and Young People (Jersey) Law 2022.

Development of Statutory Guidance

The development of the Statutory Guidance has progressed through the following phases:

Phase 1: initial mobilisation (May - June 2022)

Crest Advisory met with members of a specially formed Local Expert Advisory Group (LEAG) to ensure that all relevant stakeholders (including across health, children's services and education) were identified and could be invited to attend workshops (see Phase 2) to support the development of Statutory Guidance.

Phase 2: workshops with stakeholders (July - August 2022)

A series of workshops, each focused on one of the six areas to be covered by Statutory Guidance, were held across July and August 2022. In total, 31 workshop sessions were held, and 69 stakeholders (identified in Phase 1) attended at least one of these workshops. These workshops were important forums to understand the current landscape and identify key lines of enquiry and areas of focus as the Statutory Guidance was developed.

Phase 3: development of guidance (August 2022 - present)

Crest Advisory developed several iterations of draft Statutory Guidance between August and October 2022, with advice and expertise provided by members of the LEAG and Project Board during review sessions and meetings.

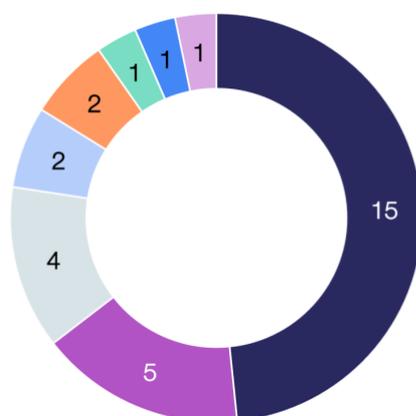
Following sign-off from the LEAG and Project Board, the draft Statutory Guidance was opened to consultation between 1st November 2022 and 13th January 2023. The consultation has now concluded and a summary of responses is provided in this document.

Consultation Response

Consultation process

The consultation ran from 1st November 2022 and 13th January 2023. As of 13 January 2023, 40 survey responses were received, of which 34 were usable.¹ A number of written responses were also received.

Survey respondents identified themselves under the following descriptors:



- I work for the Government of Jersey
- I work/volunteer directly with children and young people
- I work or volunteer for/am responding on behalf of, an organisation which provides services for children, young people and families
- I am a member of the States Assembly
- I am a child or young person
- I have care experience
- I am a child's parent, carer or guardian
- Other

Both survey and written responses have been reviewed and summaries of these responses are set out below according to the section of guidance to which the responses relate.

Next steps

The draft Statutory Guidance is being reviewed and, where necessary, redrafted in response to feedback received from the consultation.

In some cases, the feedback received relates to an area that is beyond the scope of statutory guidance. For example, a resourcing issue or a matter for operational protocol. Where comments are beyond the scope of statutory guidance, this is flagged below.

¹ Here, 'usable' means that the respondent had submitted feedback and the completed survey wasn't blank. To note that some respondents may have submitted multiple entries.

Working Together in Jersey

Q1: In your role, how likely is it that you will use the guidance to inform your practice?

Eighty-nine percent (n = 16) of respondents to this question said 'yes' they are likely to use the guidance to inform their practice. One respondent said 'no' they are not likely to use the guidance to inform their practice. One respondent said they were 'unsure'.

Q2: As a practitioner, is it clear how you apply the guidance in your role?

Ninety-four percent (n = 15) of respondents to this question said 'yes' it is clear how you apply the guidance in your role. One respondent said they were 'unsure'.

Q3: What do you like about this section of the guidance?

Respondents listed the following as things they like about this section of guidance:

- 'Clearly written'
- 'Easy to understand'
- 'Very clear and concise'
- 'Child-centred approach'
- 'Direct and simple language'
- 'It is clear for each agency what their roles are'
- 'I like how each of the sections are clearly dedicated to each subject'
- 'Clear principles'

Q4: Have we missed anything? Is there content or issues that you were expecting the guidance to cover in this section?

Respondents listed the following as content they felt was missing from this section of guidance:

- Links to supporting guidance or frameworks on best interests decision-making framework and contextual safeguarding;
- Reference to Adverse Childhood Experiences (ACEs) in section covering 'identifying needs';
- More references to the Participation Standards for children and young people;
- Reference to a mechanism for raising concerns about the practices of a service provider;
- Focus on early years children;
- Reference to the child's voice in wellbeing plans;
- Reference to the importance of parents and families in communication with children and young people and for the purpose of gathering information. One respondent suggested there should be more opportunities to listen and respond to parents' feedback;

- Reference to the Children (Convention Rights) (Jersey) Law 2022
 - *The Children (Convention Rights) (Jersey) Law 2022 may not be in force at the point at which the guidance is published, therefore it would be inaccurate to reference the Children (Convention Rights) (Jersey) Law 2022*
- Guidance for practitioners on how to access services
 - *It is important that practitioners are clear on what services are available and how these are accessed. This is beyond the scope of Statutory Guidance, but other means such as agency/organisation specific operational procedures and training may be useful in communicating this information.*

Q5: Are there any aspects of this section that require more clarity?

Respondents listed the following as aspects of this section requiring more clarity:

- Collaborating and planning to respond to wellbeing needs - specifically how information, records and other assessments are requested from other relevant providers to inform a wellbeing assessment;
- The relationship between CAMHS and Jersey Law thresholds;
 - *This is an operational matter to be determined with CAMHS*
- Request for a tighter definition of inpatient stay in relation to the definition of a child with a health or development need;
 - *The definition of a child with a health or development need is set in the Law so cannot be redefined in the guidance*
- The use of relevant providers' professional judgement to determine the depth and focus of a wellbeing assessment;
- Explicit reference to 'Best Start' intentions;
 - *Statutory Guidance will not make explicit reference to the Best Start Partnership or name other organisations, as this level of detail is not appropriate.*
- Probation Officer's assessment for court (as well as Parish Hall Enquiries) as relevant material to include in a wellbeing assessment;
- Thresholds of need and associated new terminology (for example 'wellbeing need' and 'health or development need').

Q6: Are there aspects of this section which you think should be covered or emphasised in future training on the guidance?

Respondents listed the following as aspects that should be covered or emphasised in future training:

- Early years tools and approaches to support capturing the voice of the child;
- Undertaking wellbeing assessments, including use of wellbeing indicators and capacity / competency assessments;
- Contextual safeguarding;
- Supervision training;
- Levels of need.

Information Sharing

Q1: In your role, how likely is it that you will use the guidance to inform your practice?

One-hundred percent (n = 10) of respondents to this question said 'yes' they are likely to use the guidance to inform their practice.

Q2: As a practitioner, is it clear how you apply the guidance in your role?

Eighty-nine percent (n = 8) of respondents to this question said 'yes' it is clear how you apply the guidance in your role. One respondent said they were 'unsure' and indicated that guidance on where and how to use consent to share agreements would be helpful.

Q3: What do you like about this section of the guidance?

Respondents listed the following as things they like about this section of guidance:

- 'Clear'
- 'Give[s] agencies confidence to share'

Q4: Have we missed anything? Is there content or issues that you were expecting the guidance to cover in this section?

Respondents did not identify any content or issues that are missing from this section of guidance.

Q5: Are there any aspects of this section that require more clarity?

Respondents listed the following as aspects of this section requiring more clarity:

- Legal definition of consent and how consent should be recorded;
- When and how to use consent to share information;
 - *We are working with the Jersey Office of the Information Commissioner to clearly describe the legal basis for sharing information*
- Some respondents asked for clarity on how they would share data in their role, who they would be expected to share data with and whether data sharing agreements would be required;
 - *How the guidance influences individual practice will be considered in the development of training and should also be reviewed within specific operational procedures and protocols*
- Decision-making processes around information sharing to ensure consistency with legislation - especially at 'Early Help' stage;
 - *Existing materials and service pathways from Jersey's Children First are available as relevant resources. A training programme will be implemented to support*

partners and practitioners, but it will be for services to define their own operational protocols.

- Legal basis thresholds for sharing information (for instance, sharing to promote wellbeing) require clarity;
 - *We are working with the Jersey Office of the Information Commissioner to clearly describe the legal basis for sharing information*
- Sharing information as a Corporate Parent - including guidance on being 'professionally curious' and what this means for practice;
 - *We are working with the Jersey Office of the Information Commissioner to clearly describe the legal basis for sharing information*
- One concern was that the Law and Statutory Guidance are not compatible with an individual's rights to private and family life. The concern suggested that the Law and Statutory Guidance do not provide effective safeguards to ensure privacy rights are respected, protected, and fulfilled.
 - *The Law has been assessed to be compatible with the European Convention on Human Rights. Once finalised, the Statutory Guidance will be subject to review by the Law Officers' Department to ensure compatibility with The Children and Young People (Jersey) Law 2022 and other relevant legalisation.*

Q6: Are there aspects of this section which you think should be covered or emphasised in future training on the guidance?

Respondents listed the following as aspects that should be covered or emphasised in future training:

- The improvement of systems to allow for better information sharing
- Confidence in sharing information
- Types of information that may be shared. For example verbal information as well as written information

Corporate Parenting

Q1: In your role, how likely is it that you will use the guidance to inform your practice?

Ninety-four percent (n = 15) of respondents to this question said 'yes' they are likely to use the guidance to inform their practice. One respondent said they were 'unsure'.

Q2: As a practitioner, is it clear how you apply the guidance in your role?

Fifty-six percent (n = 9) of respondents to this question said 'yes' it is clear how you apply the guidance in your role. Two respondents said 'no' it is not clear how you apply the guidance in your role. Five respondents (31%) said they were 'unsure'.

Feedback from respondents regarding how the guidance is applied in their role included:

- feedback that much of this content is already embedded in day to day practice and the guidance might be a repetition of this;
- the guidance is 'vague' regarding specific application of duties for different corporate parents

Q3: What do you like about this section of the guidance?

Respondents listed the following as things they like about this section of guidance:

- 'The whole section is clear on the responsibilities of the Corporate Parent'
- 'Good links to the relevant articles'
- 'Clear about joint planning which has improved lately'
- 'The key responsibilities are laid out with easy to read explanations'
- 'Clearly outlines who is a Corporate Parent and their individual responsibilities'

Q4: Have we missed anything? Is there content or issues that you were expecting the guidance to cover in this section?

- Several respondents suggested that a template or example of a strategic plan would be a helpful addition
- One respondent felt that a process for annually reviewing the care leavers' offer was missing
 - *The care leavers' offer is beyond the scope of the Statutory Guidance*
- One respondent asked how long a young person sentenced to custody would be classed as a looked after child

Q5: Are there any aspects of this section that require more clarity?

- Several respondents felt that the guidance required more concise and specific instructions. They felt that the guidance was too high level and could be ‘vague’ and requested specific examples for different settings
 - *This level of detail is beyond the scope of the Statutory Guidance, which is written at a high level to have broad application and to avoid redundancy or inadvertently excluding agencies, organisations or individuals. Guidelines or instructions on the sector-specific application of the Law and Statutory Guidance should be dealt with in operational protocol. The training programme that will be implemented to support partners and practitioners will include learning outcomes to increase knowledge and skills focused on Corporate Parenting, along with other key areas.*
- The role of the Corporate Parenting Board in setting and reviewing indicators
 - *Revised Terms of Reference for the Corporate Parenting Board have now been established*
- Clarity on what constitutes ‘services offered’ by corporate parents. One respondent indicated that the guidance is not sufficiently descriptive in this regard
 - *The Corporate Parenting Board has been established and has a key role in advising Corporate Parents how their agency/organisation can fulfil their role under The Children and Young People (Jersey) Law 2022. The level of detail to outline specific services is beyond the scope of the Statutory Guidance and corporate parents will need to determine how the Law and Statutory Guidance applies to their agency or organisation, or in their role, with support from the Corporate Parenting Board. The Children and Young People (Jersey) Law 2022 makes it clear that corporate parenting duties should be adopted as **consistent with the proper discharge of that corporate parent’s other functions.***
- A number of respondents expressed concern about the extra obligations placed on organisations and individuals as a result of corporate parenting duties and responsibilities
 - *The Law makes reference to any additionality in the area of collaborative working, as being within the bounds of what is reasonably practicable.*
- Clarity over how a corporate parent would identify which children are looked after
 - *This is beyond the scope of the Statutory Guidance as corporate parents should determine how the Law and Statutory Guidance applies to their agency or organisation, or in their role. Training materials to support the Statutory Guidance will be shared with partners and practitioners including a specific module on corporate parenting.*
- Which duties are for management level and which are for individuals (e.g. teachers)
 - *This is beyond the scope of the Statutory Guidance. It is for organisations to determine how the Law and Statutory Guidance applies across different roles within their organisation and it is anticipated that bespoke operational approaches would be developed in organisations according to their role, responsibility and activity. The Law supports this by describing a range of possible services which will be consistent with services’ other functions.*
- The process for consulting with the Corporate Parenting Board

- *This should be through the Chair of the Corporate Parenting Board in the first instance.*
- Clarity on whether plans and reports can be published as part of existing documents to avoid duplication
 - *They should be incorporated into existing reporting processes wherever possible*

Q6: Are there aspects of this section which you think should be covered or emphasised in future training on the guidance?

- The outcomes framework and data set requirements
- Performance Indicators and managing performance in this area
- Specific responsibilities for different corporate parents
- Preparing strategic plans

Looked After Children and Care Leavers

Q1: In your role, how likely is it that you will use the guidance to inform your practice?

One-hundred percent (n = 10) of respondents to this question said 'yes' they are likely to use the guidance to inform their practice.

Q2: As a practitioner, is it clear how you apply the guidance in your role?

One-hundred percent (n = 10) of respondents to this question said 'yes' it is clear how you apply the guidance in your role.

Q3: What do you like about this section of the guidance?

Respondents listed the following as things they like about this section of guidance:

- 'It is specific to those who work with looked after children & Care Leavers in that their roles & responsibilities are outlined'
- 'Clear'

Q4: Have we missed anything? Is there content or issues that you were expecting the guidance to cover in this section?

- One respondent asked whether it would make sense to start screening all looked after children for neurodiversity
 - *This is beyond the scope of the Statutory Guidance to determine and would need to be included in service protocols*
- One respondent commented that evidence would support all LAC being screened/assessed for developmental trauma. On this area of guidance, a further respondent asked for clarity on whether this would meet the CAMHS threshold for support
- One respondent asked why the UK definition for a care leaver isn't used here
 - *The Statutory Guidance uses the definition of a care leaver provided in The Children and Young People (Jersey) Law 2022.*
- One respondent commented that there should be reference to specialist health professionals for looked after children in relation to conducting wellbeing assessments (as in UK Working Together Statutory Guidance).
- One respondent felt that guidance on wellbeing plans for looked after children was written from the deficit (for example referencing development issues) with no reference to action the government should take 'to provide the necessary support and services for children to thrive' - and is consequently imbalanced
 - *The intention is to integrate a series of training modules within the Jersey Children's First framework which is focused on supporting children to thrive.*
- A number of responses focused on limited capacity and resourcing to meet duties in the Law

- *Resourcing is operational and beyond the scope of Statutory Guidance, however the Government of Jersey Plan 2023-2026 approved by the States Assembly has allocated significant resource to Education Reform and Children's Social Care Reform.*

Q5: Are there any aspects of this section that require more clarity?

- How are intervention plans written (can they be incorporated into other assessments)
- The role of the Jersey Family Court Advisory Service in the escalation process following review of a wellbeing plan
- How the Virtual School will support children who are looked after in a secure children's home or setting
- Clarity on expectation that children placed off-island attend schools that are 'good' or 'outstanding' as this is 'very difficult to achieve'.

Q6: Are there aspects of this section which you think should be covered or emphasised in future training on the guidance?

Respondents did not identify any aspects of this section of guidance that should be covered or emphasised in future training.

Delivery of Services

Q1: In your role, how likely is it that you will use the guidance to inform your practice?

Eighty-three percent (n = 10) of respondents to this question said 'yes' they are likely to use the guidance to inform their practice. Two respondents said they were 'unsure'.

Q2: As a practitioner, is it clear how you apply the guidance in your role?

Ninety percent (n = 10) of respondents to this question said 'yes' it is clear how you apply the guidance in your role. One respondent said they were 'unsure'.

Q3: What do you like about this section of the guidance?

Respondents did not specifically identify any content or issues that they liked about this section of guidance.

Q4: Have we missed anything? Is there content or issues that you were expecting the guidance to cover in this section?

Respondents listed the following as content they felt was missing from this section of guidance:

- Guidance on what is meant by regular reporting on performance and outcomes in relation to service delivery for relevant providers

Q5: Are there any aspects of this section that require more clarity?

Respondents listed the following as aspects of this section requiring more clarity:

- One respondent asked for clarity around terms used in this section, including 'upstream' and 'significant effect';
 - *'Upstream' in this context refers to early interventions. The Jersey's Children First is the agreed model for how a range of early interventions are organised. 'Significant effect' has no specific legal meaning in this context. The term should be considered as to its normal meaning and will be a matter of judgement for each service/ practitioner.*
- The same respondent asked for clarity around how voluntary groups as relevant providers plan service provision jointly and strategically
 - *The training programme that will be implemented to support partners and practitioners will be of assistance.*

Q6: Are there aspects of this section which you think should be covered or emphasised in future training on the guidance?

Respondents did not identify any aspects of this section that should be covered or emphasised in future training on the guidance.

Review of Child Deaths

Q1: In your role, how likely is it that you will use the guidance to inform your practice?

Sixty percent (n = 3) of respondents to this question said 'yes' they are likely to use the guidance to inform their practice. One respondent said 'no' they are not likely to use the guidance to inform their practice. One respondent said they were 'unsure'.

Q2: As a practitioner, is it clear how you apply the guidance in your role?

Sixty percent (n = 3) of respondents to this question said 'yes' it is clear how you apply the guidance in your role. One respondent said 'no' it is not clear how you apply the guidance in your role. One respondent said they were 'unsure'.

Q3: What do you like about this section of the guidance?

Respondents listed the following as things they like about this section of guidance:

- 'The guidance is very clear however there is some crossover with FLO [Family Liaison Officer] and key workers'

Q4: Have we missed anything? Is there content or issues that you were expecting the guidance to cover in this section?

Respondents listed the following as content they felt was missing from this section of guidance:

- Mention of child suicide

Q5: Are there any aspects of this section that require more clarity?

Respondents listed the following as aspects of this section requiring more clarity:

- Clarity on the overlap with Safeguarding Partnership Board guidance for child death procedures and possible confusion caused by duplicating information

Q6: Are there aspects of this section which you think should be covered or emphasised in future training on the guidance?

Respondents did not identify any aspects of this section that should be covered or emphasised in future training on the guidance.

General feedback

Q1: Is the guidance clear and accessible?

Eighty-one percent (n = 21) of respondents to this question said 'yes' the guidance is clear and accessible.

- One respondent commented that the guidance is 'accessible and easy to jump to the relevant sections'.
- Another respondent said: '[the guidance is] very well written and structured. The hyperlinks to various definitions and references of the law are helpful and the format will allow us to formulate robust plans, based on this clear guidance'.

Nineteen percent (n = 5) of respondents to this question said the guidance was not clear and accessible, or indicated that the guidance was somewhat clear and accessible but required further specific training.

- A number of respondents referenced the length of the guidance as a potential barrier to accessibility.
- A number of respondents felt that the external links included in the guidance were helpful. However, one respondent felt that cross-referencing to external documents was confusing and expressed preference for all linked guidance to be included in one overarching document.
- Some respondents felt that the guidance should contain more guidance specific to their role. For example, one respondent said: '[the guidance is] too woolly and large and doesn't offer clear and concise specific guidelines'.
 - *This level of detail is beyond the scope of the Statutory Guidance, which is written at a high level to have broad application and to avoid redundancy or inadvertently excluding agencies, organisations or individuals. Guidelines or instructions on the sector-specific application of the Law and Statutory Guidance should be dealt with in operational protocol.*
- One respondent suggested that the guidance would benefit from a stronger introduction that set out the purpose and intended audience for each element of the Law - including a statement from the government on its overall vision and an overview of the system that safeguards children's wellbeing and protection
 - *It is intended that the Statutory Guidance will include a Foreword that will summarise the importance and relevance to the overall vision.*
- One respondent felt that using 'you' throughout to address the reader conveys individual responsibility which detracts from collective responsibility and 'obligations on government to ensure that children are protected and safe'
- One respondent said that the 'definitions of levels of need are confusing'
- A further respondent suggested that the use of 'must' and 'should' in terms of what is required in the Law could be clarified in the guidance
- A number of respondents asked for clarity on the relationship between the Law, the guidance and the Safeguarding Partnership Board

Q2: Does the section on organisational responsibilities help you to understand the responsibilities of your organisation or agency in Law?

Seventy-four percent (n = 17) of respondents to this question said 'yes' the section on organisational responsibilities does help them to understand the responsibilities of their organisation or agency in the Law.

- One respondent described this section as a 'helpful summary'.
- However, two respondents who felt that this section was helpful noted that use of the term 'article' when referencing articles in the Law could be confused with articles in the UNCRC.

Twenty-six percent (n = 6) of respondents to this question either said that the section on organisational responsibilities did not help them to understand the responsibilities of their organisation or agency in Law, or indicated that this section was partially helpful and / or further training was required.

- One respondent queried why the Safeguarding Partnership Board is not listed in this section despite being referenced in the guidance.
 - *This section of guidance sets out the statutory responsibilities of named groups or individuals in the Law. The Safeguarding Partnership Board is not named in the Law and is non-statutory so is not listed here. The Safeguarding Partnership Board is referenced elsewhere in the guidance because it oversees current safeguarding arrangements.*
- Some respondents were unclear about whether they would be included as a relevant provider
- One respondent suggested that the guidance should reflect the roles and responsibilities of each agent in child protection and safeguarding
 - *This section of guidance sets out the statutory responsibilities of named groups or individuals in the Law. It does not list each organisation, agency or individual included within these named groups to avoid redundancy or inadvertently excluding agencies, organisations or individuals. A training programme consisting of e-modules and toolkits will be provided to support partners and practitioners. The key themes for the programme are: Working together in Jersey, Continuum of Need, Planning and implementing interventions, Corporate Parenting and Information Sharing.*

Q3: Are any key terms missing from the glossary?

Fifty-nine percent (n = 10) of respondents to this question felt that no key terms were missing from the glossary.

Forty-one percent (n = 7) of respondents to this question felt that key terms were missing from the glossary. These terms include:

- Child protection
- Safeguarding
- Social worker
- Personal advisor
- Safeguarding partnership board

Q4: Are any key sources of information missing from the further sources section of the guidance?

Sixty-four percent (n = 9) of respondents to this question felt that no key sources of information were missing from this section of the guidance.

Thirty-six percent (n = 5) of respondents to this question felt that some key sources of information were missing from this section of the guidance. These sources include:

- Safeguarding Partnership Board website
- Best Start Partnership Voice of a Young Child toolkit
- UNCRC

Consultation response for children and young people

The consultation for children and young people aged 11 or older ran from 1st November 2022 and 13th January 2023. In total, six usable responses were received to the four questions asked.²

A summary of responses to questions posed is given below:

Q1. What would make things easier for children or young people to talk to an adult about things like this?

- Listening to children without judgement and with respect
- Taking the time to listen to children
- Having real life experience to relate to children and young people
- Communicating in a way that works for the child / young person

Q2. What should services think about before they share information?

- Consideration of how children will feel if their information is shared
- Full consideration of context in which information is shared
- Importance of informing the child that you will, or may need to, share information in a clear way

Q3. What steps would make it easier for you to be involved in your support plan?

- Genuine, meaningful inclusion
- Respect
- Support expressing views
- Being invited into meetings and conversations with professionals
- Help understanding terms and processes
- Being taken seriously
- Celebration of neurodiversity

Q4. Is there anything else you think would help services work together better?

- Regular communication between services is key
- Children shouldn't be kept out of discussions that relate to them - they should feel in control
- Children's views should be recorded accurately
- Ensure services meet the needs of neurodiverse children and young people
- Practitioners should demonstrate empathy, lived experience is very valuable
- Promoting self-esteem is important

² Here, 'usable' means that the respondent had submitted feedback and the completed survey wasn't blank.