University
of Exeter

Children & Young People's
Wellbeing @ Exeter

*Building Connections*
Wednesday 22nd October 25
CoLab, Wat Tyler House

RESEARCH
NETWORKS

Children & Young People's
Wellbeing @ Exeter

# Welcome & Introductions

Network Leads

Anna Adlam & Gretchen Bjornstad

University of Exeter
Children & Young People's Wellbeing @ Exeter

RESEARCH NETWORKS

Children & Young People's Wellbeing @ Exeter

# Children & Young People's Wellbeing Research Network Goals

1. To conduct **collaborative** high-quality and high-impact **interdisciplinary research** projects that address key questions and challenges in children and young people's wellbeing.

2. To secure **external funding** and support to sustain and expand our research activities and infrastructure.

3. To establish and strengthen **collaborations and partnerships with other academic institutions, organisations, and networks**, both nationally and internationally, to enhance our research capacity and reach.

4. To attract more **postgraduate and early career researcher** groups into CYP health and wellbeing research by promoting the network within college-level postgraduate and ECR groups and at PGR events.

5. To **disseminate and communicate** our research findings and deliver impact.

6. To foster **equality, diversity, and inclusion** in our network.

# Four Research Themes

1. Meaningful Involvement of Children and Young People in Research

2. Bio-psycho-social-cultural Mechanisms of Mental Health

3. Mental Health and Education

4. Adverse Childhood Experiences

# Aims for today

1. To learn how the University can facilitate and support research with external partners

2. To learn about each other's work and identify shared interests & synergies

3. To identify ways to connect and collaborate

4. To think together about how to take these connections/collaborations forward (e.g., funding opportunities & shared outputs)

# Agenda

University of Exeter
Children & Young People's
Wellbeing @ Exeter

| | |
|---|---|
| 10:00 | Welcome & Introductions Anna Adlam & Gretchen Bjornstad |
| 10:15 | Exeter Innovation Presentations |
| 10:45 | **University of Exeter Presentations** – case studies of existing partnerships |
| 11:15 | Break |
| 11:30 | **External Presentations** - case studies of potential partnerships |
| 12:00 | Lunch |
| 13:00 | **Building Connections Workshop** |
| 14:50 | Wrap up, next steps and close |

Please note we plan to take some photographs as a record of the day. Please speak to us if you have any concerns.

# What is Exeter Innovation's role at the University?



Exeter Innovation harnesses the world leading research and education of the University of Exeter, positively impacting partnerships with business and organisations to power transformative innovation, making a difference to our partners, communities and the world around us.

To put it simply, we are the face of all business engagement and innovation activity at the University of Exeter.
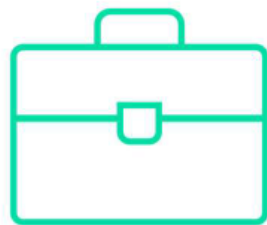
# What Exeter Innovation does



**Drives Impact**

**Connects Partners**

**Creates Opportunities**

**Generates Value**

## Business Support

Developing Talent

Operations and Resources

- Research and Innovation – connecting researchers with businesses
- Contract Research
- Consultancy
- Industrial Studentships
- Knowledge Transfer

- Partnerships (KTPs)
- Collaborative Working Positions
- Business Pre-Acceleration and Acceleration programmes

# Work with us – **Scan QR Code**



Exeter INNOVATION

**Business Engagement**

Opportunities to engage and collaborate with the University of Exeter

Also...

- More details available in the brochure

- Upskill your workforce with Degree Apprenticeships and Executive Education

- Recruit talent through fairs and work placements

- Hire world-class research facilities to drive innovation and utilise technical expertise

# Internal for Exeter staff

## Ideas Hub – Home

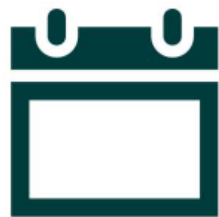**Your gateway to support in knowledge exchange and business engagement**
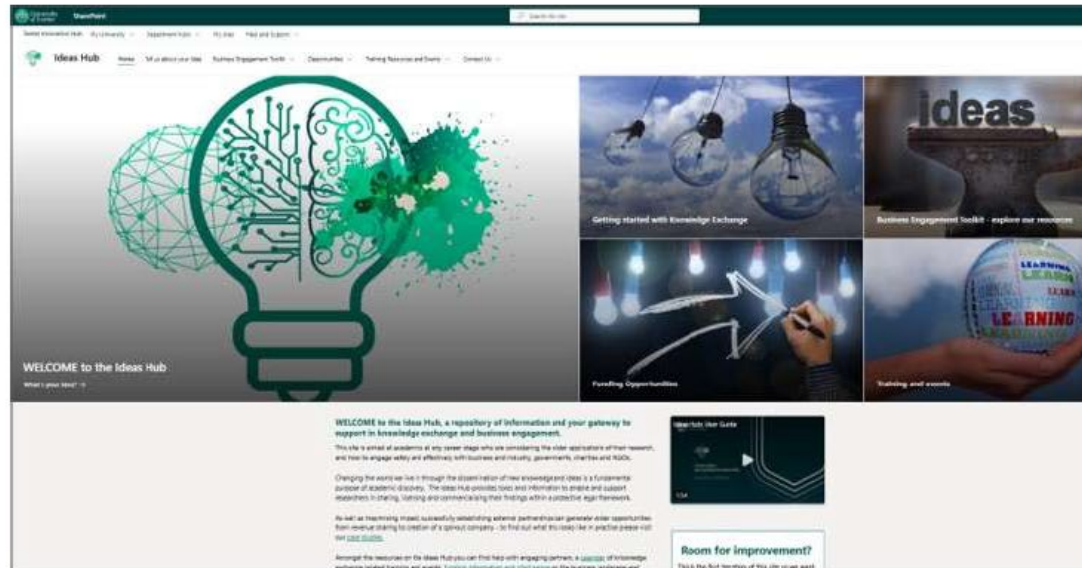
# Next steps

## Today

- Network
- Learn
- Connect

## Next week

- Innovate UK
- Follow- up with new connections

## This year

- Continue to Build relationships

# Regional Engagement & Skills Team

Civic University Agreements

Engaged & Participatory Research

Skills & Labour Market activity

University of Exeter — Exeter INNOVATION

# Civic University Agreements

# Civic University Agreements (CUAs)

➢ A formal partnership between a university and local organizations, authorities, and communities to address local needs and foster social and economic change.

➢ Establish a shared vision and action plan to coordinate efforts and focus the university's resources on improving the local area through initiatives like economic growth, climate action, health and wellbeing, and education.

https://civicuniversitynetwork.co.uk/

# University of Exeter currently has 3 CUAs



**Exeter**
- University of Exeter
- Exeter City Council
- Exeter College
- RDUH NHS Foundation Trust

**Cornwall and the Isles of Scilly**
- University of Exeter
- Cornwall Council
- Council of the Isles of Scilly
- Falmouth University
- Cornwall and the Isles of Scilly Integrated Care Board (ICB)

**Devon**
- University of Exeter
- Devon County Council

University of Exeter

# Exeter CUA



### Signatories

- University of Exeter
- Exeter City Council
- Exeter College
- RDUH NHS Foundation Trust

### Missions

- Support the positive transformation of the city through sustainable and inclusive growth
- Build a City of Aspiration and Opportunity
- Support an ambitious culture and tourism offer
- Enhance the health and wellbeing of our citizens

University of Exeter

# Devon County CUA



Signatories
- University of Exeter
- Devon County Council

Missions
- Thriving futures for young people
- Innovation and skills for a sustainable future
- Carbon considered housing for all

University *of* Exeter

# Cornwall and the Isles of Scilly CUA



Signatories
- University of Exeter
- Cornwall Council
- Council of the Isles of Scilly
- Falmouth University
- Cornwall and the Isles of Scilly Integrated Care Board (ICB)

Missions
- Green Futures
- Healthy Futures
- Fair Futures
- Creative Futures

University of Exeter

# Civic University Agreements (CUAs)

- Commitments to work more strategically with local anchor insitutions & other regional partners, to tackle societal challenges

- 3 CUAs across Exeter, Devon, and Corwnall, with another planned for Somerset

- Health and wellbeing and Children and Young People cut across the agreements

- Each CUA has a "living" delivery plan, co-designed with partners, based on current priorities

- An opportunity for researchers to work with regional partners, to deliver local impact

- CUAs are the catalyst to do new things together and an opportunity to curate regional activities

CUAs can support partnership work by:

➢ Identifying local and regional priorities that are better tackled through working in partnership

➢ Helping to connect and broker relationships

➢ Improving visibility of projects and their outputs

➢ Implementing outputs for long-term impact

https://www.exeter.ac.uk/about/regionalengagement/civic-agreements/

# Engaged and Participatory Research

- Strategic and operational leadership for Public Engagement with Research across the University
- **E&PR Fund** - Small pots of funding to support researchers and non-academic partners to work together to build relationships and do research together

Contact per@exeter.ac.uk
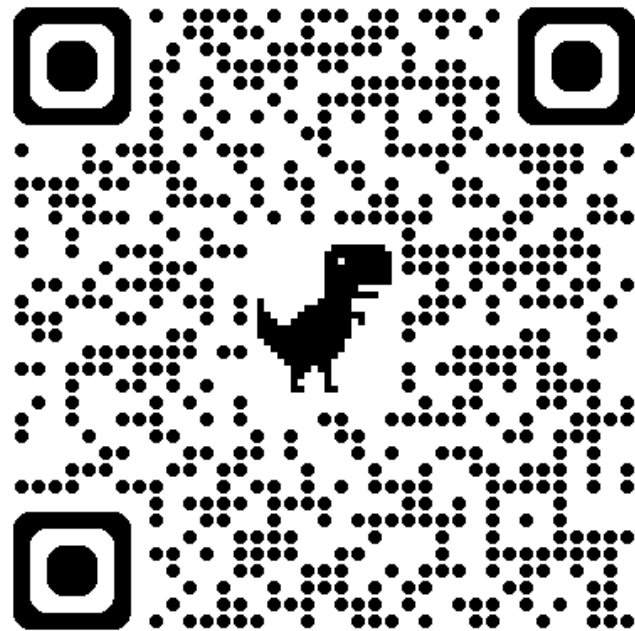
# Exploring the Effect of Access to and Accessibility of Black Role Models in Higher Education for Black Youth in Exeter

➤ Exploring how access to Black role models in education affects belonging and expectation at school and in a higher education

➤ 12-week programme that brought Black high school pupils to UoE campuses one afternoon per week with 12 Black academic hosts

➤ Activities were developed with hosts & guided by participants & ranged from mock court cases to hands-on medical imaging practicals

➤ Participants conducted peer interviews and focus groups , giving each participant the opportunity to input suggested topics and ideas.

**Dr Safi Darden, Dr Melody Kuziwa Jombe in partnership with St James School, Exeter**



Exeter INNOVATION

# LGBTQ+ School Champions

➢ Exploring new avenues for engaging young people with LGBTQ+ history, and encouraging belonging amongst LGBTQ+ pupils.

➢ Connecting participants with recent LGBTQ+ history to help increase their sense of belonging, and to promote mental health, wellbeing, and resilience through creative self-expression.

➢ Employing LGBTQ+ university students as workshop leaders, to bring LGBTQ+ pupils into contact with relatable, real-life role models at the next stage of life.

**Dr Helen Birkett, Dr Chris Sandal-Wilson, and the Intercom Trust**

# Exploring Experiences of Children and Young People on Neurodevelopmental Assessment Waiting Lists in Devon
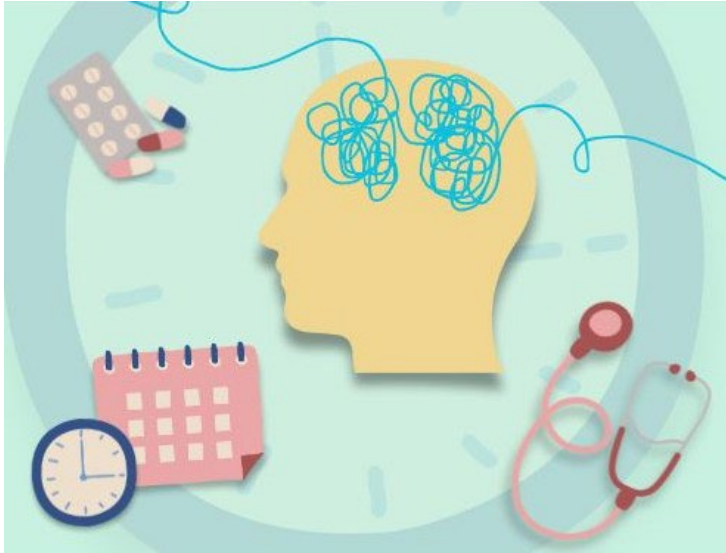


➢ Investigating the perspectives of young people seeking neurodevelopmental assessment through Devon's healthcare providers.

➢ Highlights the complexities of patient outreach work, including both its challenges and benefits.

**Dr Anna Price from the department of Health and Community Sciences**

# Nature-based Education and Neurodivergent Adolescent Mental Health

Engaging with people with lived or professional experience to help shape emerging research design and inform a research funding proposal

**Dr Abby Russell & Dr Helen Eke**

COMMUNITY Partnership Hub

We connect public and voluntary sector organisations with students and researchers to co-create solutions to local societal challenges

The Community Partnership Hub connects public, voluntary, community and social enterprise (VCSE) sector organisations with researchers and students at the University of Exeter. Our aim is to help establish long-term, sustainable relationships which support partnering through research projects, student placements and internships, or volunteering.

https://www.exeter.ac.uk/about/regionalengagement/communitypartnershiphub/
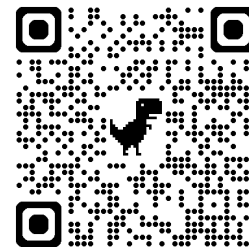
**Any Questions?**

# University of Exeter Presentations

Case studies of existing partnerships

# Overview & Agenda

- Overview of Cedar Create

- Research and Evaluation projects – completed and current

- Success highlights

- Supporting future projects

- Next steps

# Overview of Cedar Create

**Cedar** is one of the UK's largest providers of training in evidence-based psychological practice and therapies

**Cedar Create** is our home for knowledge exchange and wider impact activity including:

- CPD and Short Programmes
- Leadership development
- Research
- Evaluation
- Consultancy

We are a hub that brings together a diverse range of activity within Cedar and supports knowledge exchange, research and transformation with colleagues from across the University of Exeter, healthcare services, external agencies, national bodies and international universities.

# Completed evaluation

- Intercom Trusts' LGBT+ Family Pride Project: A Mixed-Methods Evaluation

  - In 2023 the Department for Working Pensions launched second round of the Reducing Parental Conflict Challenge Fund
  - Intercom Trust's "Family Pride South West" initiative aimed to reduce and prevent parental conflict within LGBT+ families
  - Cedar Create commissioned to manage the evaluation

- Used an existing measure (LGBT+ Minority Stress Measure) and adapted it for project needs
  - Adaptations to measure vicarious stress (parents, partners, children)
  - Consultations with advisory panel and LGBT+ families
- Intercom produced a guide resource for parents of LGBT+ young people, which includes two chapters on reducing parental conflict based on evaluation findings
- Cedar Create report contributed to the DWP's Reducing Parental Conflict Challenge Fund: final learning report in March 2025

# Completed evaluation

- Children and Young People's Psychological Professions Trainings: An Evaluation of Attrition, Retention and Role Fidelity

  - NHS England Workforce, Training and Education commissioned evaluation
  - Understand influences of workforce attrition, retention factors and working within the remit of training

- Questionnaire developed using Herzberg's Motivation Hygiene theory
- Monetary incentive used to increase participation
- Findings shared at the 55th EABCT annual conference in Glasgow 2025



Figure 2: Herzberg's Motivation Hygiene theory

Motivation factors: Responsibility, Challenging or stimulating work, Recognition, Sense of personal achievement, Opportunity for advancement, Promotion, Growth

Hygiene factors: Salaries, wages & benefits, Company policy & administration, Good inter-personal relations, Quality of supervision, Status, Job security, Working conditions, Work life balance

# Current evaluation

- Evaluation of Three Compass Mental Health Support Teams
  - Compass is an early intervention and prevention charity commissioned to deliver mental health services for children, young people and their families
  - Part of the first wave 'trailblazer' MHST sites in 2018/19
  - Successfully awarded Prudence Trust grant
  - Cedar Create commissioned to manage the evaluation

- Visually mapping Compass's mental health services within evaluation remit
- Using Theory of Change framework to understand how specific activities lead to change
- Patient and Public Involvement and Engagement (PPIE)
- Evaluation of evidence-based interventions and whole school approach

# Current evaluation

- An independent evaluation of a new mental health service 'Towards'
  - Aiming to make therapy more accessible, affordable and reliable
  - High street therapy hubs in Leeds launched July 2025
  - Closely supervised qualified and qualifying therapists
  - Commissioned Cedar Create to support the training programme and service evaluation

- Evaluation of Towards Academy, a training programme developed in partnership with Cedar Create
- Kirkpatrick Model for analysing and evaluating the impact of the Towards Academy training
- Client recorded routine outcome measures

Kirkpatrick's Four-Level Training Evaluation Model

Kirkpatrick's Four-Level Training Evaluation Model

| Level | | |
|---|---|---|
| Level 4 | Results | Did the training influence performance? |
| Level 3 | Behavior | Did the training change behavior? |
| Level 2 | Learning | Did learning transfer occur? |
| Level 1 | Reaction | Did the learners enjoy the training? |

# Success highlights

- Strong collaboration
  - Regular stakeholder engagement via monthly check-ins
  - Promoting skills development and project leadership internally
  - Researchers supported by Director of Research

- Robust methods
  - Theory, Models, Frameworks
  - Evidence-based interventions using pre-post data collection
  - Advisory panel and PPIE input

- Timely delivery
  - Project planning (including interim and final report deadlines)
  - Ethics approval / information governance processes

- Real-world impact
  - National impact, recommissioned services and improved practice
  - Data-driven measurable outcomes

# Supporting future projects

What we learned

- Ensure stakeholder and researcher project aims are aligned
- Independent evaluation
- Establish output expectations (format, style) and audience
- Continually improving data infrastructure (access, storage, analysis)
- Ensuring meaningful PPIE throughout projects, ideally from project inception, and mindful of PPIE in budget
- Reflections on what went well and what could have been improved during and after the project
- Cedar Create researchers share resources and upskill each other to maximise team capacity and personal growth

# Next steps

- Complete the enquiry form
  - Tell us about your project
  - Help us understand what your aims are
  - Budget
  - Timeframe
  - Output
  - [Cedar Create | Contact us](#)


- Scoping meeting
  - Meet with members of the core research team e.g., Professor Anna Adlam
  - Map out your project aims – help you to be specific about what you want to explore
  - Help us understand what you want to achieve and who it should be shared with (audience)
  - Work within your budget and timeframe – provide realistic options on what is achievable in the project
  - We will come back to you with a summary and draft project plan for you to review

# Enquiry Process

- Cedar Create can support you with CPD, evaluation, research and consultancy.

- Complete the enquiry form on the Cedar Create website: cedar-create.com/contact-us/. We will then discuss as a team and book in a follow up call with you.

- NB: you do not need to have a fully formed project plan, we can help you work through this process.

University of Exeter

Home | About us | What We Do ⌄ | Our Portfolio ⌄ | CPD | News | Publications | Enquire now

University of Exeter | Cedar Create
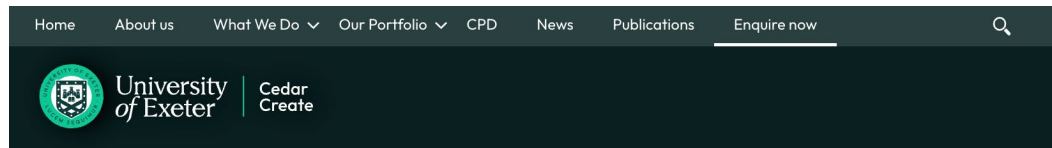
## Contact us

If you'd like Cedar Create to support you with a project, training programme, research or something else, please complete the below form.

For all other enquiries, please email createprojects-cedar@exeter.ac.uk.

## Cedar Create Project Enquiry

# Torbay

- **English Riviera**
- **Among the highest rates of children in care nationally** (Department for Education 2022)
- **Breakdown in trust** between council and community
- Strategic goal: **increase Early Help access** (Torbay Council 2021a)

# Building a Research Project Together

- Appetite for **change**

- **Joint funding application** -Torbay Medical Research Fund (TMRF)

- **Embedded Researcher Model** (Children's Services & Public Health Teams)

- **Time** & **resources** costed

# What was involved?

- **Working groups**, **panels** & **strategic meetings**

- **Improving data usage**

- **Community engagement**

- **Research Event** = bringing Council, services, families and VCS together

- **9 core recommendations**

- **Overseeing implementation**

# Breathing Space

- Parents experiences of **repeat child removal**

- **Torbay's first post-separation service**

- Project **built with parents**

- **Workshops** – peer support, training team members,

- **Core-funding**

- **Innovative service**
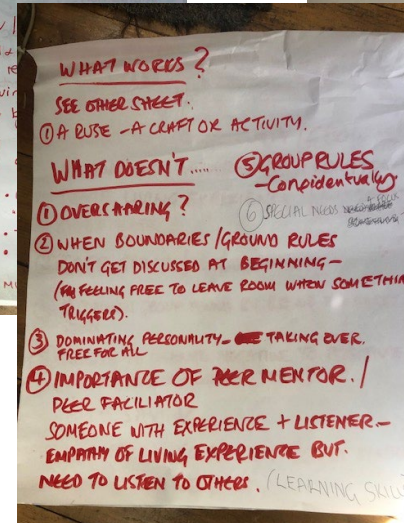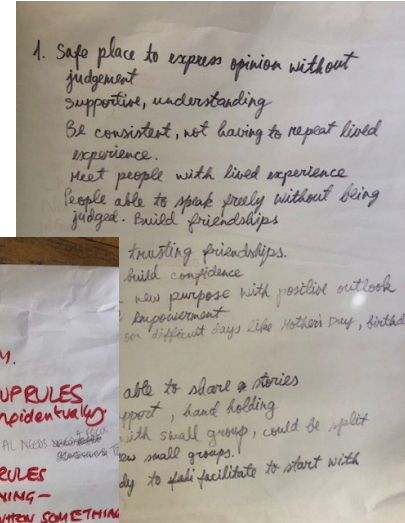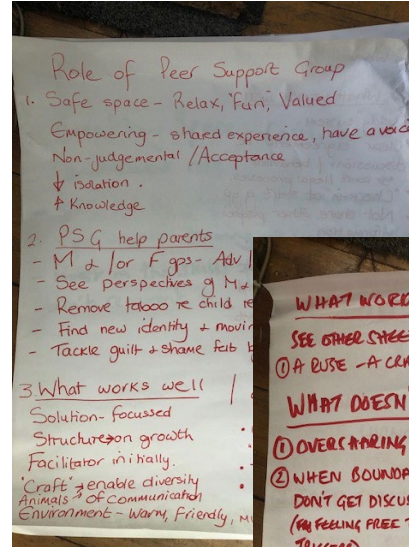
# Continued partnership

- Understanding **kinship carer** networks to inform targeted support

- **Supporting Reunification**: Learning from Applied Research

- **Small local project** to a **long-term partnership** and **impact beyond Torbay**.



NSPCC

Action for Children

Home again

Understanding reunification practice in the children's social care system in England



Kinship

# Why take part in this kind of research?

- **See practice** from a **new perspective**
- Create **neutral spaces** for **reflection** and **shared learning**
- **Connect research**, **policy**, and **lived experience**
- **Findings** that **fit** your **place** and are **useful**
- **Use existing data** more effectively
- **Build long-term**, **trust-based partnerships**

# External Presentations

Case studies of potential partnerships

# Whole School SEND?



- Whole School SEND (WSS), as part of nasen, leads the Universal SEND Services Programme (USS) on behalf of the DfE.

- The WSS team comprises of experienced SEND leaders from across the education sector, including mainstream, special settings and local authorities.

- The work of WSS is based on 5 key principles:

  - Collaboration and Knowledge Exchange

  - Every Leader a Leader of SEND

  - Inclusive Pedagogy – Universal First

  - Regional Expertise for National Impact

  - Equity, Evidence, and Sustainability

# Universal SEND Services programme

Aims:

- This contract brings together SEND-specific CPD and support for the school and Further Education (FE) workforce to improve outcomes for children and young people, through one programme.

- The contract commenced in May 2022 and will run until Spring 2026.

To improve the quality of teaching to children and young people with SEND, particularly in mainstream settings (both schools and further education).

To ensure needs are identified and met earlier and more effectively, and that preparation for adulthood is delivered from the earliest stages, to support effective transitions, including into employment.

# Regional SEND Leadership

1 Head of WSS

3 National Coordinators

2 National SEND Leaders

9 Regions

9 Regional SEND Leaders

15 Deputy Regional SEND Leaders



https://www.wholeschoolsend.org.uk/whole-school-send-regional-send-leads
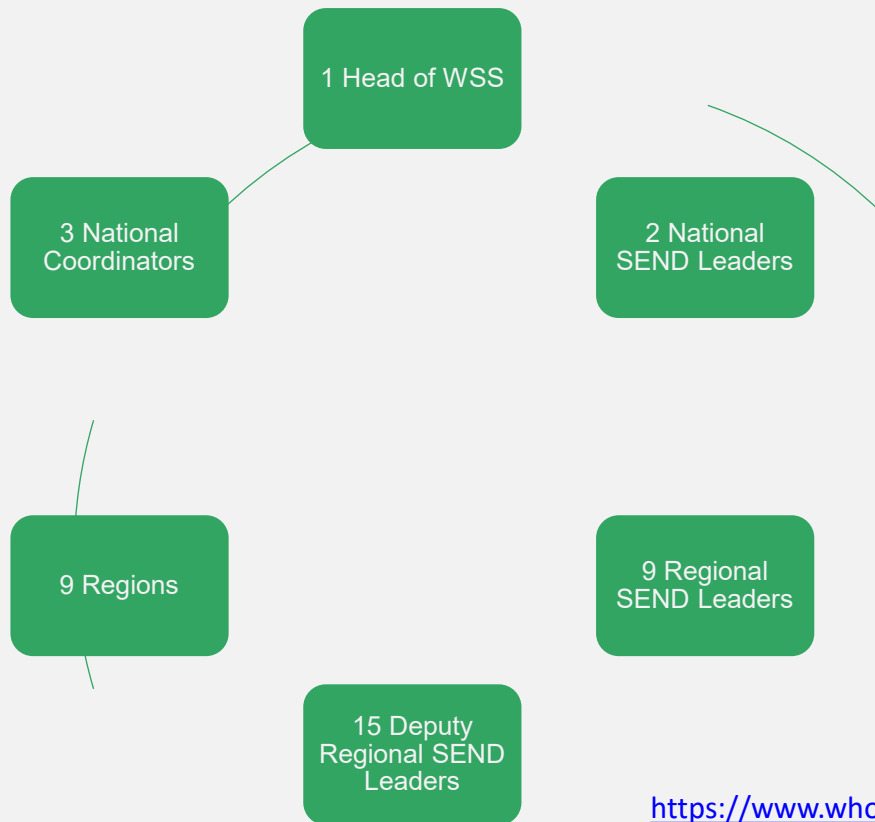
# Regional SEND Leadership

**Head of WSS**

Amanda Wright

**National SEND Leader**

Malcolm Reeve

**National SEND Co-ordinators**

Alison Betts
Erica Wolstenholme

**South West**
Emma Vyvyan
Jeanette Savage
Libby Lines
**West Midlands**
Alison Parr
Conrad Bourne
**East of England**
Malcolm Reeve
Heba Al-Jayoosi
Alistair Crawford
**South East**
Katherine Walsh
Rebecca Jones
Clare Belli
Tina Harvey

**National Delivery Co-ordinator**

Caroline Sutton-Reid

**North East**
Rachel Hargreaves
Sarah Watson
**East Midlands**
Emily Walker
Jane Starbuck
Alistair Crawford
**Yorkshire and The Humber**
Anna Mehta
Nicole Dempsey
**North West**
Dawn Cranshaw
Hilary Cook
Jo Ellis
**London**
Amelie Thompson
Rebecca Gonyora
Matt McArthur



WholeSchool
**SEND**

# Universal SEND Services Programme

Funded by **Department for Education**

**Open access for all**
**Participation through recruitment**
**Participation by invitation**

## Overview

| WSS Regional SEND Leads | Online SEND CPD units | Specialist Spotlight, webinars & regional conferences | 'Best Practice Hub' | PD Groups & Communities of Practice | Autism training | Peer Mentoring & College Peer Reviews | Community Join-Up |
|---|---|---|---|---|---|---|---|
| Regionalised model of delivery and development, responsive to local context through regional team of experienced, school-based SEND leaders in each region of England. | 30 mins online learning courses to support workforce confidence in meeting range of barriers to learning. Certificate system for completion of units. 20 units currently available. | Online discussion sessions to facilitate collaborative problem solving. Each session is attended by a specialist, including Educational Psychologists, Speech Therapists. Webinars, responsive to the needs of the sector. One, in-person, conference in each region. | Online searchable tool that disseminates Year 1-3 research findings from the Action Research and Lesson Study projects in addition to case study examples from across the Universal SEND Services programme. | Group sessions facilitate peer-to-peer reflection, challenge and support for practitioners to improve practice and develop strategic, inclusive provision across settings. Professional development groups empower participants to implement school improvement project and include 1:1 coaching sessions. | High-quality, autism-focused training programme for the workforce across all settings. Development of three training packages alongside webinars to support the implementation of these packages. Five new autism online units will be launched. | Support for school leaders in mainstream schools following an RI Ofsted judgement where SEND is an area for improvement. College SEND Reviews conducted by Centres for Excellence in SEND. | National and regional network meetings to, with a focus on PfA including into employment: sharing best practice and identifying gaps in provision. |
| **nasen** | **nasen, ETF, AET** | **nasen ETF** | **nasen** | **nasen, ETF** | **nasen** | **nasen, ETF** | **nasen, ETF** |

## Impact

| WSS Regional SEND Leads | Online SEND CPD units | Specialist Spotlight, webinars & regional conferences | 'Best Practice Hub' | PD Groups & Communities of Practice | Autism training | Peer Mentoring & College Peer Reviews | Community Join-Up |
|---|---|---|---|---|---|---|---|
| Inclusive practice in m/s | Inclusive practice in m/s | Inclusive practice in m/s | Inclusive practice in m/s | Inclusive practice in m/s | Inclusive practice in m/s | Inclusive practice in m/s | Cross sector, phase, organisational relationships |
| Cross sector, phase, organisational relationships | Workforce confidence | Workforce confidence | Workforce confidence | Workforce confidence | Workforce confidence | Workforce confidence | Identify and share good practice |
| Identify and share good practice | Early and accurate identification of need | Early and accurate identification of need | Leadership of SEND | Leadership of SEND | Leadership of SEND | Leadership of SEND | Preparation for Adulthood |
| | Preparation for Adulthood | Preparation for Adulthood | Identify and share good practice | Preparation for Adulthood | Preparation for Adulthood | Preparation for Adulthood | |

**Visit** Universal SEND Services | Whole School SEND **for full details and to access CPD**

# Online SEND CPD Units

Explore some of the most commonly observed barriers to learning, regardless of age, label or area of need.

Developed in partnership with young people, specialists and mainstream practitioners.

Each unit can be completed in under an hour. No need to complete units in a single session – progress is saved.

Badges and certificates awarded for completion of multiple units.

Provides knowledge and skills required to build a holistic understanding of individual learners' characteristics.

Provides clear guidance and strategies to enable practitioners to adapt their teaching, across the age range, to meet the needs of a wider range of learners.



*"Another unit that puts the learner at the forefront of practice and enables us as educators to adapt our environment to support children with a range of needs"* **(Unit 12)**

# Specialist Spotlight sessions

- Informal, interactive online meetings
- Delegates share experiences and ask questions
- Network with, learn from colleagues from across the country
- Facilitated by WSS National Delivery Coordinator and subject experts
- *'Specialist Spotlight'*
- Rolling programme of sessions across the year

*"It's free, manageable for time and had so many useful links shared by experts. Invaluable!"*

*"These sessions are great. It's a fabulous way to extend my knowledge beyond the confines of my school experience. Different practitioners and experts from around the country."*

**Book onto sessions here**: https://www.wholeschoolsend.org.uk/events



Universal SEND Services

# Webinars and webinar recordings

- WSS: Webinars responding to the needs of the sector
- Access to recordings of all previous webinars
- Led by National Coordinators, regional leads, external speakers
- Previous USS webinars:
  - Ensuring accurate identification of SEN
  - Supporting reflection on SEND using Ofsted framework
  - Anxiety and school attendance
  - Ensuring an ambitious curriculum for learners with SEND
  - Meeting increasing SEMH needs within mainstream settings
  - Maximising Teaching Assistant impact (EEF)
  - Positively responding to increasing complexity in mainstream schools
  - Teaching for Mastery in Maths

*"High quality presentation, including links to research and the all important personal stories. Lots of useful practical advice. Really inspirational! Many thanks!"*

**Book webinars and access recordings here**: https://www.wholeschoolsend.org.uk/events

# **Professional Development Groups**

Regional groups of practitioners, supported to engage in evidence-informed, SEND based, school/setting improvement projects:

- Tailored meetings with a Regional Lead
  - Identify a project
  - Design an implementation plan
  - Implement the plan
  - Gather evaluation data
  - Evaluate outcomes and impact

With opportunities for 1:1 professional conversations with a Whole School SEND regional leader.

**Find out more here**: https://www.wholeschoolsend.org.uk/school-improvement-send

Universal SEND Services

# Peer mentoring

- Support to school leaders
- RI schools where SEND has been identified as an area for development
- Delivered by Regional SEND Leaders
- Two schools in each region
- Focus on mainstream
- Six sessions across the year

**Contact WSS Regional SEND Leader or;**
- **Malcolm Reeve, WSS National SEND Leader: malcolmr@wholeschoolsend.org.uk**
- **Erica Wolstenholme, WSS National Coordinator: ericaw@nasen.org.uk**

# Community networks

- Strengthen community join-up for SEND

- LAs, employers, schools, FE providers, PfA networks, parent groups, young people, AET local providers

- Regional network in each WSS region, chaired by WSS Regional SEND Leader

- National network forum, chaired by WSS National SEND Leader

- Each group will meet 3 times a year

- Including representations from other DfE SEND contract holders

**Contact WSS Regional SEND Leader or;**

- **Malcolm Reeve, WSS National SEND Leader: malcolmr@wholeschoolsend.org.uk**

# Best Practice Hub

- Online searchable tool that disseminates Year 1-3 research findings from the Action Research and Lesson Study projects in addition to case study examples from across the Universal SEND Services programme.

- Supports the adaptation of proven strategies across mainstream educational settings, driving meaningful and sustainable improvements in SEND practice.

- The platform will include podcasts, videos and other multimedia content.

- Coming in **January 2026.**

# Autism Training

- High-quality, autism-focused training programme for the workforce across all education settings.

- Development of 3 training packages for teachers and leaders to deliver autism training in their settings.

- Delivery of webinars to support the implementation of training packages using a 'train-the-trainer' model.

- Launch of five new autism online units.

# Toolkits
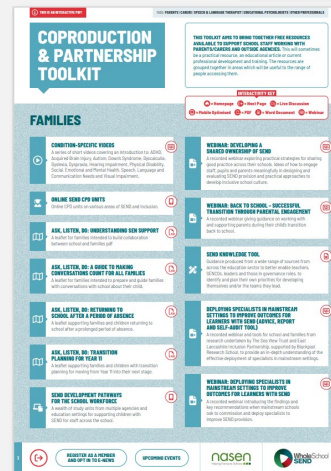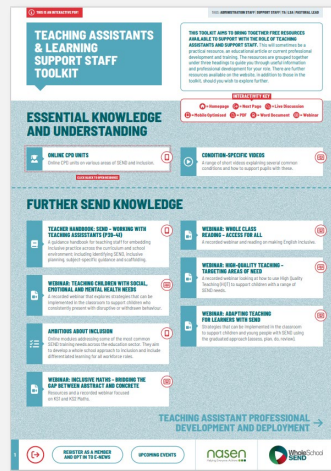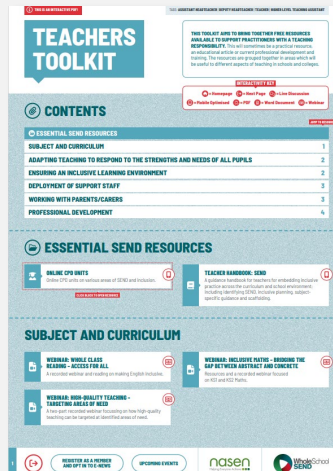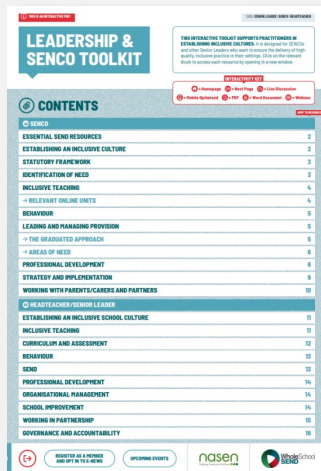


Interactive resource directories tailored for a range of roles. The toolkits make it easy to find the information and resources you need.

**Find out more here**: https://www.wholeschoolsend.org.uk/toolkits

# The Teacher Handbook: SEND

A comprehensive resource for teachers.  The Handbook brings together practical examples of high quality, inclusive teaching – placing a focus on removing barriers to learning, getting to know and understand individual learners and bringing the graduates approach to life.

**Find out more here**: https://www.wholeschoolsend.org.uk/teacher-handbook

# Review Guides

**Early Years, FE Settings**



EARLY YEARS
SEND Review Guide



College
**SEND** REVIEW GUIDE
A sector-led approach to improving provision for all



MAT
SEND Review Guide
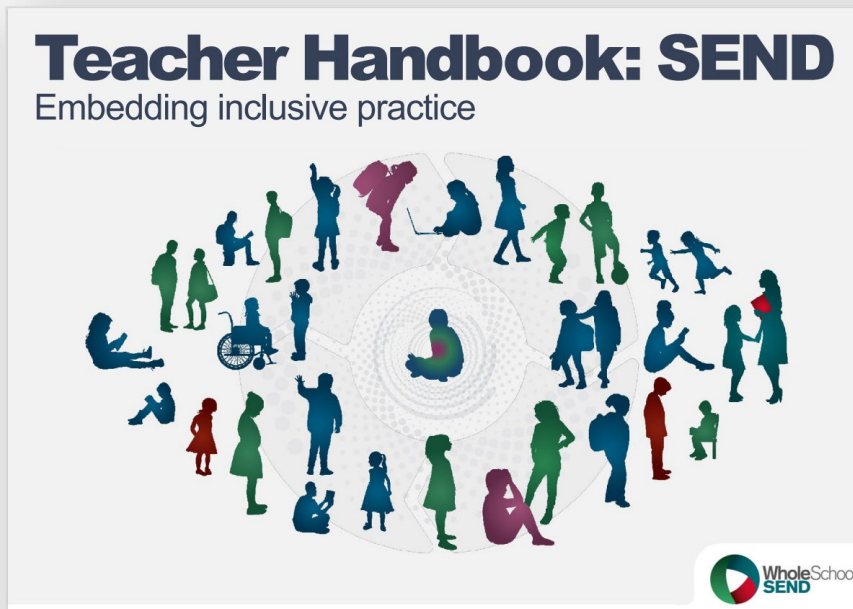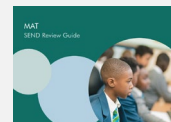
Executive Headteachers, MAT SEND Leaders, Trust Boards



SEND GOVERNANCE
Review Guide
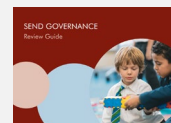
Governors in all schools



EFFECTIVE SENCO DEPLOYMENT
A guide for the SENCOs and their line managers



EVERY LEADER A LEADER OF SEND
A tool enabling all leaders to reflect on and strengthen SEND provision in their setting

Headteachers



TA DEPLOYMENT REVIEW GUIDE
A school-led approach to improving provision for all



**SEND** REVIEW GUIDE
A school-led approach to improving provision for all



PREPARING FOR ADULTHOOD FROM THE EARLIEST YEARS
Review Guide

SENCOs, other Senior Leaders



**SEND** REFLECTION FRAMEWORK

Individuals or whole staff in all schools

**Find out more here**: https://www.wholeschoolsend.org.uk/page/wss-review-guides

Universal SEND Services

# Other resources

ITT and mentor resources

https://www.wholeschoolsend.org.uk/itt-resources

SEND Development Pathways

https://www.wholeschoolsend.org.uk/resources/send-development-pathways-interactive-powerpoint

Condition-specific videos
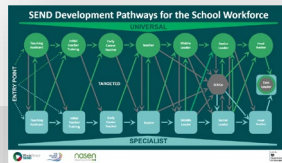
https://www.wholeschoolsend.org.uk/page/condition-specific-videos

SENCO Induction Pack

https://www.wholeschoolsend.org.uk/resources/senco-induction-pack-revised-edition

Parent Leaflets
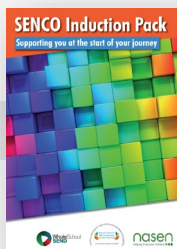
https://www.wholeschoolsend.org.uk/resources/ask-listen-do-guide-making-conversations-count-all-families

# Stay in touch

info@wholeschoolsend.org.uk

@WholeSchoolSEND

@wholeschoolsend

@whole-school-send

# Find out more and join our member community

www.wholeschoolsend.org.uk

WholeSchool
SEND

# The Work of SHEU

Founder: John Balding
Angela Balding (*surveys*)
David Regis (*research*)
Mike Balding (*development*)
Jim Podbery (*data processing*)
Kathleen Hacking (*admin*)
Nick Opie (*reports*)
Juliette Balding (*reports*)
Nigel Balding (*website*)
Samantha Loughran (school communication)

- Survey services

- Report-writing

- Commissioned research

- **Education and** <span style="color:red">**Health**</span>

- Publishing:
  - *Young People into 2025*
  - Monographs e.g. mental health
  - Teaching materials

**S**chools
**H**ealth
**E**ducation
**U**nit
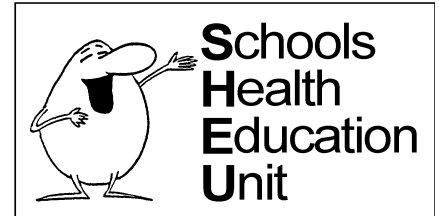
# From data to debate…

|  | Year 8 | | Year 10 | |
|---|---|---|---|---|
|  | Sex | | Sex | |
|  | Male | Female | Male | Female |
| No time at all | 45% | 43% | 34% | 17% |
| Up to 1 hour | 43% | 38% | 36% | 53% |
| Up to 2 hours | 13% | 13% | 23% | 20% |
| Up to 3 hours | 0% | 5% | 4% | 8% |
| More than 3 hours | 0% | 0% | 2% | 2% |
| % | 100% | 100% | 100% | 100% |
| Count | 47 | 60 | 47 | 64 |

# Attitude to personal weight

**50% of Year 8 females and
54% of Year 10 females would like to lose weight**

## Your weight — which statement describes you best?

1. Many more females than males want to lose weight.

2. 54% of the Year 10 females, 50% of the Year 8 females, 31% of the Year 6 females and 26% of the Year 4 females would like to lose weight.

3. 22% of Year 10 males would like to put weight on.

4. Between 54-61% of the younger females and 39-45% of the older females said they were happy with their weight as it is.



| | I would like to put on weight | I would like to lose weight | I am happy with my weight as it is | Valid responses |
|---|---|---|---|---|
| ■ Yr 6 M | 17 | 28 | 54 | 5857 |
| □ Yr 6 F | 15 | 31 | 54 | 5548 |
| ■ Yr 8 M | 13 | 36 | 52 | 3575 |
| □ Yr 8 F | 5 | 50 | 45 | 3789 |
| ■ Yr 10 M | 22 | 32 | 47 | 3262 |
| □ Yr 10 F | 7 | 54 | 39 | 3566 |
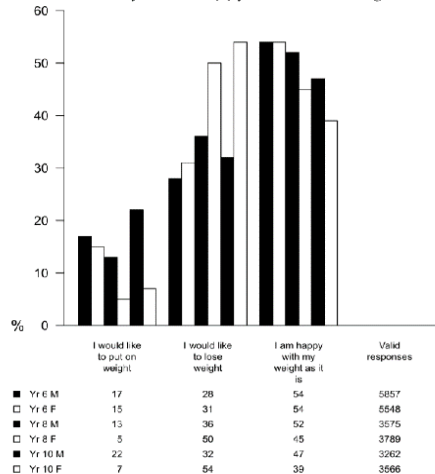
1. We show below results from those pupils responding to the 'want to lose weight' option in the questionnaire. Females, more than males, consistently report wanting to lose weight. There was a general rise in all groups between the 1990s and 2000s, but current levels for the oldest girls are not the highest they have been.



Percentage wanting to lose weight, 1991-2023, by age and sex
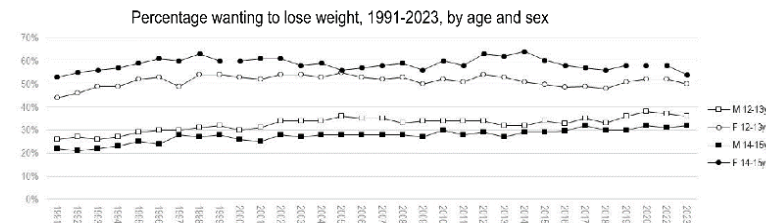
Proportion of the Year 10 females missing lunch 'yesterday': 24%.
Proportion missing breakfast 'this morning': 31%.

*Among Year 10 females who want to lose weight:*
*Proportion who want to lose weight who missed lunch: 30%*
*Proportion who want to lose weight who had nothing for breakfast:36%*

In earlier reports in this series, we showed that a desire to lose weight could also be linked to specific food choices.

- Aggregate of commissioned local authority surveys

- Different authorities & schools & questionnaires every year

- Nonetheless, reasonably matched to characteristics of all English schools (except region)

- Shows similar prevalence, trends and associations to SDD and other surveys
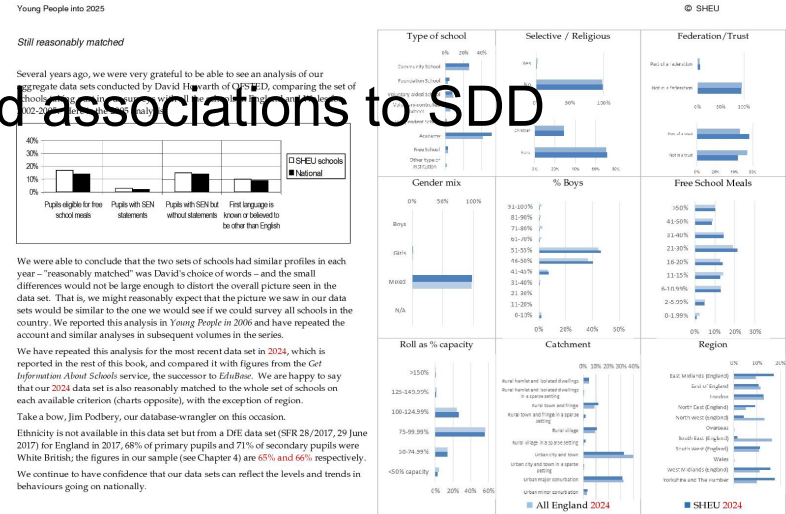
# Vulnerable Groups (one local authority)

SHEU, Exeter, 2021

## Year 10

| 99 | 99 | $p < 0.05$ |
| 99 | 99 | $p < 0.01$ |

| | All | Single-parent family | LGB | Ethnic minority | Disability or long-term illness | Free school meals | Special ed needs | Armed forces family | Young Carer | FSM | Minority religion | Transgender |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Sample N | 3329 | 513 | 394 | 391 | 362 | 259 | 255 | 139 | 137 | 130 | 117 | 16 |
| Ever tried smoking | 22 | 30 | | | | | | | | | | |
| Drank last week | 26 | | | | | | | | | | | |
| Ever taken drugs | 12 | | | | | | | | | | | |
| Had accident last year | 33 | | | | | | | | | | | |
| Low wellbeing score | 8 | | | | | | | | | | | |
| Low resilience score | 36 | | | | | | | | | | | |
| Bullied at school last year | 16 | | | | | | | | | | | |
| Worry about being different | 9 | | | | | | | | | | | |
| Sexually active | 11 | | | | | | | | | | | |
| Know where to get free condoms | 17 | | | | | | | | | | | |
| High wellbeing score | 17 | | | | | | | | | | | |
| High resilience score | 11 | | | | | | | | | | | |
| Eat 5-a-day | 17 | | | | | | | | | | | |
| Enjoy at least half of school lessons | 65 | | | | | | | | | | | |
| Intend FTE after Y11 | 46 | | | | | | | | | | | |
| Term-time job | 20 | | | | | | | | | | | |
| The school encourages everyone to treat each other with respect | 78 | | | | | | | | | | | |
| I know my next steps in learning and what I need to do to improve | 49 | | | | | | | | | | | |
| Pupils' views make a difference in school | 58 | | | | | | | | | | | |
| Getting on better with family since lockdown NEW | 50 | | | | | | | | | | | |

# Protective factors

## Percentage of Y10 students drinking in the last week

| | LAs | N | | Male | Female |
|---|---|---|---|---|---|
| **Esteem** | 16 | 13701 | Values 0-4 (low) | 23 | 34 |
| | | | Values 5-9 (med-low) | 23 | 22 |
| | | | Values 10-14 (med-high) | 17 | 17 |
| | | | Values 15-18 (high) | 16 | 13 |

| | LAs | N | | Male | Female |
|---|---|---|---|---|---|
| **Resilience** | 7 | 5423 | Low (up to 19) | 36 | 32 |
| | | | Med-low (20-22) | 29 | 21 |
| | | | Med-high (23-25) | 25 | 15 |
| | | | High (26+) | 22 | 11 |

| | LAs | N | | Male | Female |
|---|---|---|---|---|---|
| **Wellbeing** | 3 | 1801 | 14 - 27 (low) | 48 | 36 |
| **WEMWBS** | | | 28 - 41 (med-low) | 32 | 38 |
| | | | 42 - 55 (med-high) | 27 | 26 |
| | | | 56 - 70 (high) | 20 | 22 |

SHEU, Exeter, 2014

# SHEU databanks (cannabis use 1983-2012)



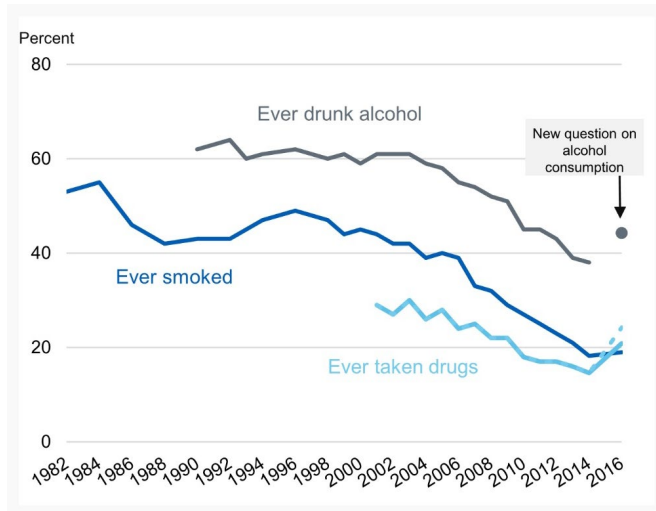but same patterns as stratified samples

SHEU, Exeter

Yr 8 M –□–   Yr 8 F –○– Yr 10 M –■–   Yr 10 F –●–

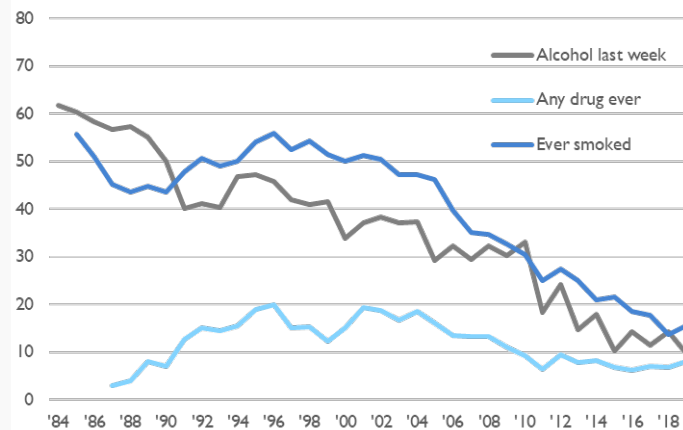# Trends 1985-2024 SHEU 12-15yo
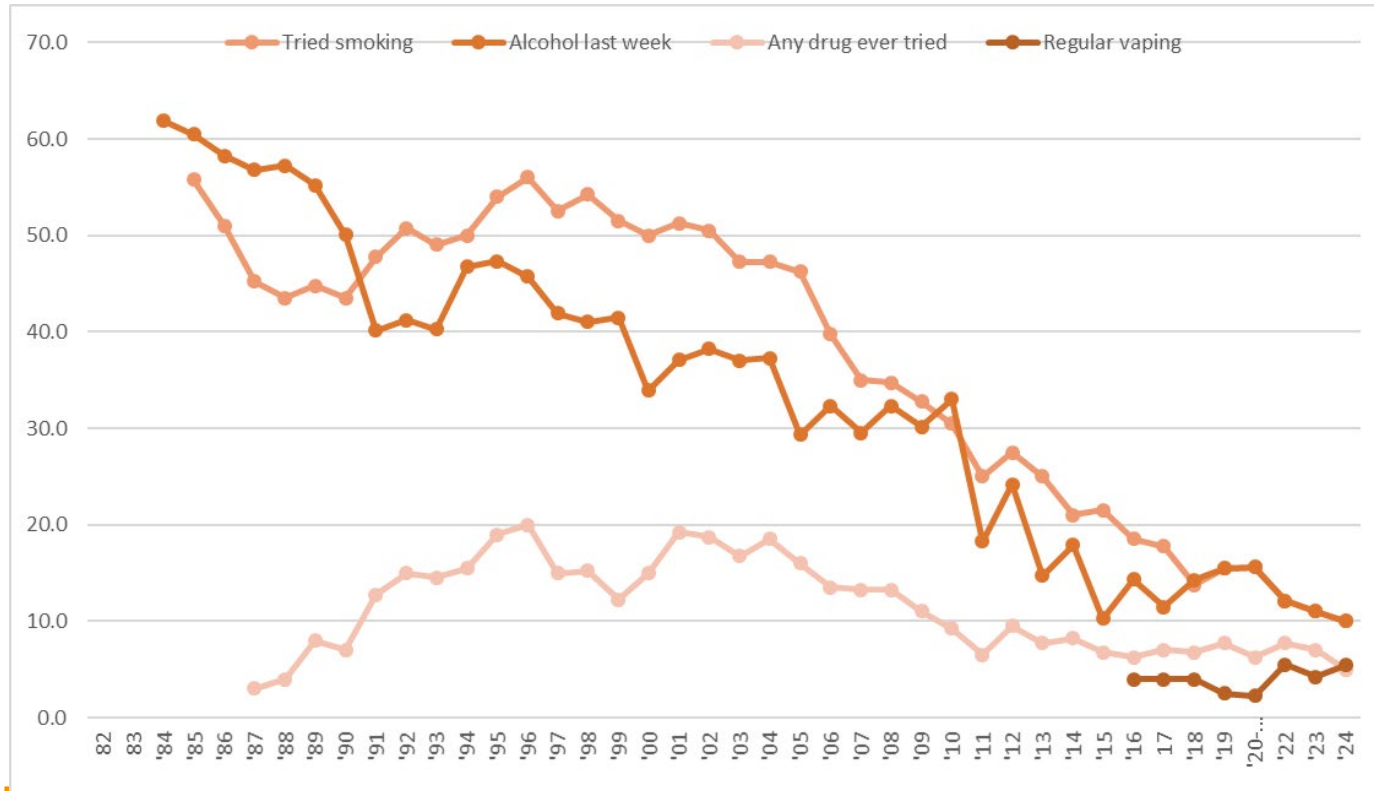
# Trends ONS vs SHEU

ONS
11-15yo

SHEU
Y8/Y10

# Trends in protective factors

Percentages in lowest brackets of self-esteem scores 1997-2019

M 12-13y M 12-13y     F 12-13y F 12-13y

SHEU, Exeter, 2021
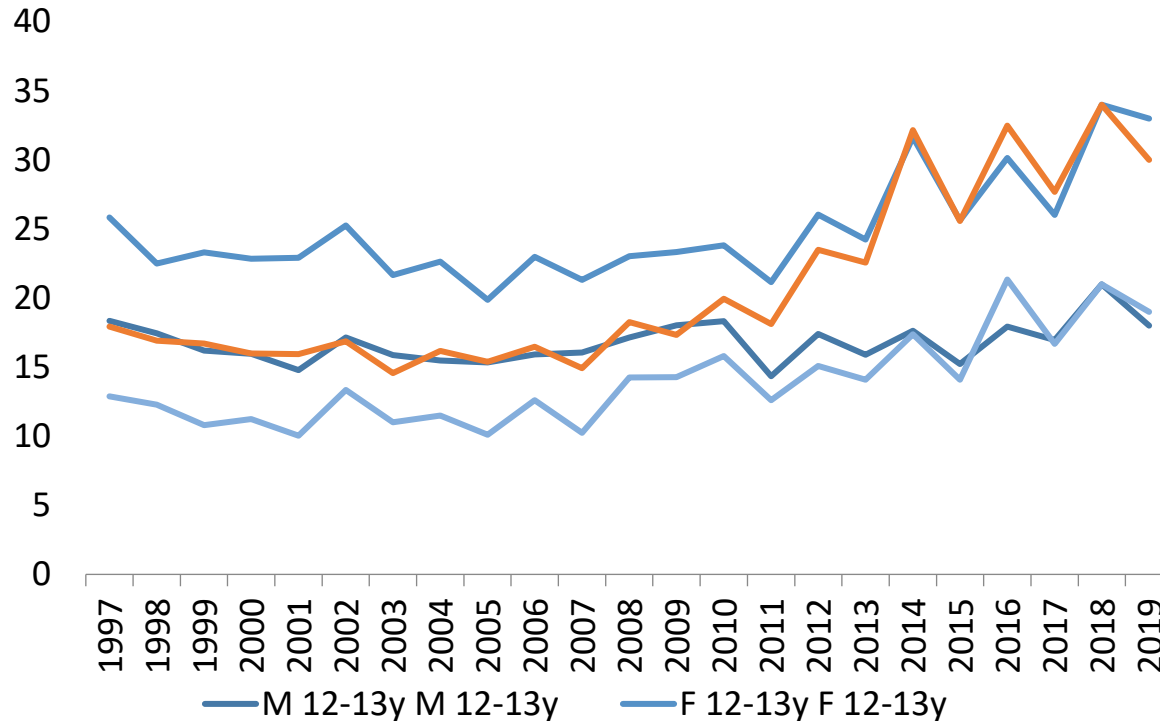
# Trends in relationships between factors

## Drinking last week and self-esteem (Y10M)

| | Values 0-4 (low) | Values 5-9 (med-low) | Values 10-14 (med-high) | Values 15-18 (high) | | |
|---|---|---|---|---|---|---|
| 1991 | 43% | 48% | 55% | 56% | | |

SHEU, Exeter

# Previous collaborative research

Dr John Tripp, University of Exeter – sexual health
Prof Neil Armstrong, University of Exeter – cardiac health
Dr Peter Gurney, University of Exeter – alcohol and personality

Dr Ian McGregor, Newcastle Dental School – dental hygiene and lifestyle
Dr Judy Swift, University of Nottingham – diet
Dr Jane Thomas, King's College London – diet and supplements
Prof Sarah Stewart-Brown, University of Warwick – university students
Prof Alison Hadley, University of Bedfordshire – sexual health
Ashly Fuller, UCL – drugs & social media
– gender and wellbeing

SHEU, Exeter

# Current research

Health determinants research collaborations | NIHR   (Ealing)
Dr Antonia Ypsilanti, Sheffield Hallam University – loneliness

# Future research

Please do ask!

**County Councils**

Central Bedfordshire
Bedford
Milton Keynes
Greenwich
South Gloucestershire

**London Boroughs**

Camden and Islington
Gateshead
Thurrock
South Tyneside
West Sussex

**City Councils**

**Borough Councils**

Kingston
Sunderland
Ealing
Brent
Buckinghamshire

SHEU, Exeter

# Break for Lunch

Children & Young People's Wellbeing @ Exeter

University of Exeter

Children & Young People's
Wellbeing @ Exeter

# Building Connections Workshop

# Building Connections Workshop

**Networking Session: Building Connections**

Briefly introduce yourself and share:

- **Who you are / your organisation**
- **What you do or have worked on**
- **Imagining ways of working**
- **Identify next steps**

An informal chance to explore shared interests, spark ideas, and build new connections.

# Next steps