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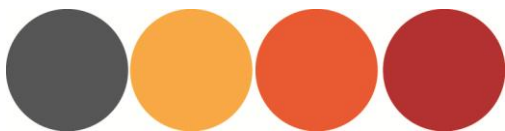
## Care Experience

### [Analysis of responses to consultation on universal definition of 'care experience'](#)

The Scottish Government has published analysis of its consultation on the need for a universal definition of 'care experience' and the language of care. According to the analysis, respondents were overwhelmingly supportive of creating a universal definition of care experience, though both advantages and disadvantages were acknowledged. Organisations acknowledged the usefulness of the terms 'care leaver' and 'looked after', but many also felt that the terms could be exclusionary to some who may still need assistance. Over two thirds of respondents indicated that each of the experiences listed in the consultation paper should be included in a universal definition.

### [Each and Every Child newsletter](#)

Each and Every Child, an initiative set up to shift public attitudes toward the care system and those with experience of care, has published its latest newsletter. The newsletter provides an update on various developments aimed at supporting organisations in relation to the concept of 'framing'.



## Child Protection

### [Government to support Restraint and Seclusion in Schools \(Scotland\) Bill](#)

The Scottish Government is to support proposed legislation that would make provision for statutory guidance and duties in relation to the use of restraint and seclusion in schools. The [Restraint and Seclusion in Schools \(Scotland\) Bill](#), introduced by Labour MSP Daniel Johnson, would require ministers to issue statutory guidance to education providers about the use of restraint and seclusion in schools, while schools would need to inform the parent of a child or young person subjected to restraint or seclusion about the incident and to provide details of it. In the Government's memorandum on the Bill, Education Secretary Jenny Gilruth said clarity would be required to ensure residential schools and secure care establishments understood any dual reporting requirements while avoiding double reporting wherever possible.

### [Study on consideration of vulnerability in the context of inspection \(England\)](#)

Research on how Ofsted might consider vulnerability in the context of inspection and regulation has been published. The study, commissioned by Ofsted and carried out by Research in Practice at the National Children's Bureau, involved an evidence review followed by two phases of stakeholder focus groups. The findings include a proposed definition of vulnerability, refined through the group discussions and designed to be easily understood by inspectors, professionals and families alike. Services asked that their work to support those experiencing vulnerability be recognised in inspection reports, particularly if they were making progress in this area but not necessarily meeting other requirements.

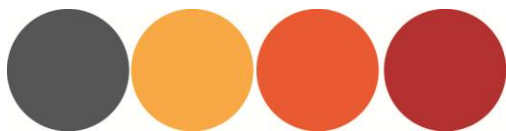
### [Report on learning from serious child safeguarding incidents \(England\)](#)

A report on learning from serious child safeguarding incidents in England has been published by the Child Safeguarding Practice Review Panel. The report was commissioned by the independent Panel and carried out by Research in Practice, the University of East Anglia and the Vulnerability Knowledge and Practice Programme. It explores learning and improvement from serious child safeguarding incidents and the local child safeguarding practice review process, making recommendations for the panel and UK Government on how to improve the system. The report finds that learning from reviews is often focused solely on 'what happened' and suggests a "radical shift" to a 'systems approach' is required, as recommended by the Munro report in 2011.

## Disabilities

### [National Transitions to Adulthood Strategy published](#)

A strategy aimed at ensuring every young disabled person in Scotland feels confident in their transition to adulthood has been published by the Scottish Government. The National Transitions to Adulthood Strategy outlines six



overarching priorities: choice, control and empowerment; clear and accessible information; coordination of support; high-quality transitions practices; data collection and measurement; and connecting to a wider policy landscape. The Government and COSLA will work collaboratively with key partners to drive delivery of the strategy, with the first progress report to be published by the end of 2026.

#### [Iriss resource on pathways and perspectives in relation to disabilities](#)

A co-produced resource on the theme of disabilities in personal and professional life has been published by Iriss. The document, aiming to encourage critical reflection on dimensions of practice and care, has been co-authored by 14 people, sharing their own pathways and perspectives on disabilities across a wide variety of contexts and countries.

### **Early Learning and Childcare**

#### [Latest SOSCN newsletter published](#)

The Scottish Out of School Care Network (SOSCN) has published the Summer edition of its newsletter. The newsletter includes updates on the work of SOSCN, as well as articles exploring how creativity and the arts can help build resilience, self-confidence and identity in children and young people.

#### [Early Years Scotland delivering programme to support neurodiverse children](#)

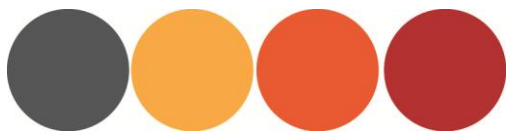
Early Years Scotland has highlighted a new family-led initiative aimed at supporting neurodiverse children aged 0–5 and their families. Creating Caring Connections, being piloted in East Dunbartonshire, Inverclyde and Renfrewshire, features two strands: Sensory Stars, which involves sensory-rich, play-led sessions for children, and Marvellous Minds, which is a parenting course offering practical tools and trauma-informed strategies to support children’s sensory and emotional needs.

#### [Case study on governance challenges in voluntary ELC](#)

A case study on the governance challenges facing voluntary early learning and childcare (ELC) settings and associated parent-led committees has been published by Early Years Scotland. The study suggests that fewer parents are stepping up to take on committee roles (due to increasing governance responsibilities) and, as a result, there are concerns about the sustainability of services. Early Years Scotland calls for the exploration of alternative governance models and tighter conditions for local authorities when entering partnerships with third sector ELC providers, including a requirement that such providers must be part of a membership organisation to support them in meeting governance responsibilities.

#### [Ofsted actions among actions in UK Government early years strategy \(England\)](#)

A strategy to improve child development and give every child “the best start in life” has been published by the UK Government. Aims included in the strategy include improving family services, making it easier and cheaper for families to access early



education and care, and improving the quality of education and care provided in early years settings. Actions in relation to Ofsted include a move to a four year inspection cycle (compared to the current six year cycle), a focus on 'high quality inspections', easily accessible 'report cards' and tailored improvement support.

## **Equalities**

### [Human Rights Bill discussion paper](#)

The Scottish Government has published a discussion paper on proposals for a Human Rights Bill. The paper follows a consultation on proposals for human rights incorporation legislation in 2023 and the subsequent decision to delay the introduction of related legislation until the next parliamentary session. It goes into detail on each of the specific proposals the Scottish Government is considering for the Bill, including proposed duties for 'oversight bodies'. The paper will be followed by a range of engagement activities with stakeholders.

## **Health**

### [Proposed National Good Food Nation Plan published](#)

A proposed Good Food Nation Plan has been published by the Scottish Government, setting out its goals for food policy, the main outcomes it wants to achieve, and indicators to gauge progress. The plan includes reference to the need to ensure good nutritional care in all care settings and also highlights relevant policies in relation to early learning and childcare settings, as well as school age childcare. The Health, Sport and Social Care Committee at the Scottish Parliament is [carrying out scrutiny](#) of the Plan and has launched a call for evidence which will be followed by oral evidence to inform its findings. The deadline for responses is 15 August.

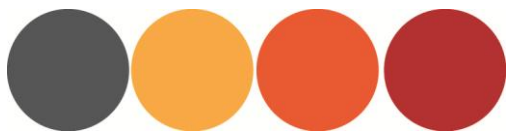
### [Next phase of work for Scottish inquiry](#)

The Scottish Covid-19 Inquiry has set out its plans for 2025-26, including its focus on implementation and decision-making during the pandemic and preparing to hear oral evidence from Scottish Ministers and senior officials. Let's Be Heard – the inquiry's listening project – will continue its research and analysis and publish a final set of reports in 2026.

## **Mental Health**

### [Charity offers advice for talking with children about war and violent conflict](#)

Children First has offered advice for adults talking about war and violent conflict and its impact on children. The advice is focused on supporting children to understand what is happening around the world and to manage their worries and anxiety. The charity's support line is also available while they also signpost to the Save the Children resource [How to talk to children about war](#).



## Play

### [Play Scotland appoints new Chief Executive](#)

Play Scotland has announced the appointment of Mary Ramsay as its new Chief Executive. Ms Ramsay joins Play Scotland from the Scottish Childminding Association, where she worked since 2021 following a previous role at the Care and Learning Alliance.

### [Scotland's Play Park Survey launched as part of renewal programme](#)

Scotland's first nationwide consultation on local play spaces has been launched by the Scottish Government. The survey, developed in partnership with Play Scotland, is part of Scotland's Play Park Renewal Programme and will be used to evaluate current practice and inform future policy. The deadline for responses is

### [Survey to inform study on role of play in development of children under eight](#)

A survey has been launched to inform a study exploring the role of play in the development and well-being of children under eight in the UK. The research, led by the University of Northampton and Nottingham Trent University, has two key objectives: to investigate how professionals working with young children understand and define play; and to examine examples of successful play, alongside any barriers to play, and ways to improve play for children.

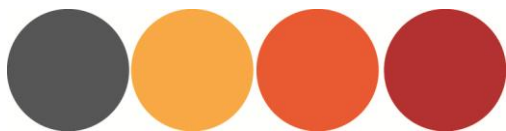
## Workforce

### [Support for including new workforce groups in SSSC Register](#)

The Scottish Social Services Council (SSSC) has shared findings from its consultation on expanding the workforce Register with Scottish Government, along with its recommendations on which new groups to include. The consultation, which closed in April, showed strong support for the expansion of the Register with over 80 per cent agreeing with the proposed new groups. These are: adult day care service (support worker, practitioner and supervisor); offender accommodation service (practitioner, supervisor and manager); and social work assistant. IF the Scottish Government agree with the proposals, the new groups will start registering in stages under a timeline agreed by SSSC and Ministers.

### [Consultation on English language requirements for qualified social workers](#)

A consultation on the introduction of English language requirements for qualified social workers has been launched by the SSSC. The proposal, which would require qualified social workers applying to register to evidence their competence of the English language, aims to align social work with other regulated professionals including doctors, nurses, dentists and pharmacists. The consultation includes details of the four proposed ways English language competency could be demonstrated. Views are welcome until the consultation closes on 15 September.



### [Collaborative leadership programme running in autumn](#)

The SSSC has announced the You as a Collaborative Leader (YaCL) programme will run again in autumn 2025. The course is described as a leadership development opportunity for social service and healthcare professionals to develop the skills and knowledge to lead effectively across integrated settings where good collaboration is essential. The closing date for applications is Friday 11 July 2025.

### [Views sought on social work education standards](#)

The SSSC has opened a consultation on pre and post qualifying standards for social work education, due for publication in 2026. The consultation, which closes on 8 September, seeks views on the existing Standards in Social Work Education and on the development of post-qualifying standards for social work. The SSSC is holding a series of online information sessions on the proposals for students, graduates, NQSWs, educators and course providers.

#### **Disclaimer**

This weekly bulletin is produced as an update on the key issues concerning children and young people.

Each item in the bulletin has a hyperlinked headline that will take the reader to the original source.

We collate items from our parliamentary and Scottish Government monitoring covering health and social care news from throughout the UK, and current research and policy development. We use a variety of sources for the bulletin, including alerts from [Newsdirect](#), [Community Care](#), [Children & Young People Now](#) and [ISD Scotland](#).

We aim to be representative rather than comprehensive, so we try to cover only the main Scottish stories, along with some stories from the rest of the UK. The purpose of the bulletin is to alert readers to items of interest. It should be noted that these items are the works of others and are neither authorised nor endorsed by the Care Inspectorate, with the exception of publications which are identified as Care Inspectorate publications.

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