

Words used throughout the resource

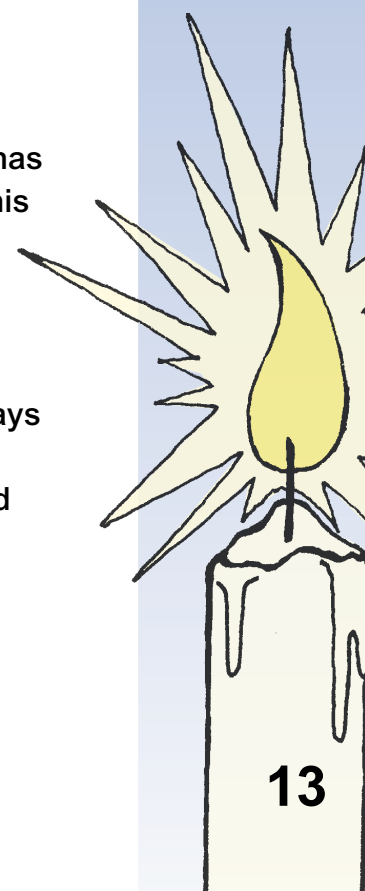
Terms, abbreviations and initials are used across the country in different settings that can lead to misunderstanding and confusion. The following terms are the ones most commonly used throughout this project and these are described them briefly below. (However some of these may well mean something slightly different in certain areas of the country/in certain settings so be aware of any local issues!)

BME (Black and Minority Ethnic) – This is a term developed and used to describe anyone coming from a minority community. It will be used in the absence of any other term to describe this diverse group of people. It is not a term used by young people and families and it is important that you find out how each individual young person refers to their own culture and family background and use this language with them.

CAF (Common Assessment Framework) – This is the shared assessment system for all young people undertaken by professionals. The aim is to ensure that young people and their families are not asked the same questions repeatedly and that the first professional involved fills in the form and others share that information. www.everychildmatters.gov.uk (There is a link to the Framework on the site homepage or type CAF in the search option.)

CAMHS (Child and Adolescent Mental Health Services) – These services offer a range of ways young people can access help with mental health issues and emotional or behavioural difficulties. They can be accessed through a referral from a GP or social worker and can be drop in centres, clinics or sessions within school. The National CAMHS Support Service has a range of very useful resources on their website. www.camhs.org.uk (This resource uses the term CAMHS throughout.)

CAMHS Pathway – A pathway is an outline of anticipated care. It is a way of writing down who should be doing what and when to ensure the individual and their family have the best possible service. CAMHS pathways are mainly for more senior and experienced mental health professionals, however it is important that frontline staff are aware of their existence and how to access the pathway. In 2007 'A Mental Health Care Pathway for Children and Young People with Learning Disabilities' was introduced.



This is meant as guidance and good practice, as opposed to a set route to follow, due to the variations in service provision across the country. According to the pathway its aim is to:

“describe the processes involved in service delivery for the full range of mental health services provided – at all levels of service delivery. It is applicable to those providing support for behavioural and emotional difficulties in a variety of non-specialist and specialist services.”

(p13. Care Pathway Resource Pack)

www.annafreud.org/ebpu.

Education settings – School, College, Day Services.

Every Child Matters – Government policy document relating to young people. This sets out how we should be working to maximise opportunity and minimise risk for the young people we support. There is a strong focus on working together with other professionals involved in the young person’s care and in partnership with the young person and their family. Every Child Matters also wants workers to shift the focus from dealing with the consequences of difficulties in children’s lives to preventing things from going wrong in the first place. This resource is focused on helping workers achieve this aim for young people with learning disabilities who present with mental health issues and are from minority communities.

www.everychildmatters.gov.uk

Healthcare settings – Hospital, GP surgery, dentist, physiotherapist.

Learning Disability – is a lifelong disability that affects a persons ability to do everyday tasks and problem solve. This does not mean that the person will never learn how to do something only that they will learn differently and on a different timescale to people without a learning disability. There are different causes for learning disabilities and these could be genetic conditions, accidents or illnesses in pregnancy, during birth, or soon after a baby has been born that cause the brain to develop differently.

Learning Disability or Learning Difficulty?

It is important to note that a learning disability is NOT the same as a learning difficulty although the two terms are often used interchangeably.

A learning disability is, 'A significant intellectual impairment and deficits in social functioning or adaptive behaviour (basic everyday skills) which are present from childhood.' (www.learningdisabilities.org.uk)

A learning difficulty is, 'a greater difficulty in learning than the majority of children of the same age.' (www.learningdisabilities.org.uk) An example of a learning difficulty is dyslexia.

The complexities are increased as the term learning difficulty is used (especially in educational settings) to cover both these separate groups. Also, a number of adult self-advocacy groups prefer using the term learning difficulty. This resource uses the term learning disability to be clear about these important differences.

Mental Health – often makes people think of mental ill health but the term refers to how we balance and cope with everyday life, changes and difficulties, interact and have relationships. Mental ill health denotes a change in the way people feel and means they can behave differently to others, in the way they look after themselves and make decisions. This can be hard to understand because it is not a physical illness and can be presented in very different ways. Some signs and symptoms in this project will be identified and give ideas about how to promote awareness of positive mental health.

NSF (National Service Framework) – These are governmental policy documents that place regulations and duties on statutory organisations. There are two NSF's that are relevant:

- **The National Service Framework for Children, Young People and Maternity Services.**
- **The National Service Framework for Mental Health.**

These can be downloaded from the Department of Health website.
www.dh.gov.uk

Although it is not necessary to know the detail of these documents it is important to know they exist and that there are standards that local authorities should be adhering to.

SALT (Speech and Language Therapists) – can be key in co-ordinating aspects of a young persons care as they support that young person to communicate and the people around them to understand them effectively. They are also involved in aspects of young peoples health, especially around swallowing and are very important in identifying potential reasons for a young person's discomfort.

Social Care – Social Care is the support offered by local authority social services and/or private and voluntary bodies alongside the education and health services. Examples include Sure Start, Family Centres, Residential Care Homes, Respite or short term facilities.

Tier One – This term is used in CAMHS for 'non-clinical' staff. This could be youth workers, teachers, support staff in schools, colleges, residential support homes or people in the community. It refers to anyone who knows the young person, interacts with them regularly and has an interest in their well being.