

The authors conclude that early intervention and support should be provided to these vulnerable children to prevent/reduce the incidence neurodevelopmental disorder, developmental delay and mental health problems.

## REFERENCES

1. Bentley, H. et al (2018) How safe are our children? The most comprehensive overview of child protection in the UK. London: NSPCC.
2. Department for Education, 2014. *Outcomes for children looked after by local authorities in England, as at 31 March 2013* [pdf]. Department for Education.

### 37 MULTIDISCIPLINARY TEAM CLINICS IN SECONDARY CARE – IS THIS THE FUTURE?

Tapomay Banerjee, Alison Shipp, Jo Rayner, Amanda Armstrong. *UK*

10.1136/bmjpo-2021-RCPC.25

**Background** Children with complex medical needs attend the Child Development Center for various reasons and to see different health professionals. This needs lot of commitment from parents and carers and also children have to travel multiple times. They often have to miss school which is vital for their education along with social, cognitive and emotional well-being.

**Objectives** Multidisciplinary teams (MDTs) have been shown to be an effective tool to facilitate collaboration between professionals and hence improve care outcomes.

Community Paediatric services in Bedford started a pilot project of MDT clinics where a child will see a community paediatrician, physiotherapist, speech and language therapist and dietitian in a single visit. We requested feedback from parents about usefulness of these clinics

**Methods** Children with significant complex needs who require service from all 4 disciplines (paediatrician, speech and language therapist, physiotherapist and dietitian) were offered appointments in MDT clinics.

We organised our MDT clinics once every 3 months. We held 4 clinics in between May 2019 to March 2019 (we had to stop because of the COVID-19 Pandemic but we are planning to resume from December 2020). Each child had a 45 minute appointment with Speech and language therapist followed by a 60 minute combined appointment with community paediatrician, dietitian and physiotherapist together. Parents were requested to complete a paper feedback form after the clinic.

**Results** We received 9 feedbacks in total and all of them (100%) found these clinics very useful.

**Conclusions** MDT clinics are held on a regular basis in tertiary centers but they are not so easy to coordinate in secondary care/community settings due to cross organisational working. Our model of multidisciplinary clinics at Bedford Child Development Center was highly appreciated by parents and is more convenient to children who have complex needs. It reduces the need for multiple clinic visits and journey to different clinic/hospitals. For healthcare professionals it brings all relevant people into one clinic which enables faster decision making and encourages discussion amongst professionals. It also reduced the need for internal referrals.

Following parent feedback, we will consider taking this MDT clinic to special needs school sites in future to make it more convenient for children with complex needs and enable the specialist nursing service to join the MDT too.

### 38 WORLD CUPS: PROMOTING PAEDIATRIC RESEARCH WITHIN SOUTH WALES

Alexandra Richards, Jordan Evans. *UK*

10.1136/bmjpo-2021-RCPC.26

**Background** WORLD CUPS (Working paediatricians Overseeing Research Led and Delivered by Cardiff University Paediatric Society) was founded in November 2019 in aim to encourage research within paediatrics and child health in Wales. This initiative brings both undergraduates and paediatric healthcare professionals (HCPs) together to undertake quality improvement, research or audit projects.

**Objectives** It is a mutually beneficial scheme aiming to increase undergraduate's exposure to academic paediatrics whilst supporting HCPs to complete projects, promoting health and wellbeing for children and young people. The objective of this study is to determine whether we have achieved our overall goal of increasing undergraduate confidence and awareness of paediatric research whilst also supporting the production of valuable academic work.

**Methods** The initial recruitment of projects was performed via promotion on social media platforms, at conferences and study days. Each month, a selection of academic projects were advertised to healthcare students in Wales on a first come, first served basis. All projects were allocated within one hour, with the majority in less than ten minutes. A retrospective

Abstract 37 Table 1

Question	Parents feedback
How did you find the layout of the new multidisciplinary review clinic?	<ul style="list-style-type: none"> <li>• Really useful to see all professionals at the same time.</li> <li>• It was good that different healthcare professionals could collaborate with each other at the same time, preventing duplicate assessments</li> <li>• Helpful and saves time. You don't have to have the same conversation with different people, you can just say it once</li> <li>• It was really helpful especially as so many of his needs or my questions cross over the different disciplines. It saves a lot of time</li> </ul>
Are there any recommendations for changes/improvements for the future clinics	<ul style="list-style-type: none"> <li>• Please make sure patients do not have another appointment before or after the joint clinic. It was a long exhausting day otherwise.</li> <li>• For review to be held at school</li> </ul>