



NW SEND Regional Network Newsletter

September 2021

The network is keen to provide support for children, families and practitioners. Please don't hesitate to get in touch with any queries you may have. If you would like to be added to the newsletter circulation list just send an email to the address below.

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North West regional network events

12.10.21 9.15 – 2.30 The Children and Families Act 2014: SEN and Disability – Decision Making and the Law

North West local areas are invited to attend a DfE and IPSEA led virtual workshop on the Children and Families Act (C&FA) 2014: SEND Decision Making and the Law. This will be delivered by colleagues from the SEND Adviser team and IPSEA, facilitated by Mott MacDonald.

The purpose of the workshop is to assist senior education, health, and social care decision-makers to interpret and apply the legal requirements of the Children and Families Act 2014 to some key decision points. It will highlight key elements of the legislation, illustrated with practical examples and updated case law. It will also provide an opportunity for open discussion and problem-solving.

Topics that will be covered include:

- Decisions to assess;
- The EHC needs assessment process;
- The content and format of EHC plans;
- The annual review process;
- Decision about naming an education provider and,
- National trial updates.

Learning outcomes:

- Senior local area SEND decision-makers, health, and social care representatives will have improved understanding of the implications of key legal areas of C&FA 2014 for individual decisions.
- Review the processes for decision-making in the light of new learning.

This event is focused on local area responsibilities for the process, and is open to:

- 1 senior SEN officer from each local authority who is involved in making key decisions (such as chairs of SEN panels or heads of SEN assessment services).
- 1 senior health care representative from each local area.
- 1 senior social care representative from each local area.

Further information:

- A regional representative from the National Network of Parent Carer Forum (NNPCF) will also be present.
- The SEN Leads in each local area are responsible for identifying the relevant SEN officer, health, and social care representative to attend. It is important that attendees play a key role in SEND decision making processes.
- **This course is intended primarily for attendees who have not attended previous courses, as the content of the day will be similar to the previous workshops**, with some updates in the light of recent relevant developments and caselaw. However, previous attendees may find this useful to refresh their knowledge.

To register for this event, please complete the order form via the following Eventbrite link: <https://www.eventbrite.com/e/dfeipsea-send-decision-making-and-the-law-workshop-north-west-tickets-162699900783>

Please note, you **will need a smart phone/ smart device** during this event to be able to access www.menti.com which is a polling website. All responses are anonymous. Polls will be used for activities and engagement.

If your local area is no longer listed on the drop down menu of the order form, the allocation for your local area will have been filled.

If your local area would like more than 3 places, please email SENDdeliverysupport@mottmac.com and provide the additional names you would like to add to the waiting list, along with their contact details.

Your booking should be placed by **28th September 2021** after this time spare places will be reallocated.

Should you have any difficulties with the booking process, please contact Mott MacDonald at SENDdeliverysupport@mottmac.com

23.11.21 Social Care and SEND - Action Learning Set

Save the Date

OTHER EVENTS

20.9.21 Introduction to Supporting People with a Learning Disability through Loss and Bereavement

[Introduction to Supporting People with a Learning Disability through Loss and Bereavement online live workshop - 20th September 2021 - ARC England](#)

22.9.21 Us Too: User-led Training for Social Care Staff on Domestic Abuse, Learning Disabilities and Autism

This workshop is for anyone working in social care and supporting people with a learning disability

[22 September 2021 - \(9.30am - 1pm\)](#)

22.9.21 & 23.9.21 Early Help: The key to recovery – policy and practice

Early help is crucial for children and families that would benefit from universal support as well as those at the edge of child protection intervention.

[Early Help: innovation & best practice to support children & families \(cypnow.co.uk\)](#)

To book a place: [Early Help | Home \(eventsforce.net\)](#)

22.9.21 (4 – 5.30) Part 1: Preparation for Adulthood: High Aspirations Through All Stages of Education.

High Aspirations: Preparation for Higher Education and Employment

20.10.21 (4 – 6) Part 2: Encouraging independence and promoting positive life outcomes – including lessons for mainstream providers

15.11.21 (2 – 4) Part 3: Making a best start towards independence from the Earliest Years.

[Preparation for Adulthood: High Aspirations Through All Stages of Education | SendGateway](#)

22.9.21 Domestic Abuse and People with Learning Disabilities: How to Spot it and Stop it (for Social Care Staff)

[Domestic Abuse and People with Learning Disabilities: How to Spot It and Stop It \(for Social Care Staff\) - ARC England](#)

22.9.21 (am & pm), 23.9.21 (am) & 6.10.21 (pm) Health Coach Plus programme

[PCC Events](#)

23.9.21 Decision making using the Safeguarding Children Assessment and Analysis Framework

[Decision making using the Safeguarding Children Assessment and Analysis Framework - edpsy.org.uk](#)

23.9.21 Autism, learning disabilities and criminal justice system conference

[Our conference is back! \(nas-email.org.uk\)](#)

23.9.21 “Dare I say, it can seem almost made up.” Managing chronic pain in schools

["Dare I say, it can seem almost made up." Managing chronic pain in schools with Dr Lauren Baggley - edpsy.org.uk](#)

24.9.21 Culture and intersectionality

[Culture and intersectionality with Tiffany Nelson - edpsy.org.uk](#)

24.9.21 9.30 – 4.30 nasen Live 2021 the Vox Conference Centre, Birmingham

[nasen Live 2021! | Nasen](#)

28.9.21 Caldicott principles and information sharing: Children and young people

[Caldicott principles and information sharing - children and young people - edpsy.org.uk](#)

28 & 30.9.21 (2 – 6pm each day) Pupil Mental Health: Effective Practice to Ensure Wellbeing

[Pupil Mental Health | Home \(eventsforce.net\)](#)

30.9.21 What is an Educational Psychologist and how do you become one

[What is an Educational Psychologist and how do you become one? with the Southend Educational Psychology Team - edpsy.org.uk](#)

End of September on: A Bright Start for Every Deaf Child

This series of six online workshops from the [National Deaf Children's Society](#) will provide those working in the early years with information and tools to support deaf children. They will discuss strategies, language and communication, mental health, partnerships with parents,

sensory stories, and BSL. [The sessions](#) will run from the end of September through to November for one hour a week.

Please book here: <https://www.ndcs.org.uk/our-services/services-for-professionals/online-information-sessions-for-professionals/a-bright-start-for-every-deaf-child/register-for-our-bright-start-online-sessions/>

[30.9.21 & 21.10.21 Implementing the Pragmatics Profile for People who use AAC \(D\) 30th Sept, 21st Oct 2021 - SLD events diary - The SEND Forums](#)

4.10.21 10.30 – 12.30 Gender Identity and Autism workshop

<https://autismahandsonapproach.co.uk/giworkshop/>

6.10.21 1 – 4.30 CDC online National Event. Focus: Learning Disabilities and Autism

The event is aimed at SEND Leads, Commissioners, DSCOs, DMOs and DCOs and Parent Carer Forum regional representatives. Priority will be given to these roles.

Closer to the event you will be able to sign up to attend 2 workshops. The event will be recorded and uploaded to CDC's YouTube channel, so don't worry if you won't be able to attend the live sessions.

You can sign up to attend the event [here](#). The password is: **National2**.

7.10.21 'A glaring gap': Advancing the outcomes for adolescents with health-related needs through collaboration

['A glaring gap': Advancing the outcomes for adolescents with health-related needs through collaboration with Dr Erika Payne - edpsy.org.uk](#)

8 & 9.10.21 TES SEN Show

This year, the show's overarching theme is neurodiversity and the social model of disability. Through a rich mix of panel discussions, workshops and CPD seminars, you'll discover how accommodating neurodiverse cohorts improves outcomes for all learners, especially those with SEND. See all the special features.

[Tes SEN Show](#)

13.10.21 Making Participation Work – Practitioners' conference

As part of the DfE funded Making Participation Work programme, the Council for Disabled Children is bringing together participation, co-production and engagement practitioners and strategic managers to discuss how SEND youth voice and engagement plays a role in developing quality local area provision. Making Participation Work is delivering learning events for professionals and practitioners working in designing and delivering participation and co-production at a strategic level across children and young people's health, education and social care. The conference will be held online via Zoom.

Please register for the conference at the Eventbrite page [here](#).

[Making Participation Work Practitioners Conference Tickets, Wed 13 Oct 2021 at 10:00 | Eventbrite](#)

14.10.21 MCA/Liberty Protection Safeguards and the Revised Code of Practice - What You Need to Know Now

[Webinar: MCA/Liberty Protection Safeguards and the Revised Code of Practice - What You Need to Know Now - ARC England](#)

15.10.21 Mental Health Leads Conference

[Mental Health Leads Conference - edpsy.org.uk](#)

20 & 21.10.21 Paediatric sleep disorders training for psychologists

[Sleep Training October 2021 | South East Psychology \(sepsychology.co.uk\)](#)

25 – 28.10.21 ADOS2 Administration and Coding

The course takes place over 4 days for Modules 1 to 4, on Zoom. Trainees will become familiar with the administration and coding of each of these modules through watching and coding videos of the ADOS, and through discussion with highly experience trainers. Trainees will also have the opportunity to practice various tasks, and explore the materials and toys provided with the ADOS-2 kit. ADOS-2 is the latest revision of the Autism Diagnostic Observation Schedule, and has been adapted to anticipate the changes to the diagnostic definitions of DSM-5 . The ADOS is the most widely used observational assessment in the diagnosis of autism spectrum disorder, for both clinical and research purposes.

[ADOS2TRAINING.CO.UK - ADOS2 Training Courses](#)

26.10.21 Seek, Listen To & Act: Developing Participation Skills with Young People

[Seek, Listen To & Act: Developing Participation Skills with Young People \(ncb.org.uk\)](#)

28.20.21 Introduction to Outcomes Based Accountability

An approach to planning, reviewing and demonstrating the impact of services.

[Introduction to Outcomes Based Accountability \(OBA\) \(ncb.org.uk\)](#)

28.10.21 Long COVID-19 in children: How to support families

[Long COVID-19 in children: How to support families - edpsy.org.uk](#)

4.11.21 Building a better understanding of how educational professionals engage with systems to support trans* young people in secondary schools

[‘Building a better understanding of how educational professionals engage with systems to support trans* young people in secondary schools’ with Dr Jennifer Gavin - edpsy.org.uk](#)

9.11.21 Autism on-line conference – a hands on approach

18th National conference, Key topics:

The Pattern Seekers: How Autism drives Invention.

Autism in Police Custody: Keeping the noise down!

How to Tango to Two Different Beats – Navigating Relationships when your Partner and Children are on the autistic spectrum.

Autism in Women and Girls

What would Young People with Autism Like us to do Differently?

Autism and ADHA

[Autism A Hands On Approach](#)

15.11.21 Introduction to Supporting People with a Learning Disability through Loss and Bereavement

[Introduction to Supporting People with a Learning Disability through Loss and Bereavement online live workshop - 15th November 2021 - ARC England](#)

17.11.21 Kidz to Adultz North, ACC Liverpool, Kings Dock, Waterfront, Liverpool, L3 4FP

This event is dedicated to children and young adults with disabilities and additional needs, their parents, carers, and the professionals who support them

[Download Your Free Kidz to Adultz North Tickets \(kidzexhibitions.co.uk\)](#)

23.11.21 Behavioural Therapy for Tics Institute: Non-clinical behavioural therapy workshops for teachers and parents

[Behavioural Therapy for Tics Institute: Non-clinician behavioural therapy workshops for teachers and parents - edpsy.org.uk](https://www.edpsy.org.uk)

25.11.21 Us Too: User-led Training for Social Care Staff on Domestic Abuse, Learning Disabilities and Autism

This workshop is for anyone working in social care and supporting people with a learning disability

[25 November 2021 - \(9.30am - 1pm\)](#)

SHARING OPPORTUNITIES, LEARNING AND PRACTICE ACROSS THE NORTH WEST

Fantastic opportunity for children aged 0 – 7 and their families in Greater Manchester

Are you passionate about giving children with learning disabilities the best possible start in life?

This is a new opportunity in Greater Manchester where you can make a real difference to families and children in your community.

Learning more about this exciting project: [Calling Greater Manchester | Mencap](#)

Free music workshops for young people in Oldham struggling with their mental health

Starling are a small charity running free creative wellbeing activities for neurodivergent young people aged 13 – 25. Neurodivergent refers to differences in the brain through conditions such as Autism or ADHD, but also young people with mental health difficulties due to challenging life circumstances, e.g. being a carer or being in care. The charity runs weekly sessions at Oldham which are designed to be a safe and informal environment for young people to express themselves, develop friendships and increase their wellbeing. The sessions are all about being creative through music and they have a range of activities to suit lots of different interests and needs. They work with professional musicians and artists and young people get the chance to try out instruments and create their own music. They always talk to young people about what they want from the workshops so that they can run sessions that suit their interests.

To find out more about the project visits www.starlingcio.org.uk

To register a young person on to their projects there is a registration form:

www.starlingcio.org.uk/req-form/

Knowsley

Vibe have received funding to run a pilot for Junior INC, a youth group with sessions for young people aged 9 – 12 with special educational needs, starting in September. It is open to young people in Knowsley as a 10-week pilot for young people aged 9 – 12 if they live or are education in Knowsley.

To register an interest [Register your interest for Junior INC \(office.com\)](#)

Free on-line autism/neurodiversity module training for mental health in schools' teams.

Two practitioners, who have an interest around Autism/ neurodiversity from each MHST team are invited to attend all of the modules.

27.9.21 9.30 – 11.30 Session 1: Understanding the needs of autistic young people.

6.10.21 10 – 2 Session 2: Transitions

11.10.21 11 – 1 Session 3: Anxiety linked to autism
18.10.21 11 – 1 Session 4: System support. Time to allow time workshop and links to DSR and CETR's
25.10.21 9.30 – 11.30 Session 5: Sensory processing
3.11.21 11 – 3 Session 6: Reasonable adjustments in the classroom
To book a place email: Jummy MORAKINYO (NECS)
olajumoke.morakinyo@nhs.net
Any Questions please contact juliebates2@nhs.net

Spectrum Gaming

“Often when young people are taught about anxiety, this is done by people who do not understand the differences that must be considered when it comes to understanding anxiety in autistic people. This means that the advice they give is often the best it can be.

I am a 24 year old autistic man and the creator of Spectrum Gaming, an online community for autistic young people.

4 years ago, I was diagnosed with severe anxiety after struggling with it throughout my life. I then spent a lot of time learning about how anxiety is different for autistic people and how I can better manage it. I now no longer meet the criteria for 'severe anxiety' and I would like to share an insider's perspective on what helps. I don't just have lived experience, but professional expertise too, and have worked with a variety of educational settings and services to improve their understanding of anxiety in autistic children.

You can watch the replay of my first talk for young people, where I talked about what autism is here: <https://www.youtube.com/watch?v=PvTrhLO4-gc>

(This talk is aimed at young people aged 10+, but may be accessible to younger children too!)”

You can read more about Spectrum Gaming and Andy here: <https://www.spectrumgaming.net/about-us>

Youth offending services in Blackpool

A recent visit by HM Inspectorate of Probation, HM Inspectorate of Constabulary and Fire and Rescue Service, and the Care Quality Commission found Blackpool Youth Justice Service, rated “inadequate” in 2018, had made significant improvements in its work with young offenders and praised its “committed and highly motivated” staff.

In **the report**, inspectors particularly highlighted the importance of Blackpool Council’s new model of practice, Blackpool Families Rock, for underpinning the “child first” ethos within the youth justice system.

The model, which was launched in March 2020, aims to shift service culture away from a focus on process to one that works with families to achieve optimum impact and outcomes for their children.

The inspection found that staff morale is high, with “skilled practitioners supported by equally committed seconded and partnership staff”, while management have secured sufficient resources to boost provision.

GUIDANCE

Government guidance - SEND

“We know that COVID-19 has impacted on services and as a result many specialist services have adjusted their delivery models during their recovery. We have worked with education and health partners, including the Royal Colleges and the Association of Educational Psychologists, Chartered Society of Physiotherapists, Association of Colleges, the National Sensory Impairment Partnership, the National Network of Parent Carer Forums and the Council for Disabled Children, to develop this guidance which sets out the expectations for the delivery of specialist support for children and young people.

We are clear that education settings should welcome all specialist staff and facilitate their work with children and young people. This guidance aims to address any misconceptions around what should be delivered and to provide clarity in three broad areas: ensuring full access to provision; what safety precautions should be considered; and the importance of working with families and carers.”

Please find a link to the document [here](#).

Guideline from NICE recommends ensuring children and young people are fully informed about their health so that they are empowered to take an active role in their healthcare.

The healthcare system can be intimidating to younger patients, and poor experiences may lead to anxiety around engaging with the system later in life and poorer health outcomes. This new [guideline](#) aims to improve the healthcare experience of babies, children, and young people (aged up to 18 years) with the hope that this can improve their health outcomes and wellbeing.

[Positive healthcare experience for babies, children and young people essential to their wellbeing | News and features | News | NICE](#)

FOCUS: TIME TO TALK – NEXT STEPS

In July 2021, NDTi launched a three-year programme to support young people with additional needs aged 16-25 years across England with confidence building and motivation for the future. Funded by the National Lottery Community Fund this programme is specifically designed to reach young people who are experiencing anxiety, isolation and who have limited or no plans for the future post COVID-19.

A team of staff experienced in person centre approaches and with good knowledge of education, employment, social care and health systems, provide tailored support. Young people can access peer support, online one to one sessions and get involved in coproducing training for professionals. The project is being delivered in partnership with national disability charity, [Contact](#), who provide support, information and workshops for parents and carers on transition to adulthood. It is founded upon learning summarised in the [Final Evaluation report](#) of a similar project run during the pandemic called “Time to Talk”.

This support is available online to young people throughout the year and it is hoped that schools, colleges, families and support providers can sign post young people to this free support. Please forward this email to your contacts and direct them to the website [Time to Talk Next Steps - NDTi](#)

RESOURCES

Molehill Mountain

This is the first evidence-led smartphone app aiming to help autistic adults understand and self-manage their anxiety. The app has been developed by Autistica and researchers at King’s College London with input from autistic people and funding from Maudsley Charity and The Worshipful Company of Information Technologists.

A test version of *Molehill Mountain* was launched in 2018, and the full app launched this week builds on user feedback from the first release. *Molehill Mountain* is now a full three month-long anxiety course and includes interactive features such as breathing exercises and mindful activities.

Download *Molehill Mountain* on the [Google](#) or [Apple app store](#).

Unaccompanied asylum seeking children

Key documents, advice, guidance and resources used in Devon

[Babcock LDP - UASC Advice Guidance Resources](#)

Extended Powers: SEND Tribunal Online Toolkit

New and updated resources on the SEND tribunal online toolkit including templates, sample wording and updated resources for local authorities and health providers.

<https://www.sendpathfinder.co.uk/single-route-of-redress>

A website that offers a daily timetable of live, accessible activity sessions, specially designed for people who access care and support - www.what-to-do.co.uk.

The packed calendar of free daily Zoom sessions on www.what-to-do.co.uk includes: Mondays, 11am – The Creativity Club. Accessible arts and crafts with Age Exchange. From learning how to make puppets to designing stunning artistic scenes, people can discover brilliant new techniques with the leading artist Kate Eggleston-Wirtz.

Tuesdays, 11.30am – Cook-Along Live With Portsmouth FC. Make a delicious, nutritious, and low-cost meal with Chef Gavin from Pompey in the Community. Participants are currently creating meals inspired by the 21 nations participating in the Rugby League World Cup 2021.

Wednesdays, 11.00am – Accessible Dance. Discover a new dance every week with Nicola from Leeds Rhinos Foundation, from salsa to street dance.

Thursdays, 11.00am – Chair-based exercise. These low intensity exercises are specially designed to be highly accessible. Every session promotes flexibility, gentle movement, and fun.

Fridays, 11.00am – Adaptable PE and games with Leeds Rhinos Foundation. Like an accessible Joe Wicks session, this programme enables people to get fit from their living room.

Saturdays, 6pm – Disco. DJ Ged hosts his legendary Saturday night disco. Filled with fancy dress, fun and laughter, this is the ideal weekend party.

Sundays (coming soon) – Yoga. Unwind at the end of the week with stretching and meditation.

www.what-to-do.co.uk also contains a range of free Activity Packs and Resources to support people to enjoy fun and active lives.

Just to emphasise, the website is free, and all sessions are planned with a focus on accessibility, impact, and fun. Hundreds of people supported by Community Integrated Care love the sessions and new people are welcome to join them.

Informing Futures

This toolkit can be used by any individual or organisation wanting to learn more about working with 'PIE' (Psychologically Informed Environments) and trauma informed working or about working with young people who have experienced the care or custody systems. It offers a toolkit of free resources, information and guidance.

[Toolkits | 1625 Independent People Bristol Charity : 1625 independent People \(1625ip.co.uk\)](http://1625ip.co.uk)

COVID-19 and Co-Production in Health and Social Care Research, Policy and Practice

A new free book has been published to illustrate how and why co-production can be a more inclusive way to respond to the pandemic and develop more equitable health and social care.

Volume One is available here: [Policy Press | COVID-19 and Co-production in Health and Social Care Research, Policy, and Practice - Volume 1: The Challenges and Necessity of Co-production : Edited by Peter Beresford, Michelle Farr, Gary Hickey, Meerat Kaur, Josephine Ocloo, Doreen Tembo and Oli Williams \(bristoluniversitypress.co.uk\)](http://bristoluniversitypress.co.uk)

Volume Two is available here: [Policy Press | COVID-19 and Co-production in Health and Social Care Research, Policy, and Practice - Volume 2: Co-production Methods and Working](http://bristoluniversitypress.co.uk)

[Together at a Distance : Edited by Oli Williams, Doreen Tembo, Josephine Ocloo, Meerat Kaur, Gary Hickey, Michelle Farr and Peter Beresford \(bristoluniversitypress.co.uk\)](#)

New Quick guide for Occupational Therapists working with children and adults with developmental coordination disorder (DCD)

The Royal College of Occupational Therapists (RCOT) have launched a quick guide about occupational therapy and the assessment and diagnosis of developmental coordination disorder (DCD) in children and adults. The new guide is aimed at occupational therapists, other members of the multidisciplinary team and members of the public.

DCD, also known as dyspraxia, is a neurodevelopmental disorder that affects 2-5% of school-aged children in the UK and in most cases continues into adulthood. Occupational therapists are the health professionals most likely to be involved with children with DCD. Their skills and expertise mean they play an essential role in the assessment, diagnosis and support of people of all ages whose difficulties managing everyday activities are or may be due to DCD.

[New quick guide for occupational therapists working with children and adults with developmental coordination disorder - RCOT](#)

FOCUS: NICE GUIDES AND PRODUCTS

NICE quick guides for supporting children, young people and families

- [Getting help to overcome abuse](#)
- [Reducing the risk of violent and aggressive behaviours](#)
- [Therapeutic interventions after abuse and neglect](#)

[Improving young people's experiences in transition to and from inpatient mental health settings.](#)

NICE Webinars for supporting children and young people after neglect

- [Supporting children and young people after abuse and neglect](#)
Presented by Corinne May-Chahal from Lancaster University and Jo Sharpen from AVA (Against Violence and Abuse), it discusses [our guideline on child abuse and neglect](#).
- [Asking about and responding to domestic violence and abuse](#)
Presented by Claudia Megele from Hertfordshire Council, Karen Gorbitt from Croydon Council and Michelle O'Keeffe from Leeds Council, it discusses [our guideline on domestic violence and abuse](#).

Children's social care

All NICE products on children's social care. Includes any guidance, NICE Pathways and quality standards.

[Children's social care | Topic | NICE](#)

RESEARCH AND REPORTS

A Fair Start? Equalising Access to Early Education

This new report published by the Sutton Trust in partnership with the Sylvia Adams Charitable Trust, examines the impact of the current 30 hours childcare policy; the evidence behind the need for change; and options for reform. It also looks at the views of parents, teachers, and early years providers.

[A-Fair-Start-Summary-Report.pdf \(suttontrust.com\)](#)

The health effects of Sure Start

The Institute for Fiscal Studies (IFS) has published research showing that children who accessed Sure Start children's centres in their early years were far less likely to be

hospitalised later on in life. The evidence indicates that in the earliest years of life, Sure Start increases hospitalisations as families get more support to use health services and as children are exposed to a wider range of infectious illnesses. However, after the first few years, Sure Start reduces hospitalisations, with stronger immune systems, better disease management, safer home environments and fewer behavioural problems all potentially playing a role.

[The health effects of Sure Start - Institute For Fiscal Studies - IFS](#)

Mental health support for young people – Gaps identified by GPs

[GP report reveals gaps in early mental health support for young people | YoungMinds](#)

‘Locked Out’. Digital Disadvantage of Disabled Children, Young People and Families during the Covid-19 Pandemic

This new report by [KIDS](#) and the [Disabled Children’s Partnership](#) explores the digital disadvantages faced by disabled children, young people and families during the COVID-19 pandemic. As digital became the main medium to access vital services and education, [‘Locked Out’](#) highlights clear barriers to digital inclusion, with 72% of families reporting their child’s Education, Health and Care Plan (EHCP) or Special Educational Needs (SEN) plans had been negatively affected by the pandemic and 67% getting less or none of the support required. Families also highlighted a lack of access to specialist IT equipment used in schools, provision of learning that was not always tailored to their child’s needs, and poor or inaccessible digital platforms for people with disabilities. The report makes key recommendations to reduce the gap between disabled people’s experiences and the expectations of sectors across society, including improved user-led design and accessibility, clear communication to boost confidence and engagement, and advanced plans for education in case of future events where learning may be disrupted.

Home for Good

This Care Quality Commission report celebrates examples of successful community support provided to people with complex needs.

The [report](#) includes eight stories of people who have previously been placed in hospital settings and how all are now thriving in community services across England. These stories describe how people’s lives have changed when they are given the opportunity to live in their own home, with a supportive staff team where they can exercise choice, independence and control alongside real participation in the community.

[Community support can improve outcomes for people with complex needs — NHS Networks](#)

Adolescent mental health: A systematic review on the effectiveness of school-based interventions

The EIF has published a new report which reviews the latest evidence on school-based mental health interventions, providing a comprehensive and up-to-date picture of what works, for whom and under what circumstances in relation to interventions that enhance mental health, prevent mental health difficulties and prevent behavioural difficulties.

[Adolescent mental health: A systematic review on the effectiveness of school-based interventions | Early Intervention Foundation \(eif.org.uk\)](#)

Inequalities in young peoples’ educational experiences and wellbeing during the Covid-19 pandemic

[cepeowp21-08.pdf \(ucl.ac.uk\)](#)

The Good Childhood Report

[The Good Childhood Report | The Children’s Society \(childrenssociety.org.uk\)](#)

The effects of Covid on the academic and developmental progress of pupils in special schools and colleges

[New research highlights Covid's effect on the academic and developmental progress of pupils in special schools and colleges - NFER](#)

Reaching the Tipping Point

Children and young people's mental health

[Reaching the tipping point Final.pdf \(nhsconfed.org\)](#)

INFORMATION

The National Disability Strategy was published on 28th July. The strategy sets out the actions the government will take to improve the everyday lives of all disabled people.

You can download the strategy, and an easy-read version,

here: <https://www.gov.uk/government/publications/national-disability-strategy>

'Tricky friends'

Norfolk Safeguarding Adults Board (NSAB) is very pleased to launch 'Tricky Friends' – a 3 minute animation developed to help people to understand what good friendships are, when they might be harmful, and what they can do.

You can watch the animation here [Tricky Friends animation | Norfolk Safeguarding Adults Board](#)

Over the last few years, NSAB have had a number of discussions with groups and organisations in Norfolk who support people with learning disabilities and autism, about how to raise awareness of issues like exploitation, county lines, cuckooing.

It is important that people with learning disabilities and autism, those who have cognitive difficulties, and also children and young adults, have positive opportunities to make and maintain friendships. The Board want to help them to do this, to reduce the risk of harm and exploitation in groups who may be less able to recognise the intentions of others.

NSAB hope this animation is used as a way to help people to think about the issues, to start those conversations, and keep them safer while enjoying friendships. It is only 3 minutes long and can be used with or by anyone - carers, family, organisations, groups.

BLOGS

[Disproportionality in SEN referrals: why so many boys? - edpsy.org.uk](#)

FOCUS: INTEGRATED CARE SYSTEMS

NHS England has published a range of guidance designed to support system leaders to establish integrated care boards by 1 April 2022.

They are aiming to provide ICS leadership teams with as much clarity as possible before the autumn so that the necessary actions can be planned and delivered in time for April, notwithstanding any changes which may be required as the Bill works its way through the legislative process.

Building strong integrated care systems everywhere: guidance on the ICS people function
[Report template - NHSI website \(england.nhs.uk\)](#)

Working together at scale: guidance on provider collaboratives

<https://www.england.nhs.uk/wp-content/uploads/2021/06/B0754-working-together-at-scale-guidance-on-provider-collaboratives.pdf>

Interim guidance on the functions and governance of the integrated care board

[Report template - NHSI website \(england.nhs.uk\)](https://www.england.nhs.uk)

HR framework for developing integrated care boards

[B0790 ICS HR-Framework-Technical-Guidance_FINAL18Aug.pdf \(england.nhs.uk\)](#)

Integrated Care Systems: design framework

[Report template - NHSI website \(england.nhs.uk\)](#)

Guidance on the employment commitment

[Report template - NHSI website \(england.nhs.uk\)](#)

Where does the learning behind the ICS model come from internationally and what is the evidence of impact of similar models?

[where-does-the-learning-behind-the-ics-model-come-from-internationally-dw-branded.pdf \(nhsproviders.org\)](#)

STUDIES / SURVEY & OTHER OPPORTUNITIES:

Online workshops for LA, education, health & social care professionals working with children with SEND

@AskListenAct are holding online workshops to determine funding & policy priorities for SEND provision after Covid. If you would like to join, please email: E.L.Ashworth@lmu.ac.uk

A study of NHS Staff (England) views of supporting children with learning and/or developmental disabilities exhibiting feeding difficulties and their families – CAN YOU HELP?

This is a study about NHS Staff views of supporting children with learning and/or developmental disabilities exhibiting feeding difficulties and their families. The researcher is looking for NHS Staff who provide support or intervention in NHS Trusts in England for children with learning and/or developmental disabilities exhibiting feeding difficulties who would be interested in participating in a 1-hour online interview with myself. She is interested in learning about NHS Staff experiences of providing support or intervention for feeding difficulties in this population.

For more information contact: Suzy Mejía-Buenaño

Tizard Centre, SSPSSR, University of Kent

sm2197@kent.ac.uk

An opportunity to engage in research into the impact of SEND provision on health outcomes for children and young people

A team, led by professor Ruth Gilbert at UCL, are looking for practitioners/policy makers connected to education/health services relevant to commissioning/provision of SEND support, especially at local authority level.

If you are interested to participate please contact

tjf52@medschl.cam.ac.uk and jcs230@medschl.cam.ac.uk

OTHER NEWSLETTERS

Afasic news:

[Afasic Online Updates - New Free DLD resources to support parents \(mailchi.mp\)](#)

Autism eNewsletter:

[Autism eNewsletter \(mailchi.mp\)](#)

Centre for Youth Impact news:

[Centre for Youth Impact Newsletter: September 2021 \(mailchi.mp\)](#)

Council for Disabled Children (CDC) newsletter:

[Your September newsletter is here! \(mailchi.mp\)](#)

CDC Social Care and SEND e-bulletin:

<https://councilfordisabledchildren.org.uk/help-resources/resources/social-care-and-send-e-bulletin>

Learning Disability newsletter:

[Learning disability newsletter — NHS Networks](#)

Making ourselves heard newsletters:

[August Making Ourselves Heard Newsletter \(mailchi.mp\)](#)

[September Making Ourselves Heard Newsletter \(mailchi.mp\)](#)

NICE in social care bulletin:

[NICE in Social Care August 2021 e-bulletin \(mailchi.mp\)](#)

NFER Direct:

[NFER Direct August 2021 \(ddlnk.net\)](#)

Ofsted news:

[Ofsted News - Issue 104 - August 2021 \(mailchi.mp\)](#)

Social care and SEND bulletin:

<https://councilfordisabledchildren.org.uk/help-resources/resources/social-care-and-send-e-bulletin>

Teacher Bulletin:

[Teacher Bulletin: a roundup of the latest advice and guidance \(govdelivery.com\)](#)

The Centre for Youth Impact newsletter:

[Centre for Youth Impact Newsletter: August 2021 \(mailchi.mp\)](#)