



# NW SEND Regional Network Newsletter

## November 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 events**

#### **1.2.22 The Children and Families Act 2014: Annual Review Workshop 9.30 – 1pm Virtual event held on Microsoft Teams**

Your Local Area is invited to attend an Annual Review workshop, intended to help local areas apply the requirements of the Children and Families Act 2014 to the process of EHC plan Annual Reviews. This will be delivered by colleagues from the DfE SEND Adviser Team, alongside a local representative and facilitated by Mott MacDonald.

The workshop will review the legal requirements for local areas, enable local reflections on progress to date, and enable delegates to return to their settings with knowledge and strategies to take forward their improvement plans. **Please note that this course will be similar in content to the earlier workshop, with some updates.**

This event is focused on local area responsibilities for the process, and is targeted towards:

- 1 SEN officer from each local authority with responsibilities for EHCP annual reviews
- 1 SENCO representative from each local area with the ability to influence practice in local schools
- 1 health care representative from each local area
- 1 social care representative from each local area

Further information:

- A regional representative from the National Network of Parent Carer Forum (NNPCF) will also be invited.
- You will need a smart phone/ smart device during this event to be able to access [www.menti.com](https://www.menti.com) which is a polling website. All responses are anonymous.

To register for this event, please complete the order form via the following Eventbrite link: <https://www.eventbrite.com/e/annual-review-workshop-north-west-tickets-202944531557>

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 additional places, please email [SENDdeliverysupport@mottmac.com](mailto: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 25<sup>th</sup> January 2022 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](mailto:SENDdeliverysupport@mottmac.com).

### **Reducing health inequalities for children and young people**

The NW CYP Transformation Programme will be hosting a series of 1 hour workshops focused on reducing health inequalities for children and young people taking forward the recommendations from the NHS Long Term Plan. Each session will be themed based on the priorities of the CYP Transformation Programme.

Each session will consist of presentations and facilitated discussion to better understand actions that can be taken to address/reduce health inequalities across the North West.

The first workshop will be focused on understanding what the health inequalities are in the North West, focusing on the **Asthma Care Bundle**. The further workshops are listed below:

13<sup>th</sup> December 10:00-11:00 – **Asthma Care Bundle**

17<sup>th</sup> January 10:00-11:00 – **Emotional Health and Wellbeing**

21<sup>st</sup> February 10:00-11:00 – **Obesity Pathway Prevention**

14<sup>th</sup> March 10:00-11:00 – **Diabetes**

16<sup>th</sup> May 10:00-11:00 – **Epilepsy**

The workshops are open to North West health and wider partners, commissioners, local authority colleagues, public health teams, ICS members, voluntary and community groups, and research partners.

Please contact [england.nwlda@nhs.net](mailto:england.nwlda@nhs.net) if you would like an invitation.

## **OTHER EVENTS**

### **30.11.21 2 – 4pm CDC national webinar: Approaches to sensory support**

As always, the webinar will be aimed at health professionals who work with CYP with SEND, and strategic leads (SEND Leads, Children's Health Commissioners, DCO/DMOs, DSCOs, and parent/carer forum reps).

You can sign up for the webinar here, the password is **Webinar2**.

### **30.11.21 4.30 – 5pm Free Webinar Pause and Anna Freud Centre - Zoom**

One in four women whose children have been permanently removed from their care are likely to have successive children removed within the following seven years. Despite this, these women often do not receive appropriate support from services. The Anna Freud Centre in collaboration with Pause, a charity working with women who have experienced, or are at risk of, repeat removals of children from their care, piloted an 18 months Mentalisation Based Treatment group intervention with women who had at least two children removed from their care and were at risk of repeat removals due to the impact of complex trauma on their parenting. This small pilot has led to a further development of an MBT group to support these women and to help them in future relationships and with emotion regulation difficulties. This free event is aimed at social workers, pause practitioners, psychologists, psychotherapist and other practitioners working with women affected by recurrent removals.

[The mental health needs of women who have experienced the removal of children – how a mentalisation-based intervention could help | Training | Anna Freud Centre](#)

#### **1.12.21 4 – 6pm Promoting the emotional wellbeing and mental health of children and young people with severe and profound intellectual disabilities – A live online course**

[Emotional Wellbeing for Children and Adults with Severe and Profound Disabilities Who Have Experienced Trauma - NAC Wellbeing - Learning & Membership](#)

#### **1 & 15.12.21 Ensuring Quality SLCN in Early Years Settings**

If you have already taken part in I CAN's core training, or previous training in supporting speech, language and communication needs (SLCN) in early years settings, or you are already more knowledgeable in supporting SLCN, this in-depth training is for you.

I CAN's 'Ensuring Quality SLCN Support in Early Years Settings' is accessible via two live webinars, spaced a fortnight apart. The course includes a learning opportunity to be carried out between the two webinars.

[Ensuring Quality SLCN Support in Early Years Settings - In-Depth Webinar 21 Tickets, Wed 1 Dec 2021 at 18:00 | Eventbrite](#)

#### **3.12.21 Dynamic Assessment: Level 2: Rethinking learning using dynamic assessment**

This one-day training is an invaluable opportunity for all educational psychologists and related professionals. We focus on improving your practice skills in dynamic assessment with the world leaders in this field. The training will illustrate the practical approach outlined in Improving Learning in Dynamic Assessment using multimedia to show how the resource materials can be applied to real life cases.

[Dynamic Assessment certification | Dynamic Assessment UK](#)

#### **4.12.21 Culturally informed mental health practice webinar**

In the wake of the Black Lives Matter protests, this seminar provides an opportunity to identify unconscious bias and reflect on how it may be present in therapeutic practice. Yvonne Osafo and Anna Godfrey will offer their perspective of culturally sensitive practice so that participants can meaningfully apply the learning to their own work with parents, infants and young children.

The seminar will focus on:

- Recognising and addressing unconscious bias in communications with parents and families
- Enhancing relationships with culturally-supportive approaches
- Engaging in culturally-informed thinking and its application to practice

To book a place email: [enquiries@infantmentalhealth.com](mailto:enquiries@infantmentalhealth.com)

#### **8.12.21 4-5 pm, Child Focused Child Protection Conferences - Dr Helen Richardson Foster – Free Zoom webinar**

Child protection conferences have a long history of attempting to become more child-focused. Have they succeeded? This webinar presents findings from a qualitative study of child protection conferences in England. A four-part conceptualisation of child-focused practice was used to analyse practice in conferences addressing child neglect. The webinar will explore key findings from the study regarding: children's participation; child-focused decision making and planning; the importance of pre-conference work with children and families; and the central role of the conference chair. The webinar will explore key findings from the study regarding: children's participation; child-focused decision making and planning; the importance of pre-conference work with children and families; and the central role of the conference chair. Helen Richardson Foster is a Research Fellow in the Connect Centre, University of Central Lancashire where she works on a number of research studies in the areas of domestic abuse, children's social care and family support.

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[https://new\\_date.eventbrite.co.uk](https://new_date.eventbrite.co.uk)

### **10.12.21 Dynamic Assessment: Level 3: Advanced skills in dynamic assessment**

This workshop is designed to develop practitioners' existing skills in dynamic assessment, specifically through the means of using a video-enhanced feedback approach. The digital feedback approach will be demonstrated as an effective means of feeding back the results of dynamic assessment in such a way as to promote the potential success of a subsequent intervention plan. Recent research evidence has highlighted that the use of video is considered best practice for feedback, and the developing use of approaches such as VIG and VERP are further evidence of the increasing popularity of such a method of digital feedback. Combined with the richness of detail that can be gathered using dynamic assessment, such an approach to assessment and intervention can potentially be an essential part of an EP's toolkit. This workshop will consider this unique combination of dynamic assessment and video-enhanced feedback using real-life case studies as a basis for practical activities. The training is suitable for those who have attended previous dynamic assessment training and who wish to develop their existing skills further using video and evidence-based outcomes

[Level 3: Advanced Skills in Dynamic Assessment | DA UK \(dynamicassessmentuk.com\)](#)

### **15.12.21 Shared Support 11am**

**The theme for this session will be discussing remuneration, rewarding and skills building.**

Shared Support is [Making Participation Work](#)'s monthly informal get together for participation and co-production practitioners. Each month you can join online with a cup of tea and a biscuit to share our collective expertise and ask questions on a specific topic.

- Register in advance for this meeting by click here: <https://www.eventbrite.co.uk/e/making-participation-works-shared-support-december-tickets-212539159347>

- You will be sent a **Zoom link on Tuesday 14th December** for the meeting. Please do not share this link with anybody. Attendees must register through Eventbrite.

### **14.1.22 Dynamic Assessment: Level 1: Dynamic Mediated Learning Skills**

This training is for those who are the beginning of their journey into the world of mediated learning and dynamic assessment. It is principally for teachers, teaching assistants, those working in special education and other related professions who wish to develop their skills in mediated learning.

[Level 1: Dynamic Mediated Learning Skills | DA UK \(dynamicassessmentuk.com\)](#)

### **17.1.22 Gender identity and autism workshop**

[www.autismahandsonapproach.co.uk/giworkshop/](http://www.autismahandsonapproach.co.uk/giworkshop/)

### **25.1.22 Making Participation Work – Practitioners' conference on Zoom**

The conference will bring together participation, co-production, engagement practitioners, and strategic managers to discuss how SEND youth voice and engagement plays a role in developing quality local area provision.

There will be a variety of workshops and plenary sessions available to take part in, and participants will gain a greater understanding of children and young people with SEND. It will be a fantastic opportunity to connect and develop skills

[3rd Making Participation Work Practitioners Conference Tickets, Tue 25 Jan 2022 at 10:00 | Eventbrite](#)

**26 & 27.1.22 Safeguarding children in the digital age, on-line conference  
2.00pm to 5.30pm each day**

Safeguarding young people today requires all practitioners to be up to speed with the changing nature of risks that are online, as digital technology continues to evolve at an extraordinary rate.

[Safeguarding Digital | Home](#)

**8.2.22 CDC National event: Save the date**

**16.2.22 SEND Tribunal Learning event: Save the date**

**23.2.22 Youth Voice Matters: Children and Young People's Conference - Zoom  
Deadline to sign up: Monday 22nd November 2021**

This is a conference with a difference – designed and delivered by young people for young people as part of the Making Participation Work programmed jointly delivered by CDC and KIDS and funded by the Department for Education. The conference will be an all-day interactive on-line event. It is an incredible opportunity for children and young people to build on their participation skills, develop their voice and feel empowered to participate in decision making at a local, national and strategic level.

Registration is now open to groups of up to 7 young people. Please only reserve spaces if you have an existing children and young people's group and only reserve the number of tickets you actually need to allow as many groups as possible to attend.

[Registration](#) will close on **Monday 22<sup>nd</sup> November 2021**, or sooner if all tickets are allocated.

**15.7.22 nasen Live 'Inclusion by Design, Vox Conference Centre, NEC, Birmingham**

[nasen Live 2022 | Nasen](#)

**SHARING OPPORTUNITIES, LEARNING AND PRACTICE ACROSS THE NORTH WEST**

**ONLINE INCLUSION NORTH 1st - 10th December - The**

**Winter Festival** is for everyone who is passionate about real inclusion for people with a learning disability, autistic people and family carers. To book a place at any of the following winter festival sessions click the link here <https://forms.office.com/r/fqUjWNX253>

Email [Rachael.Munro-Fawcett@inclusionnorth.org](mailto:Rachael.Munro-Fawcett@inclusionnorth.org) Telephone Rachael 07960 38862

**1.12.21 10 – 11am Pop-up choir for all with Beccy Owen**

An uplifting pop-up choir workshop for everyone, whatever voice you have. Led by musician Beccy Owen, featuring loads of fun-filled songs.

**1.12.21 1 – 3pm Making the extraordinary ordinary! Kellie Woodley and Jillian Allan**

Bringing back the joy. How bold thinking and brave decision making can help people and their families live ordinary lives.

**2.12.21 1 – 2.30pm Belonging and Inclusion – there is no other way. Rebecca Cole and Adrian Barnes-White**

It is the feeling of being part of something and being respected for who you are. Join in to explore what it means to you.

**3.12.21 10 – 11am An interview with George Webster**

Get the chance to ask CBBC presenter George Webster some questions. You can send your questions and interviewer Becki will ask them. Find out everything you wanted to know about George and his career.

**4.12.21 10 – 11am Exim Dance Fun Dance Session**

Chloe Brown- Exim Dance Company CIC. Fun interactive dance movement session. To popular music and themed phrases.

**5.12.21 1 – 3pm The Poetry Welcoming Party!**

Chris Singleton Brave Words Theatre and Spoken Word. Write a group poem with poet and writer Chris Singleton about feeling welcome and having fun. Record your voice to be made into a professional piece of poetry

**6.12.21 10 – 12pm Putting our values into practice - Heather Simmons**

Thinking about Values. An opportunity to explore what we believe and what we actually do.

**6.12.21 1 – 3pm We all have something to give – celebrating what we did to help other people during the Covid lockdowns. Simon Duffy – Centre for Welfare Reform and Citizen Network**

Share your stories with us of the things you did to help other people during the Covid lockdowns. We will celebrate the contributions everyone made. We will then go on to think about how we can do more of this. How we can be active citizens in our communities to make the world a better, more inclusive place.

**7.12.21 10 – 11am Inspiring the next generation of leaders - Inclusion North**

**Directors past and present.** Come and find out what it is like to be a company director. What skills do you need? What kinds of things do you do? What other opportunities can it lead onto?

**7.12.21 1.30 – 3.30 pm Integrated care system and introduction to the citizenship team**

Frank Lyford, Michelle Cadby, Nargis Begum, Shaun Ridley, Terry Rutherford  
Quiz and presentation about the Integrated Care System and the Citizenship Team.

**8.12.21 10 – 11.30am ‘Working Together’ by co-production! Kirsty Morgan**

Are you passionate about people and families with lived experience being central to the ideas, developments, services, and policies of the future? Join the discussion, share your experience of working in this way!

**8.12.21 1 – 3pm An introduction to take the lead – what is leadership? Becki Parker, Dawn Flockton and Emily Clixby**

Confidence in speaking up and working in a team.

**9.12.21 1 – 2.30pm Creative Doodle Book. Vicky Ackroyd – Mind the Gap**

Join Vicky Ackroyd who'll guide you through doodles, creative exercises and arts activities that encourage you to express yourself creatively!

**9.12.21 7 – 8.30pm Fresh Club Night On-line**

The Twisting Ducks Theatre Company Fresh club night run by DJ's with a learning disability and autism since 2008! End the year with our big festive club night You will need to sign up for a ticket. We will share this information with you when you register for the session.

**10.12.21 10 – 11am Stop people dying too young. Saba Salman and special guests**

This will be the first chance to watch our Stop People Dying Too Young Group's film about the LeDeR annual report. Journalist Saba Salman will then talk to special guests about the LeDeR report, and why people with a learning disability from Black, Asian and minority ethnic communities face more health inequalities than anyone else.

**10.12.21 2 – 3pm DAZL - Inclusive Dance**

Chrisie Emmonds, Kaci Emmonds, Fallon Cooper and Cameron Boys.

Fun and inclusive Cheer dance session for everyone. You can join in seated or standing.

**NB** To book a place at any of the above winter festival sessions, click the link here

<https://forms.office.com/r/fqUjWnX253>

## **Warrington Speak Up**

Warrington Speak Up, a local Advocacy organisation have been commissioned to focus on the local Community Led Support programme; to ensure the voices of local people are listened to, heard and acted upon.

Pip Horne, Senior Projects Coordinator is leading this piece of work and ahead of Warrington 'Going Live' in the first area of the Town the benefits are clear to see.

*"It was an exciting opportunity for us in Warrington and we felt that as things progressed and we started to get involved with NDTi and the sessions on good conversations and the whole principles of the programme, it really sat comfortably with us. So, it worked for us to be involved. It wasn't jarring with principles"*

One recent exercise to develop standards that people should expect from the 'service' captured the 'professional's' standards as aspirational, challenging to current practice and 'system', yet the people's voice (gathered by Pip) gave more personal and heartfelt expectations. Highlighting that they wished for a conversation that led to making a difference; that they left feeling cared about and most importantly [as we can often jump to redesigning physical, tangible 'services'] most people weren't seeking formal support services, they wanted to utilise their local community.

Let it evolve ... Collaborate and Coproduce - NDTi

## **Congratulations to nasen 2021 award winners from the North West**

The nasen Award for Primary Provision – Whitefield Primary School in Liverpool

The Innovation Award for Technology – IDLS in Lancaster

## **Supporting new arrivals**

As schools in Manchester prepare to welcome refugees and asylum-seekers from Afghanistan, Catalyst Psychology are offering supportive webinars that will also be of interest to schools receiving international new arrivals from other parts of the world. These webinars are intended for all school staff but will be of particular interest to staff involved in policy and procedure relating to admission, induction and inclusion of children newly arrived as refugees, asylum seekers or economic migrants.

The Part 1 session will also be of interest to other workers involved in supporting international new arrivals.

The aims of the webinars are to:

- Provide information and resources relating to 'best practice' in welcoming newly arrived children
- Provide a supportive forum for staff to discuss their concerns and the challenges they face
- Share approaches, strategies and solutions to common challenges.

These webinars are funded through Catalyst's social enterprise and are offered at no cost.

Dates are as follows:

Monday 29<sup>th</sup> November 4 – 5pm ([link to register here](#))

Repeated: Thursday 2<sup>nd</sup> December 4 – 5pm ([link to register here](#))

For further information please see the flyer here:

[Welcoming international new arrivals including refugee and asylum-seeking learners](#)

## **Dreams Come True**

Dreams Come True is a national charity who provide dreams for children and young people, aged between 5 and 18 with life limiting conditions, who live in disadvantaged areas. They are looking to extend their offer in the North West. They are looking for professionals who support these children, to make referrals so they can realise more dreams. Examples of the type of dreams offered are UK holidays, bedroom makeovers, garden equipment, sensory equipment, activity days, concerts and sporting events.

It is an easy process, you can complete the online form [Make a referral | Dreams Come True Charity](#) and if the child meets their criteria they will let you know, contact the family and take it from there. If you don't have a child in mind but would like to join their professional referral network, please contact: [info@dreamscometrue.uk.com](mailto:info@dreamscometrue.uk.com)

Dreams Come True are also looking to identify **community dreams** where one dream has an impact on multiple children who meet their criteria. Depending on the number of children impacted they can source up to £25K for the dream. Recent examples of this have been sensory equipment for a community run toy library, a sensory room makeover and adapted trikes for a local school. They would be really pleased to hear from a school or community group who would like to apply for a community dream. For more information contact [info@dreamscometrue.uk.com](mailto:info@dreamscometrue.uk.com) and they can chat through your ideas and send you an application form.

## **OPEN LETTER TO PARENTS AND CARERS FROM WILL QUINCE AND SEND REVIEW STEERING GROUP**

Will Quince, the newly appointed Minister for Children and Families, has written an open letter to parents and carers of children and young people with special educational needs and disabilities (SEND), their families and those who support them.

In the letter, he sets out his plans for delivering the SEND Review and the importance of meeting with and listening to children, young people, parents and carers, school, college and local authority staff, and SEND organisations and experts across early years, education, health and care to influence the proposals for public consultation. To read the letter in full, visit: <https://educationhub.blog.gov.uk/2021/11/10/an-open-letter-to-parents-and-carers-of-children-and-young-people-with-special-educational-needs-and-disabilities-from-children-and-families-minister-will-quince/>

**SEND Review Steering Group for info:** The group brings together government departments with representatives for parents, schools, colleges and early years, local government, health and care and independent experts to advise and help conclude the Special Educational Needs and Disabilities (SEND) Review .

For further info - [www.gov.uk/government/groups/send-review-steering-group](http://www.gov.uk/government/groups/send-review-steering-group)

## **GUIDANCE:**

### **Updated NICE guidance on supporting looked-after children**

The guideline covers:

- Supporting positive relationships including relationships with social workers
- Diversity and trauma-informed support
- Valuing carers
- Safeguarding
- Life story work for identity and wellbeing
- Transition between placements, and out of care to independence

You may find it useful to share this [short video on health and wellbeing](#) with looked-after children in your care. It explains the standards of care looked-after children should expect to receive from their carers.

### **The EEF guide to the pupil premium**

Steps for developing an effective pupil premium strategy

[Using pupil premium | EEF \(educationendowmentfoundation.org.uk\)](#)

### **Thriving Places**

Guidance on the development of place based partnerships as part of statutory integrated care systems.



This co-produced NHS England and NHS Improvement and Local Government Association (LGA) document seeks to support all partner organisations in integrated care systems (ICSs) to collectively define their place-based partnership working, and to consider how they will evolve to support the transition to the new statutory ICS arrangements, anticipated from April 2022. It reflects learning to date, and the intention is to support partners to build on existing arrangements, not to disregard partnership approaches that are already working well.  
[ICS-implementation-guidance-on-thriving \(england.nhs.uk\)](https://www.england.nhs.uk/ics-implementation-guidance-on-thriving/)

### **Relationships and sex education (RSE) and health education**

Statutory guidance on relationships education, relationships and sex education (RSE) and health education.

[Relationships and sex education \(RSE\) and health education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/guidance/relationships-and-sex-education-rse-and-health-education)

Personal, social, health and economic (PSHE) education (13/09/21)

Guidance about teaching PSHE education in England.

[Personal, social, health and economic \(PSHE\) education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/guidance/personal-social-health-and-economic-pshe-education)

## **CONSULTATION**

Ofqual has recently published a [consultation on designing and developing accessible assessments](#) and a related [news story](#). The proposed guidance will support awarding organisations to design and develop assessments that meet Ofqual's rules on accessibility. Students with particular backgrounds, needs and disabilities are among those who stand to gain. The draft guidance includes how to:

- avoid unnecessary burden on Learners when measuring the assessment construct
- use accessible, clear and plain language in producing assessments to avoid any unfair disadvantage
- design and develop accessible layout
- use source material, context, images and colour in ways that maximise accessibility
- design and develop assessments to meet reasonable adjustments required by disabled students including those using assistive technology

Ofqual is keen to get views from a wide range of respondents, including SEND organisations, on the content and style of the proposed new guidance. The consultation is open until 11:45 pm on 24 January 2022.

## **FOCUS: AUTISTICA'S POST-DIAGNOSIS SUPPORT PLAN**

The Support Plan outlines why and how to offer personalised support from day one to ensure autistic people and their families receive the help they need when they need it.

### **Why is the plan needed?**

Consistently, the biggest complaint about diagnostic pathways from autistic people, families and clinicians is the lack of support provided post-diagnosis. Individuals and families are given limited hope for the future. Clinicians and commissioners are given limited resources or guidance to improve pathways.

### **How was the plan developed?**

Autistica's neurodiverse team have been scoping elements of this plan for years: exploring issues with autistic people, tracking evolutions in the evidence base, working with NHS England to understand operational requirements, and undertaking priority-setting exercises. They brought together autistic people, parents, service leads, and researchers to review initial proposals for this plan. They then asked dozens of lived, professional, and scientific experts to help them refine drafts of it.

### **How will the plan make a difference?**

Through the Support Plan they'll co-produce & test post-diagnostic programmes to ensure every autistic person has the chance to learn about their diagnosis & explore what it means to them, personally. They outline the tailored support needed to ensure that people

understand autism, prepare for the future post-diagnosis and have access to lifelong support as needs and individual circumstances evolve.

The publishing of the plan is the first step in the realisation of their visionary and ambitious 2030 Goals.

[Autistica release new Post-Diagnosis Support Plan | Autistica](#)

## **RESOURCES**

### **Social Care resources**

- [Quick guides](#)
- [Quality improvement resource for adult social care](#)
- [Unlocking capacity: smarter together](#)
- [Social care community page](#)
- [Adult's social care resources](#)
- [Children's social care resources](#)
- [Social care trainers' resource](#)
- [Social care playlist](#)

### **SEND Decision Making and the Law workshop resource**

In September and October, the DfE SEND Advisers and IPSEA led regional workshops to assist LAs and health care representatives in interpreting and applying the legal requirements of the Children and Families Act 2014. If you were not able to attend the SEND Decision Making and the Law training sessions or if they would like to review the training, you will be able to find the presentation slides and resource packs on the [SEND Pathfinder website](#)

### **An easy read guide to plan for the world of work**

A guide to encourage conversations and planning so more people with learning disabilities are part of the world of work

People need many more opportunities to think, and talk, about the world of work. Also, to meet those with local jobs and businesses.

Local organisations and businesses need to see that people with learning disabilities are keen to find work and have lots to contribute.

'How to be part of the world of work' encourages young people and adults to plan and try things out, with the aim of finding opportunities and work that is right for them.

The guide is full of ideas to do interesting things and take steps towards the world of work.

These can be adapted to be helpful for everyone.

It has been developed with people with learning disabilities, their families and practitioners in education, social care, advocacy and Preparing for Adulthood teams. Download [here](#)

### **Hungry Little Minds**

The Department for Education's [Hungry Little Minds – Simple fun, activities for kids aged 0 – 5 \(campaign.gov.uk\)](#) website has been updated making it even easier to navigate through the pages. New content has been added providing further ideas for parents and carers in supporting their child's early language development. The activities are simple to do and don't require many resources. Most importantly, they are rooted in evidence about 'what works' for supporting children aged 0 – 5 to develop their speech, language and communication skills.

### **Kind words for Kids**

[Resources: 'Kind words for kids' - strengths cards for a modern world - edpsy.org.uk](#)

## **Special apps for very special learners**

[Edition seven-'special apps for very special learners' September 2021 - SLD discussions and topics - The SEND Forums](#)

## **Twinkl Guide**

[FREE Members Guide for SEND Teachers Working in SEND Schools \(primary\) \(twinkl.co.uk\)](#)

## **RESEARCH AND REPORTS**

### **THE STATE OF THE WORLD'S CHILDREN 2021 – On My MIND**

#### **Promoting, protecting and caring for children's mental health, Unicef**

This report finds that children and young people could feel the impact of Covid-19 on their mental health and wellbeing for many years to come.

[SOWC-2021-full-report-English.pdf \(unicef.org\)](#)

### **Babies in Lockdown “No one wants to see my baby”**

Challenges to building back better for babies [Download.ashx \(home-start.org.uk\)](#)

#### **The Coproduction illusion: considering the relative success rates and efficiency rates of securing an Education, Health and Care plan when requested by families or education professionals, Adam Boddison and Sue Soan**

This comparative study examines success and efficiency rates for Education, Health and Care (EHC) needs assessments in England when requested by families or education professionals. England is the only nation in the UK with EHC needs assessments. These are requested from the Local Authority (LA) if the school's ordinarily-available provision is insufficient for individuals to make expected progress. Policy states that needs assessments should include parents, pupils and professionals in all decision making (coproduction). After a needs assessment, the LA may issue an EHC plan. This study considers whether the outcome of a needs assessment (issuing an EHC plan) is independent of the source of the request. Statistical analysis compared outcomes of needs assessments requested by families and education professionals. Analysis of publicly-available datasets and policy provided further context. Findings included: (i) a need for further research to explore inconsistencies in outcomes of needs assessments across England; (ii) LAs efficient at issuing EHC plans were consistently efficient for requests from education professionals and families; (iii) a potential discrepancy between families' perceived level of involvement and the reality: a 'coproduction illusion'. It is proposed that policy and guidance in England requires revision to ensure consistent use of language, roles, and responsibilities.

[The Coproduction illusion: considering the relative success rates and efficiency rates of securing an Education, Health and Care plan when requested by families or education professionals - Boddison - - Journal of Research in Special Educational Needs - Wiley Online Library](#)

Read Adam's blog at [Coproduction is an illusion for parents and SENCOs - Special Needs Jungle](#)

## **FOCUS: INDEPENDENT REVIEW OF CHILDREN'S SOCIAL CARE**

### **Listening to care leavers**

At the end of National Care Leavers Week, the Review published a suite of new publications detailing what care leavers have told them so far. The Chair of the Review, Josh MacAlister has published a blog on the same theme

[IRCSC Youth Summary October V 26.10.21.pdf \(independent-review.uk\)](#)

[IRCSC Engagement Summary October V 28.10.21.pdf \(independent-review.uk\)](#)

[ANV Response to the Care Review Published - Coram Voice](#)

[Listening to care experienced children and young people - The Independent Review of Children's Social Care \(independent-review.uk\)](#)

## **INFORMATION:**

### **The Andrew and Catherine Carter Trust (Carter Trust)**

The Carter Trust is a UK based charity which has been set up to assist disabled persons in financial need by providing specialist equipment, adaptation of housing or transport to meet their needs where the need is such that the items/cost fall outside of statutory provision. The charity supports both children and adults.

The Trust would be pleased to receive applications from disabled individuals who would benefit from support.

[The Carter Trust](#)

### **Cafcass Together with Children and Families Framework**

[Cafcass launches the Together with children and families framework - Cafcass - Children and Family Court Advisory and Support Service](#)

### **Behaviour hubs**

Find out how the behaviour hubs programme will enable schools with exemplary behaviour to work with other schools to improve their behaviour culture.

[Behaviour hubs - GOV.UK \(www.gov.uk\)](#)

### **Vulnerable children and young people survey**

Summary of LA survey in England to help understand the impact of the COVID-19 pandemic on children's social care.

[Vulnerable children and young people survey - GOV.UK \(www.gov.uk\)](#)

### **Children's homes providing short breaks**

An analysis of children's homes that provide short breaks, usually for disabled children.

[Children's homes providing short breaks - GOV.UK \(www.gov.uk\)](#)

### **Education, schooling and health**

Summary of the existing evidence of the health and wellbeing benefits of school-age education

[Education, schooling and health - GOV.UK \(www.gov.uk\)](#)

## **STUDIES / SURVEY & OTHER OPPORTUNITIES:**

The Department for Education has launched a survey on Children's Rights Awareness, aimed at children and young people aged 8-18.

This survey is a qualitative look at children and young people's perspectives on their rights, and is part of a wider-scale project which aims to engage with children to allow them to participate in the conversation around the UN Children's Rights Convention on the Child. An easy-read version of the survey is available, for those with accessibility needs, through the same link.

The Department for Education would like to expand the remit of the survey across the UK, to get a broad perspective of voices so they have recently invited children from across the devolved nations and crown dependencies.

You can find the link to the survey

here: [https://dferesearch.fra1.qualtrics.com/jfe/form/SV\\_2rDPDZNw7NJ8qiy](https://dferesearch.fra1.qualtrics.com/jfe/form/SV_2rDPDZNw7NJ8qiy)

## Need for an easy read hub?

A group of people from LDE, SeeAbility, Generate (Easy Health) and Building Bridges have been thinking about how they can make it easier for people to find good easy read resources. Please fill in this quick survey to help them understand the demand for easy read resources [Easy Read Survey \(google.com\)](#)

## University of Birmingham

Want to build an understanding of the different ways the school workforce access SEND-related CPD, your experiences of this (i.e. what works well, what you would want to see done differently), and how this impacts on your practice.

The aim of this survey is to gain a better understanding of the experiences of all of the school workforce including school leaders, teachers, governors, teaching assistants, lunchtime staff, and administrative staff in:

accessing continuing professional development (CPD) on special educational needs and disabilities (SEND)

- accessing specialist SEND expertise at the point of need
- the impact of both on SEND practice in the school

Please fill out this short survey to contribute to a better understanding of your SEND CPD experiences. The survey is open until Monday, 29th December.

[Qualtrics Survey | Qualtrics Experience Management](#)

## Can you help with research on whether defendants with learning disabilities or mental health conditions get enough help to communicate in court?

### Introduction

My name is Edmore Masendeke.

I am a disabled PhD student at the University of Leeds School of Law.

I would like to speak to people to help with my research.

I am trying to find out if **defendants** with learning disabilities or mental health conditions get enough help to communicate and understand what happens in court.

A **defendant** is someone who is accused of doing something wrong by law.

### About My research

I am doing interviews with defendants who have learning disabilities or mental health conditions to find out if they had someone to help them:

- understand what was going on in court
- understand the questions they were asked in court
- make the court understand their answers

I also want to find out if they feel the help they received worked well for them or not.

I would like to hear from you if you have:

- learning disability or mental health conditions,
- been a defendant in the past 4 years,
- had to go to court in England or Ireland, and
- had help from someone to help you communicate or understand what was going on in court.

I am most interested in talking to you if you had help from:

- an intermediary - this is someone who helps you talk to another person or organisation
- a disability advocate - this is someone who helps you to speak up, or speaks up for you, if you have a disability.

I want to find out:

- whether you think the help you received worked well
- if there are problems with this type of help
- how you think the help could be made better.

### Helping me

I would like to hear about the help you received in court by doing an interview with you.

The interview would be online or by phone. It would last about 1 hour.

If you are interested in taking part in the research, please contact me on the following details:

• email: [lw12etm@leeds.ac.uk](mailto:lw12etm@leeds.ac.uk)

• phone: +44 07810 308 216 7

You can find out more about my research and how to participate in the attached information sheet. The second information sheet is in Easy Read format.

[Edmore](#)

[Masendeke\\_Interview\\_Participant\\_Information\\_Sheet\\_V2.0\\_04022021\\_England.pdf](#) (124.7 KB)

[2028 Information Sheet Marie Curie Easy Read Lo Res v4.pdf](#) (1.8 MB)

### **Take part in Transition (Preparation for Adulthood) Research Project**

My name is Katharine Slade and I am a PhD researcher at Aston University. We are researching the support needs of parent-carers of young people with profound and multiple learning disabilities and complex health care needs at the transition to adult services.

The project is exploring the journey parent-carers go on when their child with PMLD leaves children's services and first accesses adult healthcare. In particular we want to examine the impact of Covid19 on preparation for adulthood. If you are the parent of a young person who has left school or had an 18th birthday since February 2020, or will be leaving school in 2022, please consider taking part. If you are interested in taking part or would like more information please email [sladeka1@aston.ac.uk](mailto:sladeka1@aston.ac.uk)

### **OTHER NEWSLETTERS:**

#### **Afasic on-line updates:**

[Afasic Online Updates - Christmas is coming! \(mailchi.mp\)](#)

#### **Centre for Youth Impact news:**

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

**Early years/SEND partnership news:** [Update - EYSEND Partnership \(mailchi.mp\)](#)

#### **LuCiD Update: Language learning in lockdown, and how movement and curiosity affect early language:**

[LuCiD Update: Language learning in lockdown, and how movement and curiosity affect early language \(mailchi.mp\)](#)

#### **Makaton monthly:**

[Makaton Monthly - November 2021 \(informz.net\)](#)

#### **Making Ourselves Heard newsletter:**

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

#### **Mental health, learning disability and autism news:**

<https://mhlda.cmail20.com/t/ViewEmail/d/BEBAA87689F2D5512540EF23F30FEDED/204745E813181C7063B21DE8DA818551>

**Nasen's news:** [Your monthly nasen member newsletter \(ddlnk.net\)](#)

**NICE in social care e-bulletins:**

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

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

**NFER news:** [RE: New blog posts on the NFER website \(ddlnc.net\)](#)

**NFER Direct for Schools:**

[https://news.nfer.ac.uk/4R3K-LLS4-](https://news.nfer.ac.uk/4R3K-LLS4-0D065828ACCCD17D10I01TF51483C5097E1B8A/cr.aspx)

[0D065828ACCCD17D10I01TF51483C5097E1B8A/cr.aspx](https://news.nfer.ac.uk/4R3K-LLS4-0D065828ACCCD17D10I01TF51483C5097E1B8A/cr.aspx)

**Ofsted news:** [Ofsted News - Issue 106 - October 2021 \(mailchi.mp\)](#)

**Teacher Bulletin:**

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