



NW SEND Regional Network Newsletter

September 2022

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

Reducing Health Inequalities for CYP workshops:

19.9.22 10 – 11 Oral health

4.10.22 1 – 2 Young carers

11.10.22 1 – 2 Personalised Care Initiatives to Reduce Health Inequalities: This workshop explores how Personalised Care Models such as Personal Health Budgets and Social Prescribing can improve outcomes and reduce health inequalities for young people.

12.10.22 12 – 1.30 Good practice person centred plans involving Asthma

7.11.22 10 – 11 SEND Autism in schools

12.1.23 Reducing Health Inequalities for CYP Workshop - Emotional Wellbeing a Local Authority Perspective

Please contact england.nwcyp@nhs.net if you would like to attend any of the above.

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.

OTHER EVENTS

5.9.22 6 – 7.15 A Bright Start for Every Deaf Child: Together We Can Be Ready for Deaf Children - Zoom

The first of four live and free online sessions to give those working in the early years, information and ideas to support deaf children. Whether you currently have deaf children in your setting or not, these sessions will help you reflect on your practise and equip you to be ready for deaf children now or in the future.

The session will cover how deafness impacts development, language and communication, acoustics and lighting, deaf awareness techniques, behaviour and identity. Other sessions cover: Transition for deaf children; language and communication; social and emotional development, seeing parents as partners; and two recorded webinars on sensory storytelling and using basic BSL.

Register here: <https://www.eventbrite.co.uk/e/a-bright-start-for-every-deaf-child-tickets-367510693377>

8.9.22 National Conference: Co-producing Accessible and Inclusive Family Hubs

This is a free on-line conference

[National Conference: Co-Producing Accessible and Inclusive Family Hubs | Training | Anna Freud Centre](#)

13.9.22 6- 8pm Meeting the Needs of every Child

This DfE funded webinar is FREE to access and will provide Early Years Practitioners with a thorough understanding of inclusive practice for SEND in Early Years settings.

[Meeting the Needs of Every Child | Nasen](#)

13.9.22 10 – 12 Brighter Beginnings: Support for speech and language issues in young children (On line)

Delivered by Contact and I CAN this parent workshop will help you think how you can best communicate with your child and how you can share this knowledge with those in their early years and school setting

[Brighter Beginnings: Support for speech & language issues in young children Tickets, Tue 13 Sep 2022 at 10:00 | Eventbrite](#)

15.9.22 Supporting social communication in the early years, Part 1 (On-line)

This workshop, delivered by I CAN, is for early years SENCOs, managers and early years practitioners to help enable excellent support for social communication in early years settings.

[EYSEND Partnership \(ican.org.uk\)](#)

15.9.22 10 – 12 Brighter Beginnings: Encouraging positive behaviour (On-line)

This parent/carer workshop, delivered by Contact, will explore some of the issues around behaviour and will look at ways of supporting and encouraging your child.

[Brighter Beginnings: Encouraging Positive Behaviour in Children with SEND Tickets, Thu 15 Sep 2022 at 10:00 | Eventbrite](#)

15.9.22 7 – 9pm Brighter Beginnings: Toilet training (On-line)

Advice and strategies for parents/carers/practitioners on how to toilet train a child / children with additional needs (0-5 years) – delivered by Contact

[Brighter Beginnings: Toilet Training \(0 to 5 years\) Tickets, Thu 15 Sep 2022 at 19:00 | Eventbrite](#)

16.9.22 Feelings Detectives training – adapted CBT for autism and learning needs

The Feelings Detectives is a 12-week coping skills intervention programme specifically designed for young people aged between 7 and 13 years with social communication and interaction difficulties, including autism. The programme teaches coping skills to help young people manage anxiety using cognitive behavioural therapy (CBT) principles. Young people can train to become Feelings Detectives led by the adult Lead Detective.

[Feelings Detectives training - adapted CBT for autism and learning needs - edpsy.org.uk](#)

18.9.22 The PMLD Conference 111

The PMLD Conference III will go live online on Sept 18th. Delegates will have on demand access to over 20 presentations relevant to the lives of people with profound and multiple learning disabilities until the end of October.

[The PMLD Conference III Tickets, Sun 18 Sep 2022 at 10:00 | Eventbrite](#)

20.9.22 7 – 9pm Brighter Beginnings: Support for parents of children with anxiety (On-line)

A workshop for parents / carers of children aged 0 to 5 with additional needs. Strategies to help your child recognise and manage their anxiety – delivered by Contact

[Brighter Beginnings - Support for Parents of Children with Anxiety Tickets, Tue 20 Sep 2022 at 19:00 | Eventbrite](#)

21.9.22 10 – 12.30 Working with parent/carers of children with SEND (On-line)

This workshop aims to help professionals increase understanding and awareness of disability and the effect on the family. Enable more effective communication with parents and a better start to a working relationship with parents of children with SEND

[Working with parents/carers of children with SEND in the Early Years Tickets, Wed 21 Sep 2022 at 10:00 | Eventbrite](#)

21.9.22 Sexual Abuse & Mental Health: Reducing the impact of abuse on mental health (On-line)

Researched and produced in collaboration with Paul Scates Peer Specialist, Campaigner and Survivor of Sexual Abuse, this important and timely conference focuses on the important issue of sexual abuse and mental health and reducing the impact of abuse on mental health. There is a 20% discount available with code hsuk20edpsy

[Sexual Abuse & Mental Health: Reducing the impact of abuse on mental health - edpsy.org.uk](#)

22.9.22 CAMHS National Summit 2022: Transforming Mental Health Services for Children & Young Adults

[CAMHS National Summit 2022: Transforming Mental Health Services for Children & Young Adults - edpsy.org.uk](#)

22.9.22 4 – 5.30pm Ensuring accurate identification of SEN in school and college settings

A webinar to support you in developing effective systems and processes to enable to early and accurate identification of SEN in your setting. You'll learn strategies to enable to use of national SEND data to support identification systems in your own settings, and discuss how the pandemic has impacted on the development of children and young people, and consequently the identification of SEN in education settings. This session is relevant for both experienced and new SENCOs.

[Ensuring accurate identification of SEN in school and college settings | Whole School SEND](#)

28.9.22 Eating Disorders Summit 2022: Improving Access, Treatment & Recovery Outcomes

The Covid-19 pandemic has led to surging numbers of people with eating disorders. This conference focuses on Eating Disorders: improving access, treatment and recovery outcomes, and meeting the national standards for children, young people and adult services during and beyond Covid-19. There is focus on early intervention and also a particular focus on Eating Disorders in boys and men. You will hear from James who has lived experience in eating disorders, and from a service working to reduce stigma and improve outcomes for boys and men with eating disorders.

There is a 20% discount with code hcuk20edpsy

[Eating Disorders Summit 2022: Improving Access, Treatment & Recovery Outcomes - edpsy.org.uk](https://edpsy.org.uk)

29.9.22 Supporting social communication in the Early Years, Part 2 (On-line)

This workshop, delivered by I C is for early years SENCos, managers and early years practitioners to help enable excellent support for social communication in early years settings

[EYSEND Partnership \(ican.org.uk\)](https://ican.org.uk)

30.9.22 8.30 – 5.30 Festival of Educational Psychology

An online day of talks to support, inspire and challenge

[Festival of Educational Psychology \(hopin.com\)](https://hopin.com)

4.10.22 (9.30 – 12.30), 18.10.22 (9.30 – 12.30) and 15.11.22 (9.30 – 11) Training in Emotion Coaching (On-line)

Emotion Coaching is an evidence based approach to help children to understand and manage their emotions. Emotion Coaching enables adults to co-regulate children's emotions, de-escalate situations where behaviour is challenging and develop children's ability to self-regulate their own emotions and behaviour. It can be used by anybody to respond to children's emotions as they happen.

This course will cover:

- Research, theoretical basis and neuroscience behind Emotion Coaching
- Understanding different emotional styles relevant to Emotion Coaching
- How to respond sensitively and consistently to emotions and behaviours
- Understanding and practice of Emotion Coaching techniques
- Opportunities to reflect and embed Emotion Coaching in practice

[Training in Emotion Coaching \(3 mornings\) - edpsy.org.uk](https://edpsy.org.uk)

6.10.22 9.30 – 12.30 EYFS Reform: One year on, lessons learned and future directions. Free. On-line

Speakers: Jan Dubiel, Julian Grenier, Gill Jones (Ofsted), DfE (invited) and others. Book your place here: [EYFS Reform: one year on, lessons learned and future directions Tickets, Thu 6 Oct 2022 at 09:30 | Eventbrite](https://www.eventbrite.com/e/eyfs-reform-one-year-on-lessons-learned-and-future-directions-tickets-14982444000)

10.10.22 Gender Identity and Autism workshop - Online

To book <https://www.autismahandsonapproach.co.uk/giworkshop/>

1.11.22 Kidz to Adultz North, Manchester Central

Plan your day in advance by having a look at the ever growing [Exhibitor List](#) offering advice and information on services, funding, products, and equipment for you and your family. This free event is dedicated to children, young people with disabilities and additional needs, and all the professionals who support them.

7 – 11.11.22 Advocacy Awareness Week

Sign up to NDTI's [Advocacy Newsletter](#) if you'd like to get involved.

8.11.22 Autism a Hands on Approach ONLINE Conference

To book www.autismahandsonapproach.co.uk/conference/

14 – 18.11.22 Anti-Bullying Week 2022: 'Reach Out'

Anti-Bullying Week 2022 is coordinated in England and Wales by the Anti-Bullying Alliance. After consulting with children and teachers up and down the country, 'Reach Out' has been chosen as the theme for 2022. Bullying affects millions of young lives and can leave us feeling hopeless, but it doesn't have to be this way. If we challenge it, we can change it and

it starts by reaching out. Schools will be able to download free teaching resources and themed assemblies.

12.12.22 Autism and ADHD workshop

To book <https://autismahandsonapproach.co.uk/adhdworkshop/>

The ADHD Foundation: Neurodiversity Charity is running a series of live-streamed training sessions for educational professionals.

The webinars are applicable to all key stages and phases of education, including sessions that are specific to Early Years, Primary and Secondary settings. They also offer webinars designed for new entrants to the profession and Teaching Assistants. All the webinars will begin at 3:45pm and finish at 5:15pm and will include an opportunity for Q&A.

How to register:

Please confirm your attendance to the webinar of your choice by following the relevant link below. This will take you to the event booking page, with a registration form to complete. You will then receive an email with instructions on how to join the webinar.

Can't attend? If you are unavailable to attend the live webinar, and would like access to a recording, please continue to sign up and you will receive a link after the session.

Monday 19th September: Introduction to ADHD and the principal strategies to support for NQTs

[Registration \(gotowebinar.com\)](https://gotowebinar.com)

Monday 26th September: Introduction to ASC on the principal strategies to support for NQTs

[Registration \(gotowebinar.com\)](https://gotowebinar.com)

Thursday 6th October: Introduction to Neurodiversity in the Early Years

[Registration \(gotowebinar.com\)](https://gotowebinar.com)

Wednesday 19th October: Reading, Writing and ADHD

[Registration \(gotowebinar.com\)](https://gotowebinar.com)

Tuesday 8th November: Leading a Neurodiverse Classroom

[Registration \(gotowebinar.com\)](https://gotowebinar.com)

Thursday 24th November: Planning for the New Term for SENDCOs

[Registration \(gotowebinar.com\)](https://gotowebinar.com)

Monday 5th December: Supporting Memory in the Classroom

[Registration \(gotowebinar.com\)](https://gotowebinar.com)

Tuesday 13th December: Mental Health and Neurodiversity, including rejection sensitive dysphoria

[Registration \(gotowebinar.com\)](https://gotowebinar.com)

CDC events

Wednesday 28th September, 10:00 – 13:30

This online event is aimed at SEND Leads, Commissioners, DSCOs, DMOs and DCOs – we would also welcome attendance from Parent Carer Forum regional representatives. Priority will be given to these roles. If you're not in one of these roles but would like to attend, please email akhan@ncb.org.uk to be added to the waiting list.

The agenda is yet to be announced but the event will consist of a main plenary session and a range of workshop choices (attendees will be given the chance to sign up to 2x workshops, details on workshop content and how to sign up will be circulated nearer the time).

The main plenary session will consist of a presentation from the Department for Education about their new SEND contracts and support for CYP, families and professionals going forward, and a presentation from CDC about their offer under the new RISE contract and findings from their workforce survey, plus more to be announced soon!

If you have any ideas for workshops, or you would like to present at a workshop yourself, please do let CDC know!

Closer to the event, you will receive an email with information on how to sign up for workshops. You will also receive Teams invites for all the sessions. You will be contacted through through the email address you've provided to register so please make sure you enter the correct email address. You should receive a confirmation email from Blackthorn after registering. If you haven't received one, please akhan@ncb.org.uk You can register [here](#).

Please also let CDC know whether you have any specific requirements or adjustments to be able to attend this virtual event, or which you would like us to be aware of. Please mention any needs you might have in the form when you sign up or email me to let us know if there is anything we can do to support you.

Please note that CDC have set the dates for all their national events and webinars until March 2023, so please hold the following dates in your diaries:

- National event 1 - 28th September 2022, 10:00 – 13:30
- National webinar 1 - 9th November 2022, 10:00 – 12:00
- National event 2 - 2nd February 2023, 10:00 – 13:30
- National webinar 2 - 21st March 2023, 10:00 – 12:00

All events and webinars will be recorded, so not to worry if you won't be able to make all events.

nasen and EYSEND Partnership

nasen is offering four sessions of 'Meeting the Needs of Every Child', an introduction to SEND in the Early Years for practitioners and childminders. The 2-hour live online webinars cover the legislation for SEND, role of the SENCO and Key Person, the graduated approach and developing partnerships with parents. Dates for the sessions are below:

- [Tuesday 13 September: 6.00pm - 8.00pm](#)
- [Wednesday 23 November: 1.00pm - 3.00pm](#)
- [Thursday 19 January: 6.00pm - 8.00pm](#)
- [Wednesday 8 March: 10.00am - 12.00pm](#)

Please note: you only need to book onto one of the sessions as they are repeated and you will need to apply for nasen's free membership to access the booking.

The National Deaf Children's Society: Early Years Networking Groups

Join the National Deaf Children's Society's hosted network of early years settings and practitioners that will meet online four times a year to share resources, knowledge and good practice. They will provide support, contact, training, ask the expert opportunities and resources. The first meeting will focus on practical activities for improving deaf children's social and emotional development. The next topic is phonetical awareness for deaf children. Choose a time that suits you best: 4 October, 4pm or 6 October, 6:30pm. Both meetings will last 1 hour 15 minutes.

<https://www.ndcs.org.uk/our-services/services-for-professionals/early-years-networking-groups/>

CONSULTATIONS

A new approach to area SEND inspections.

This consultation seeks views on proposed changes to the way Ofsted and the Care Quality Commission (CQC) jointly inspect local area partnerships to assess how they work together to improve the experiences and outcomes of children and young people who have special educational needs and/or disabilities (SEND). Find out more here [A new approach to area SEND inspections: consultation document - GOV.UK \(www.gov.uk\)](#) Closes 11:45pm on 11 September

Call for Evidence into the use of Unregistered Alternative Provision (AP)

As part of the SEND and AP green paper, the DfE committed to review and improve oversight and accountability for unregistered alternative provision settings. To inform and support a national vision and delivery model for alternative provision, the department has now launched a call for evidence. It is predominantly aimed at commissioners, including schools and local authorities, as well as unregistered providers who deliver the education. It asks those with a practical understanding of how these provisions are arranged and operate to share their views. The call for evidence closes Friday 30 September. Further information is available at: <https://www.gov.uk/government/consultations/understanding-the-use-of-unregistered-alternative-provision>.

Down Syndrome Act 2022 guidance: call for evidence

This call for evidence will inform the development of the Down Syndrome Act statutory guidance. Your views are sought on what should be included within the guidance.

This call for evidence will run for a period of 16 weeks and is open to everyone. People under the age of 13 will need consent from a parent or guardian to submit their response.

You can respond:

- as an individual
- on behalf of someone else
- on behalf of an organisation

The consultation closes on 8th November 2022

[Down Syndrome Act 2022 guidance: call for evidence - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/consultations/down-syndrome-act-2022-guidance-call-for-evidence)

The **NIHR Policy Research Programme** commissioned research to provide policy recommendations on improving services for children with disabilities, learning from experiences during the pandemic **PRP Reset**. The research is led by Newcastle University and includes NHS and Local Authority professionals, parent carers, researchers, and advisory groups of family representatives and young people.

For the project international evidence on the impacts of changes to services during the pandemic was reviewed. Families, professionals, service leads and commissioners were interviewed about which changes worked well and/or were not helpful.

Recommendations for practice have been developed and your feedback on them is requested to know if the problems and solutions fit with local experience. Your feedback will help to refine the recommendations, ensure they are relevant and practicable, and directly inform national guidance.

There are

1-hour workshops on Teams from 6-15th September for professionals to provide feedback on the recommendations.

You can sign up to participate in a workshop by following the relevant link below:

Professionals: <https://www.eventbrite.com/e/professionals-your-views-needed-on-resetting-services-to-disabled-children-tickets-387005191947>

Once you have a place you will be sent the draft recommendations and joining instructions. If the workshop you have selected is full, you will be kept informed about the findings.

Workshops are also being run for parents carers so please do share this link with parent carers you think might be interested.

Parent carers: <https://www.eventbrite.com/e/parent-carers-your-views-needed-on-resetting-services-to-disabled-children-tickets-388784634307>

SHARING PRACTICE AND INFORMATION ACROSS THE NORTH WEST

Animation: A sensory difference - Alex's story

The National Development Team for Inclusion worked with Alder Hey Children's Hospital, Liverpool, and Contact to produce this short animated film. It features Alex, a young autistic

person, about to go for a hospital appointment, how the environment impacts on the senses and how you can support autistic children and young people.

[\(1206\) Alex's Story: A Journey through Alder Hey - YouTube](#)

All Together Fairer: Health equity and the social determinants of health in Cheshire and Merseyside

The Institute of Health Equity is working with local authorities up and down the country to do what they can, to implement the right approaches to reduce health inequalities. The Population Health Board of the Cheshire and Merseyside Health and Care Partnership (HCP) commissioned IHE to support work to reduce health inequalities through taking action on the social determinants of health and to build back fairer from COVID-19.

The report, All Together Fairer: Health equity and the social determinants of health in Cheshire and Merseyside, is the latest in a series of 'Marmot Reviews'. It is based on local evidence and makes ambitious recommendations to reduce health inequalities and create fairer societies for future generations in Cheshire and Merseyside. A set of local Marmot Beacon indicators, developed in partnership with hundreds of local stakeholders, will monitor these recommendations and actions and show the impact on the social determinants of health in Cheshire and Merseyside.

[All Together Fairer: Health equity and the social determinants of health in Cheshire and Merseyside - IHE \(instituteofhealthequity.org\)](#)

Highlights from National Transition Conference

[Home - 10 Steps Transition to adult services](#)

Makaton friendly venues in the North West:

Aughton, Ormskirk: Classes for Children and Young People with Additional Needs. Inclusive, fun, and creative dance and movement classes for children and young people with additional needs and disabilities who love to move and express themselves

[Dance with Us – Splatter Dance](#)

Hayrack Church Farm, Thornton-le-Moors near Chester: The perfect venue for a fantastic day out, the whole family can enjoy.

[Hayrack Church Farm, Farm Park near Chester, Cheshire, Ellesmere Port, North Wales](#)

Ellesmere Port library, Cheshire:

[Ellesmere Port Library | Cheshire West and Chester Council](#)

Cumbria, Northumberland, Tyne and Wear's (CNTW) innovative approach to supporting young people with a learning disability and their families in the community

The CNTW Intensive Positive Behaviour Support (IPBS) pathway was developed following a national drive to prevent inpatient admissions for children and young people with a learning disability. Through savings made the NHS-Led Provider Collaborative CNTW has developed and funded the IPBS service. This case study demonstrates how working closely with young people in the community and providing needs informed care can transform a young person and their family's life.

Read the [full case study](#).

A visit to Kinship Care Liverpool by the Children's Commissioner for England

[Reflections on Kinship Care Liverpool's Visit | Children's Commissioner for England \(childrenscommissioner.gov.uk\)](#)

Data and metrics by NW Integrated Care Systems

Basic facts about Cheshire and Merseyside broken down by unitary

[Basic facts about your chosen area broken down by small areas \(esd.org.uk\)](https://esd.org.uk)

Basic facts about Healthier Lancashire and South Cumbria broken down by District

[Basic facts about your chosen area broken down by small areas \(esd.org.uk\)](https://esd.org.uk)

Basic facts about Greater Manchester Health and Social Care Partnership broken down by Metropolitan District

[Basic facts about your chosen area broken down by small areas \(esd.org.uk\)](https://esd.org.uk)

Catalyst Conference 2022: Inclusion Matters:

Thank you to Catalyst Psychology for sharing their post conference webpage and to Professor Rachel Holmes in making her keynote speech, *A struggle without an end: working with minor identities in school*, fully available for all to download.

The webpage is available via this link:

[Struggles with and for identity - insights from research and experiences](#)

EARLY YEARS SENCO TRAINING

The Department for Education have appointed Best Practice Network to deliver training to up to 5,000 early years SENCOs across England over the next two years. Best Practice Network will deliver accredited Level 3 EY SENCO training, nationally available, but with targeting in specific areas based on levels of disadvantage. The first cohort will begin training in October 2022 and with additional regular cohorts beginning training until August 2024. In this timeframe up to 5,000 SENCOs will be trained. The training will be available to early years staff working in group-based settings and working as childminders. Please visit the Best Practice Network [website](#) for more information and to enrol on the training.

FOCUS: ATTENTION DEFICIT HYPERACTIVITY DISORDER

Guidance

[Overview | Attention deficit hyperactivity disorder: diagnosis and management | Guidance | NICE](#)

Topic guide

[Attention-deficit / hyperactivity disorder \(ADHD\) - ACAMH](#)

Podcasts

[ADHD \(Attention-deficit hyperactivity disorder\) Archives - ACAMH](#)

GUIDANCE: Social, emotional and mental wellbeing in primary and secondary education

This NICE guideline covers ways to support social, emotional and mental wellbeing in children and young people in primary and secondary education (key stages 1 to 5), and people 25 years and under with special educational needs or disability in further education

colleges. It aims to promote good social, emotional and psychological health to protect children and young people against behavioural and health problems.

This guideline includes recommendations on:

- [whole-school approach](#)
- [universal curriculum content](#)
- [identifying children and young people at risk of poor social, emotional and mental wellbeing](#)
- [targeted support](#)
- [support with school-related transitions and other life changes](#)

[Overview | Social, emotional and mental wellbeing in primary and secondary education | Guidance | NICE](#)

POLICY PAPER

Building the right support for people with a learning disability and autistic people

An action plan to strengthen community support for people with a learning disability and autistic people, and reduce reliance on mental health inpatient care.

[Building the right support for people with a learning disability and autistic people - GOV.UK \(www.gov.uk\)](#)

RESOURCES:

Together Matters

Together Matters works alongside people with learning disabilities, their families, practitioners, organisations that provide support, self advocacy groups and anyone else interested in the work we are doing.

Together Matters offers fresh ideas, sound knowledge, easy to use resources and skills to provide training and service development. Their aim is to challenge and complement existing support and services, making the best use of things that work and overcoming those that prevent people having a good life.

Freely downloadable resources for young people include;

- Ideas and tools to plan for a good future
- Preparing to be part of the world of work
- Gaining skills and confidence about making choices
- Being connected locally to people and places

And in relation to thinking ahead to adult life:

- Ongoing planning and preparing for change
- Choices about moving home and finding work
- Planning for emergencies
- Making the most of annual reviews

[Together Matters | Good lives for people with learning disabilities](#)

Co-produced images providing a visual representation of trauma

The outcome of a webinar series, seeking to deepen understanding of trauma and its impact on people with learning disabilities and autistic people across education, health and social care.

[New co-produced images providing a powerful visual representation of people's experiences of trauma. | bild](#)

Easy read guides to health choices and questions to ask

NHS Knowledge and Library Services have worked with people with lived experience to produce two, new, easy read guides for people with learning disabilities.

Regardless of their abilities, anyone can have problems understanding and accessing health information. This could include information about medication, appointments, treatment or their health conditions, as well as the format information is provided in, for example by letter, email and online.

'Get ready to talk about your health' prepares people for what to do before they go for a consultation with any health or care provider. It includes important information about their rights and what they can ask for, such as information in different formats, help to understand information provided or physical help to get to and from appointments.

'3 questions for better health' suggests what to ask when people have a healthcare appointment. Adapted in consultation with experts by experience into easy read from the NICE shared decision making guidance, the main emphasis is making sure people understand they have a choice about their health and care.

[Easy read guides to health choices and questions to ask - Knowledge and Library Services](#)

Developmental Language Disorder (DLD) – resources and video to support parents

In collaboration with Afasic, the Moor House Research and Training Institute has created two checklists and a video to help parents support their child's communication. The checklists highlight 10 key signs that indicate a child may have DLD and 10 key support strategies for parents.

[What is Developmental Language Disorder \(DLD\)? – Afasic](#)

Tips and ideas to help listening and talking

These sheets contain practical advice with ideas for games and activities to help children practice and develop their skills in a fun way.

[Helping your school age child and toddler to talk – Afasic](#)

BOOK

The Inclusion Illusion

How children with special educational needs experience mainstream schools by Rob Webster

Free download available at [The Inclusion Illusion – UCL Press](#)

REPORTS

Equalising access to Apprenticeships

Apprenticeships are a key training route to help young people enter the labour market and for upskilling existing workers. Apprenticeships also have the potential to act as a vehicle for social mobility for young people.

Despite this, as evidenced by in an [NFER report](#), the number of apprenticeships started by young people and those from disadvantaged backgrounds of all ages declined significantly following recent reforms to the apprenticeship system. The extent to which this fall in the number of apprenticeships started by young people, especially from disadvantaged backgrounds, is driven by falling supply for apprenticeships or lack of demand from young people looking for an apprenticeship is not well understood.

This research seeks to fill this gap by investigating the availability of intermediate (Level 2, equivalent to GCSEs) and advanced (Level 3, equivalent to A-levels) apprenticeships, and associated age, qualification, skill and experience requirements.

Key Findings

- Small and medium-sized enterprises (SMEs) find it difficult to recruit suitable young people to apprenticeship vacancies.

- Low wages are a barrier to the recruitment and retention of young people, particularly from disadvantaged backgrounds, on apprenticeships.
- Travel costs may be a barrier to young people accessing more specialised apprenticeship opportunities which are not available in their local area.
- Minimum English and maths entry requirements for the majority of intermediate and advanced apprenticeships may be preventing young people from accessing apprenticeships.
- Traineeships, short training programmes which aim to support young people to progress onto an apprenticeship or employment but which are not currently doing this effectively, need an urgent review.

[Equalising access to apprenticeships - NFER](#)

Developing our understanding of the difference co-production makes in social care

Co-production sets out a way of working where professionals and those who draw on services or those who are impacted by a decision work in equal partnership to develop services or make decisions to meet people's needs. Increasingly, the values of co-production are being viewed as a way of developing services or agreeing decisions jointly that are innovative in meeting people's needs.

As social care policy increasingly recognises the importance of co-production in implementing policy ambitions, there is an opportunity to deepen our understanding and knowledge about the difference co-production makes.

[Developing our understanding of the difference co-production makes | SCIE](#)

What types of needs do children's homes offer care for?

Ofsted report

This report is based on data from children's homes' statements of purpose and aims to categorise children's homes, by describing the services that they offer and the needs that they say they are aiming to meet, beyond the categories of registration recorded with Ofsted.

[What types of needs do children's homes offer care for? - GOV.UK \(www.gov.uk\)](#)

High needs budgets: effective management in local authorities

This report provides examples of good or promising ways that case study local authorities are managing budgets for children and young people with high needs. It highlights practices which others in the sector could use to support high needs budget management and makes recommendations for local authorities based on the principles underlying these practices.

This research informs the [guidance for local authorities on sustainability in high needs systems](#).

[High needs budgets: effective management in local authorities \(publishing.service.gov.uk\)](#)

Out of School, Out of Mind

This recent focus report from the Local Government and Social Care Ombudsman highlights the experiences of children out of school in England; it also shares good practice and learning points from LGSCO investigations to help improve the quality of services more widely.

[Children being denied chance to thrive – Ombudsman reports - Local Government and Social Care Ombudsman](#)

A Head Start: Early support for children's mental health

A report by the Children's Commissioner for England setting out her vision for children's mental health. It is founded on the views and voices of children and young people, and acts as her formal submission to the Government's [Mental Health and Wellbeing Plan Consultation](#) on improving children's care.

[A Head Start: Early support for children's mental health | Children's Commissioner for England \(childrenscommissioner.gov.uk\)](#)

Improving children and young people's mental health services

Local data insights from England, Scotland and Wales

[Improving children and young people's mental health services - The Health Foundation](#)

The impact of COVID-19 on disadvantaged children

New research on the impact of the COVID pandemic on early childhood education and care (ECEC) has revealed that "considerably more" children from ethnic minority and disadvantaged backgrounds have missed out on formal early learning.

[Implications of COVID for Early Childhood Education and Care in England](#), a study funded by the Nuffield Foundation, and carried out by the Centre for Evidence and Implementation, the University of East London, Frontier Economics, Coram Family and Childcare and the Institute for Fiscal Studies, found that the number of children attending ECEC in autumn 2021 had dropped to 90% of expected levels based on pre-pandemic patterns. The latest local authority figures continues to shows substantial variation in attendance rates.

There were large falls in take-up of funded entitlement places amongst disadvantaged two-year olds between January 2020 and January 2021. There was also a small proportion who dropped out of ECEC, with children from ethnic minorities and children with special educational needs the most likely to have done so.

You can read more about the report's findings [here](#).

OPPORTUNITIES FOR YOUNG PEOPLE

Opportunity to join young people's advisory group FLARE

Do you know, or work with, a young person who would like to share their expertise and experiences with professionals to help make support and services reflect disabled children and young people's needs?

The Council for Disabled Children are looking for disabled young people and young people with special educational needs aged 12 – 18 years old to be part of their young people's advisory group called FLARE. FLARE stands for Friendship, Learning, Achieve, Reach and Empower.

Being part of FLARE means participating in 6 meetings a year and feeding back to professionals about how to make positive changes to improve things for all disabled young people. These meetings are held in-person. Young people will be supported with their travel arrangements.

To find out more and access application forms please click [here](#).

The deadline for applications is Monday 26th September.

BLOG: Researchers at the Child Development and Learning Difficulties lab co-produced a workbook with young people with Williams syndrome (WS) aged 5 to 15 years old about their education, named "My Own Williams Learning". As part of this co-production they wanted to obtain the voice and opinion of young people with Williams syndrome about what Williams syndrome is, what children might be good at or struggling with and what support or good practice in school looks like. The booklet contains advice and activities to help children with WS understand their own learning but can also be used by parents and teachers. This booklet will be available soon via the Williams Syndrome Foundation website (<https://williams-syndrome.org.uk/clinical-guidelines/>).

[Extracting the voice of young people with intellectual disabilities: Top tips | UCL Child Development and Learning Difficulties](#)

INFORMATION

New Ofsted frameworks for education

A new grade descriptor has been added to the quality of education judgement, acknowledging that settings are no longer facing emergency measures and are taking longer-term approaches to return pupils and learners to the curriculum they always intended. This change does not mean that schools and FE providers will now be expected to meet every single handbook criterion to remain good. Inspectors will continue to reach their judgements based on the best-fit approach set out in the handbook. And providers will still be evaluated based on their individual context, taking into account their pupils' and learners' specific needs.

The updated [school inspection handbook](#) sees Section 5 inspections now referred to as 'graded inspections' and Section 8 inspections of good and outstanding schools called 'ungraded inspections'. The purpose of each inspection type and how they are carried out remains unchanged. The change in name is simply aimed at promoting a better understanding of the types of inspection Ofsted conducts and why, especially among parents.

The updated [further education and skills handbook](#) sets out how Ofsted will enhance its full inspections of further education colleges, sixth form colleges and designated institutions, from September 2022. This will include a new narrative sub-judgement on how well colleges are contributing to skills needs.

In the [early years inspection handbook](#), a new part has been added, which includes guidance on how to apply the EIF in specific contexts and provisions, such as childminders and out-of-school settings. There is no change to inspection policy. However, some of the terminology used in the handbook has been reviewed and revised to provide greater clarity for Ofsted inspectors and the sector.

[Changes to inspection handbooks for September 2022 - GOV.UK \(www.gov.uk\)](#)

Senior mental health lead training: schools and colleges

Start the new academic year learning how to embed a culture and practice in your setting that promotes and supports mental wellbeing, helping children and young people to engage in learning.

Now is a great time to apply for a [senior mental health lead training](#) grant and book training for the new academic year.

- Senior lead training helps develop the [knowledge and practical skills of school or college leaders](#) to implement an effective approach to promoting and supporting mental wellbeing in your setting.
- [Apply](#) for a senior mental health lead training grant now.
- Find out about other resources and help you can get to promote and support mental health and wellbeing at [Promoting and supporting mental health and wellbeing in schools and colleges - GOV.UK \(www.gov.uk\)](#)

OPPORTUNITIES TO PARTICIPATE IN RESEARCH / SHARE PRACTICE

Research into experiences of receiving behavioural support

Lucie Bowden writes:

I am conducting a study about diverse families' experiences of receiving behavioural support (ABA or PBS) for their autistic children/children with learning disabilities as part of my Master's research at the Tizard Centre, University of Kent.

I am looking for diverse parents/carers (i.e., ethnically, culturally, linguistically or racially diverse, or come from a mixed family background, or a member of the LGBTQIA+,

neurodivergent or disabled community) of autistic children/children with learning disabilities who have experience of receiving UK based behavioural support for this child.

I am interested in learning about diverse families' experiences of receiving behavioural support, and how these may be improved to support diverse families better.

The project is being supervised by Suzy Mejía-Buenaño and has been approved by Tizard Centre Ethics Committee. Ethical approval documentation can be provided upon request.

Please get in touch with me if you can help or have questions -

lsb30@kent.ac.uk

Cerebra and the University of Leeds FII (Fabricated or Induced Illness) Survey

[Cerebra](#) is concerned about reports from families with disabled children which suggest that a significant number have been accused by practitioners of creating or exaggerating their child's difficulties when trying to get help to meet their child's needs. Instances of this kind are often referred to as 'Fabricated or Induced Illness' (FII) or, sometimes, as 'Perplexing Presentations' (PP).

They want to understand how many parent carers of disabled children have experienced allegations of this kind, when / how these happened and what the consequences were for the family.

Please do not provide any personal identifying details in this survey – such as your (or any other person's) name or addresses etc. The survey responses will be checked to ensure that all identifying details are removed and the anonymised responses will then be analysed by their Legal Entitlements and Problem-solving (LEaP) Project Research Team under the supervision of Professor Luke Clements, Cerebra Professor of Social Justice at the School of Law, the University of Leeds.

The findings of this research will be published in the Spring of 2023. Previous research reports of this kind produced by the LEaP Project can be accessed [here](#).

If you know of other parent carers of disabled children who might be interested in completing the survey, please share it with them.

[Cerebra and the University of Leeds FII \(Fabricated or Induced Illness\) Survey - Cerebra](#)

Understanding Thoughts and Behaviours in Emetophobia and Panic

This is a study from Oxford University looking for children and young people to participate in six 45 minute questionnaires.

The project is looking at the thinking styles and behaviours in young people who have

- a) A phobia of Vomit (emetophobia)
- b) Persistent panic attacks
- c) No known mental health condition

The purpose is to understand how they might more accurately identify and diagnose young people who have vomit phobia and support more targeted interventions.

The researchers are looking for young people aged 11-17, able to read English and without a diagnosis of autism, a learning disability, suicidal intent, or recurrent self-harm. They plan to broaden their inclusion in the future after their initial findings.

If you would like to find out more or take part please contact Hannah at hannah.cribben@psy.ox.ac.uk

Participate in the Health Outcomes for Young People throughout Education (HOPE) study via a survey

The HOPE study is exploring the variation in SEND identification and provision across England.

There are 3 different surveys:

One for young people with SEND

One for parents/carers

One for stakeholders

Follow this [link](#) to share your thoughts.

CDCs young SEND advisory group, FLARE, supported the researchers in making sure that the surveys reflect the lived experiences of the children and young people with SEND and are accessible.

OTHER NEWSLETTERS:

Child Development and Learning Difficulties lab news:

[Newsletter Summer Term 2022 final Read Only.pdf \(mcusercontent.com\)](#)

Council for Disabled Children: Summer Digest:

[CDC Digest Summer 2022 \(councilfordisabledchildren.org.uk\)](#)

Department of Health and Social Care news:

https://dhsc-mail.co.uk/campaign/Sx1iaZDJ/3f283fa14469d38062dde386/?utm_campaign=Adult+Social+Care+Update+21.07.22&utm_content=dhsc-mail.co.uk&utm_medium=email&utm_source=Department+of+Health+and+Social+Care&wp-linkindex=0&utm_campaign=Adult+Social+Care+Update+21.07.22&utm_content=dhsc-mail.co.uk&utm_medium=email&utm_source=Department+of+Health+and+Social+Care&wp-linkindex=33

Early Childhood Unit, National Children's Bureau, bulletin:

[Your monthly update of early years news \(mailchi.mp\)](#)

[Latest news and information from the early years sector \(mailchi.mp\)](#)

Family hubs in mind:

[Family Hubs in Mind, July 2022 \(mailchi.mp\)](#)

Foundation years newsletter and blogs:

[Foundation Years Newsletter - July 2022 \(mailchi.mp\)](#)

[New blogs from Foundation Years and DfE \(mailchi.mp\)](#)

Makaton magazine:

[Makaton Magazine - July / August 2022 \(informz.net\)](#)

Making Ourselves Heard news:

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

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

Mental health, learning disability and autism bulletin:

<https://mentalhealthda.cmail20.com/t/ViewEmail/d/89C9B8171777D9F22540EF23F30FEDE/204745E813181C7063B21DE8DA818551?alternativeLink=False>

Nasen newsletter:

[Cathy, here's your monthly SEND news and updates! ✓ \(ddInk.net\)](#)

National Autistic Society, Autism practice – Criminal justice news

[Neurodiversity in the criminal justice system, mental health updates and more \(nas-email.org.uk\)](#)

National Literacy Trust newsletter:

[Discover the power of reading with the Salford Literacy Trail. \(mailchi.mp\)](#)

News from the Children's Commissioner for England

[News from the Children's Commissioner for England \(mailchi.mp\)](#)

NFER Direct:

[NFER Direct July 2022 \(ddlnk.net\)](#)

NICE news for health and social care:

[NICE News for Health and Social Care | July 2022 \(mailchi.mp\)](#)

Ofsted news:

[Ofsted News - Issue 114 - July 2022 \(mailchi.mp\)](#)

Schools in mind:

[July newsletter: end of term and summer holidays \(mailchi.mp\)](#)

Social Care Institute for Excellence: scieline

[Strengths-based leadership programme: Newsletter \(scie.org.uk\)](#)

Teacher Bulletin:

[Teacher Bulletin: a top-level end of term roundup \(govdelivery.com\)](#)

The Centre for Youth Impact newsletter:

[The Centre for Youth Impact Newsletter: July 2022 \(mailchi.mp\)](#)

[The Centre for Youth Impact Newsletter: August 2022 \(mailchi.mp\)](#)

Together Matters:

[Make the most of summer: support people to explore interests and local connections \(mailchi.mp\)](#)

Whole School SEND newsletter:

[Your End of Term WSS Update \(ddlnk.net\)](#)