



NW SEND Regional Network Newsletter

February 2020

The network is keen to profile effective practice developed in the North West and other regional contributions. Do please consider sending your examples for inclusion in future editions.

If there are particular areas of work or themes that you would like support with, activities or events then do let us know. We would also welcome any good news you have to share, or challenges you'd like to work with others to find solutions for, in order that we can share the learning across the North West. We welcome contributions to network activities, requests for connections for support, information about forthcoming events for future editions of this newsletter and new additions to the newsletter circulation list.

Also, do check out our website www.nwsend.network which has everything you might want to know in one place, including previous newsletters.

Dr Cathy Hamer
NW SEND Regional Network co-ordinator
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REGIONAL NETWORK EVENTS

25.3.20 Early Years/SEND, The Hilton Hotel, York

This is an opportunity to bring together learning from all local areas from across the five regions (including the North West) who have been involved in the programme. You will hear from the Council for Disabled Children, nasen, I CAN, the Communication Trust, Contact and local areas themselves about the progress which has been made locally, as well as next steps following March 2020

Who should attend: Anyone who has been involved in training and support from the EYSEND programme and anyone from your local area who is interested in becoming involved.

Register here: <https://www.eventbrite.co.uk/e/early-years-send-partnership-national-seminar-york-tickets-94619002985>

26.3.20 Early Years/SEND, Maple House, Birmingham

This event is a repeat of the one above

<https://www.eventbrite.co.uk/e/early-years-send-partnership-national-seminar-birmingham-tickets-94630699971>

26.3.20 Preparing for Adulthood/Transition network meeting 9.30 for 10 – 12.30 The Edge Centre, Riveredge, Wigan WN3 5AB

To book a place email Barry.Jones@ndti.org.uk

31.3.20 SEND single route of redress national trial, Crowne Plaza Manchester City Centre, 70 Shudehill, Manchester M4 4AF

The briefing session is for the local authorities, social care and health representatives who are directly involved in the SEND tribunal appeal and the EHC Plans process. The event will provide an update on progress, highlight emerging issues and remind local areas of the regulations and duties relating to the trial. It will end with a Q&A session with a First-Tier Tribunal Judge.

There are 3 spaces per local authority area. Spaces are allocated as follows. • 1 place for a senior SEND representative • 1 place for a senior social care representative • 1 place for a senior health representative. 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. A wait list will be operated so if you would still like to attend please contact Mott MacDonald at SENDdeliverysupport@mottmac.com.

Parent carer forum representatives will also be joining the events and booking arrangements are being co-ordinated by NNPCF at the regional level.

Book at <https://www.eventbrite.com/e/send-national-trial-stakeholder-briefing-event-2020-north-west-region-tickets-87785680333>

OTHER EVENTS RELATING TO THE NORTH WEST

The Anna Freud National Centre for Children and Families have been commissioned by the Department of Health and Social Care (DHSC) to offer a comprehensive free Mental Health Awareness Training, centered around a one-day face-to-face training.

This one-day training will be **freely available** to those schools who:

- have not yet received Mental Health First Aid (MHFA) Training in 2017 – 2018 **and**
- are a mainstream secondary school, sixth form college, Pupil Referral Unit or a Free School

Who is the training for?

The training will be available for up to two members of staff from over 1900 eligible schools and colleges. **View the directory of eligible secondary schools.**

The first two years of the three year programme were delivered by Mental Health First Aid England (2017 - 2018). The training being delivered is different to MHFA.

Where and when will the training take place?

Blackburn: 28.2.20, 6.3.20

Carlisle: 2.3.20, 3.3.20

[View the MHAT Training Schedule](#)

What will the Mental Health Awareness Training offer?

This one-day Mental Health Awareness Training for secondary schools is underpinned by the Centre's longstanding experience of working within schools to support pupil, parent/carers and staff mental health. The training is grounded on a rigorous evidence base.

It covers:

- What the evidence tells us about mental health difficulties in schools
- Spotting the early signs of a mental health problem
- Positive approaches to promoting mental health and wellbeing in the whole school community

How do I book a place?

If your school or college is listed on the directory, please email mhat@annafreud.org with the dates of the training you would like to attend.

27.2.20 National SEND employment conference, Civic Hall, Leeds

This conference will equip delegates with the knowledge and tools to set up and run supported internships by hearing from some of the best schemes in the country.

Includes masterclasses by exemplar providers such as: Liverpool City Region, Warwickshire County Council, National Grid, Yorkshire Water, Manchester College, Lighthouse Futures Trust, Manchester University NHS Foundation Trust.

Delegates will receive access to an online hub full of templates, tools and information to help them to achieve success in their local area.

For further details and to book your **free** ticket go to www.nsef.co.uk/upcoming-events or email info@nsef.co.uk

28.2.20 nasen SEND reviewer training 9.30 – 3 Wigan

One-day SEND Reviewer training takes attendees through the stages needed to prepare for the review, the SEND review itself and to feedback outcomes of the review with confidence. Attendees will work with the trainer to go through the guide and discuss how the review can benefit an individual school and how it can be adopted to be used in school to school support.

https://nasen.org.uk/events/send-reviewer-training-wigan.html?utm_campaign=2572639_monthly%20events%20-%20Jan&utm_medium=email&utm_source=Nasen&dm_i=2F68,1J527,7KZLHG,5632L,1

2.3.20 Access to Work, Holiday Inn Express, Royal Albert Dock, Liverpool L3 4AD

There are 2 workshops (both are the same - so you only need to book onto one.)

The half day workshop is aimed at SEND leads, teachers and job coach providers. This workshop is targeted at organisations who are looking to apply for Access to Work.

To book onto one of the workshops please use the link below. Places are limited and it is requested that only two places per local area are booked to ensure a fair share across the NW region.

Workshop One, 10:30-13:00

<https://www.eventbrite.co.uk/e/access-to-work-funding-using-good-job-coaching-practices-workshop-one-tickets-89080557345>

Workshop Two, 13:30-16:00

<https://www.eventbrite.co.uk/e/access-to-work-funding-using-good-job-coaching-practices-workshop-two-tickets-89081871275>

8.3.20 Z-access Family Fun Day 10 – 2pm, Z-arts, 335 Stretford Road, Hulme, Manchester M15 5ZA

A fun, interactive day of events at Z-arts offering a safe and welcoming environment for families with disabilities and additional requirements to explore their creativity. There will be drama, music, arts and crafts and creative play sessions, as well as a sensory space and a time-out space. Alongside the trained staff and facilitators there will be a BSL interpreter.

To book a place: https://www.z-arts.org/events/z-access-family-fun-day/?dm_i=4V00,ANPS,34N0JF,15KGV,1

10.3.20 Webinar: a quick guide to data and evidence about the health of people with learning disabilities 12:30-1pm

In this webinar, the learning disabilities team at Public Health England will:

- explain how to navigate around the content of the [learning disability profiles 4](#), including the new option of viewing data at STP level
- run through examples of how the data can be used to inform decision making

- give an overview of other data and evidence that is available about the health of people with learning disabilities
- answer questions after the presentation, from 1pm onwards
To receive an invitation [email LDT@phe.gov.uk](mailto:email.LDT@phe.gov.uk)

11.3.20 Getting to grips with project management, Warrington

Project management is the practice of initiating, planning executing, controlling and closing the work of a team to achieve specific goals using available resources. This is more important than ever in health and social care where managers are under increasing pressure to deliver better outcomes and greater efficiency in every aspect of work.

<https://www.pccevents.co.uk/pcc/frontend/reg/tSelectBookingMode.csp?pageID=1147719&eventID=2162&tempPersonID=401584>

12.3.20 Cape Conference - 2020 Vision: Staying Safe, Bolton

Speakers include:

- Jim Gamble, School online safety: Overview of the online 'Safer Schools App'
- Kausar Jan, Bankside Primary School, Engaging parents and carers in delivering sensitive issues within the curriculum.
- Kerry Chattergee, Triangle, Recording reports of abuse from children for evidence & court
- Professor David Shemming OBE, Understanding attachment to help staff with students in their care
- Carolyn Eyre, Eyre Safeguarding Services, Responding to the additional vulnerabilities of children with SEND

This conference will be of interest to:

Designated Safeguarding Leads/ Child Protection Officers in Education and Early Years settings

Professionals working within education settings, Governors

Practitioners who work with children in statutory and non statutory settings

Managers and policy makers responsible for the delivery of specialist and universal services

LADO's, Safeguarding Trainers

<https://www.eventbrite.co.uk/e/cape-national-conference-2020-vision-staying-safe-tickets-62579990436>

12.3.20 The Learning Disabilities and Autism: Improving Care Conference & Exhibition 8.30 – 4.30 Manchester

To find out more and book a place:

<https://www.openforumevents.co.uk/events/2020/learning-disabilities-autism-2020-manchester/>

14.3.20 Sibs – adult sibling day, Manchester

This event is for any adult sibling who lives in the UK and who has grown up with a disabled brother or sister. Relax and chat with other adult siblings. Get practical advice and emotional support.

Booking essential at: <https://www.sibs.org.uk/support-for-adult-siblings/adult-sibling-day/>

19.3.20 Family Fund Information and Support drop-in Day, 10.30 – 2pm, Munster Hall, Irish World Heritage Centre, 1 Irish Town Way, Cheetham Hill, Manchester M80AE

There will be a workshop hosted by Department for Work and Pensions which will cover Carers' Allowance, Personal Independence Payments and Disability Living Allowance.

Spaces are limited so please email events@familyfund.org.uk to book your place.

There is also an iPad workshop alongside the Information Day. This free session will enable you to find out about how your iPad works (or at least keep up with your children!) Please email digitalskills@familyfund.org.uk to book your place.

For further information or to ask any questions please email events@familyfund.org.uk

26.3.20 National i-THRIVE Community of Practice Event, 10.30 – 4pm Pier Eight Room, Ground Floor, The Lowry, The Quays, Salford M50

For information please email Bethan Morris at bmorris@tavi-port.nhs.uk.

26.3.20 Emotion coaching for Educational Psychologists 2 – 5pm, The Endeavour Federation, Castlefield Campus, Jackson Crescent, Manchester M15 5AL

This meeting is for interested professionals who have completed initial Emotion Coaching to look at starting an Emotion Coaching interest group in the North West area. The aim of the group is to provide professionals with a forum in which to share ideas and good practice, continue professional development around Emotion Coaching, support each other and reflect together.

If you would like to attend or have any queries please contact

Francesca.heffernan@appliedpsychologies.com. It would also help if you could share your job title and area you are travelling from as this will help plan this and future sessions.

30.3.20 Integrated Personal Budgets, Birmingham

The Council for Disabled Children are holding a half-day knowledge sharing event, focusing on Integrated Personal Budgets. They will be sharing the learning from Sandwell who have been part of the CDC accelerated working group on personalisation. They used the opportunity to develop and pilot an integrated personal budget across education, health and social care.

If this is of interest to you, please sign up for free by following this

link: <https://www.eventbrite.co.uk/e/cdc-knowledge-sharing-event-tickets-92199656655>.

30.3.19 – 5.4.19 World Autism Awareness Week

https://www.autism.org.uk/get-involved/world-autism-awareness-week.aspx?utm_source=The%20National%20Autistic%20Society&utm_medium=email&utm_campaign=11002581_enewsletter%20-%202024.10.19%20ACTIVE%20%5Bautismguidance%5D&utm_content=WAAW%202020%20%5Bautismguidance%5D&Keywords=WAAW%202020%20autismguidance&dm_i=YA3,6JT N9,WN4D6D,Q1CUN,1&mc_cid=e2606246ee&mc_eid=d142dc033f

31.3.20 Northern Tribunal User Group, 10.30am Crowne Plaza City Centre, 70, Shudehill, Manchester M4 4AF

If you wish to attend please email: presidentsoffice.HESC@Justice.gov.uk

1.4.20 Inclusive Information day: Enhancing Communication, Exploration and Independence. 9 – 12 noon Holiday Inn, Lime Street, Liverpool LN1 1NG

Pushing the boundaries of communication and control

This brand new Information Day is a great introduction for those new to assistive technology or for those professionals who wish to get up-to-date on the latest emerging trends in assistive technology. Led by AT experts, this free half day learning session offers a hands-on demonstration of the very latest hardware and software including real word examples, case studies and success stories.

Eye Gaze for all

Looking at eye gaze technology, the leading products will be compared with explanations of the differences between them, from eye trackers that are suitable for emerging users on their steps of using eye gaze and developing their early eye tracking skills through to devices that are designed for advanced eye gaze users and require full computer access through eye gaze.

Virtual Reality for education

In a demonstration of the latest virtual reality technology for the classroom, learn how the CODiE 2019 award winning Inclusive ClassVR can enhance and complement student's real-world exploration and play. Understand how VR technology has helped to develop students engagement skills, aid transition, increase vocabulary, teach important life skills and given students the opportunity to enjoy physical and sensory experiences.

- Suitable for teachers, therapists and school staff.
- Time available to try out all products demonstrated.

To book a place: http://www.inclusive.co.uk/events/booking-form?utm_source=newsletter&utm_medium=email&utm_campaign=infoday2020&utm_content=feb&mc_cid=33f113b40f&mc_eid=b1f24d273a

1.4.20 Your Future, Your Choice, 11.30am – 7pm, Floral Pavilion, New Brighton, Wirral CH45 2JS

This Special Education Needs and/or Disability (SEND) event is hosted by Wirral. at the Floral Pavilion called 'Your Future, Your Choice'. It is hoped schools and colleges will attend by day and families early evening. The event aims to prepare our SEND young people and their families as they move from Children's to Adult services. What to expect? What's on offer? What are the options? All too often the feedback is that "things just stop" and the services the children have grown up with simply aren't available to them anymore.

Understandably young people need to be made aware of the changes ahead and the range of adult services open to them. Wirral SEND young people, their parent/carers, the local authority, health services and their invaluable third sector organisations recognise the importance of preparing young people for their journey in adulthood and this event will go some way towards achieving that.

The event is open to all but primarily of benefit for our families with young people with SEND between the ages of 13-25 years. There will be a marketplace for providers and services, speakers, performances and a series of workshops.

21.4.20 Moving and Handling Update for Trainers and Assessors, Disabled Living Centre, Burrows House, Worsley, Manchester, M28 2LY.

Offering a participative theoretical and practical session each delegate will achieve satisfaction that they have updated and consolidated their knowledge and skills related to their work. If you require more information please email training@disabledliving.co.uk

22.4.20 Tackling Gangs, Violence and Weapon Crime Conference 2020 Manchester

This conference brings together the key stakeholders involved in tackling gang, violence and weapon crime in the UK. With keynotes from senior bodies and case study examples of best practice, attendees will get the latest information and be able to benchmark and gain new insights and strategies on how to best tackle gang crime.

<https://www.governmentevents.co.uk/event/combating-gangs-violence-weapon-crime-conference-manchester-2020/>

24.4.20 Building the Right Support, Pinewood Education Centre, Stepping Hill Hospital, Stockport

Following on from Stockport's Highly Successful Transforming Care Event in January 2019 where they high-lighted PBS and Least Restrictive Practice they are now planning a 2nd Conference focusing on 'Building the Right Support'. Stockport's Challenging Behaviour Support Services for people with learning disability and/or Autism have undergone a period of rapid change and improvement. They have been working to train Stockport schools on PBS and collaborating with colleagues in social care to improve outcomes for young people and families. They are looking to implement key objectives set out in the transforming care agenda.

This Conference has been organised to update senior leaders, clinicians, teachers and parents with these developments locally and nationally, and to help implement Positive Behaviour Support across Health, Education and Social Care.

Key speakers:

- Guzanfar Ali, Project Manager (Transforming Care), Programme Manager (NHS GM Accelerator Programme), NHS Salford CCG & Greater Manchester Commissioning Hub.
- Heather Armstrong, Clinical Psychologist and Clinical Lead for the CAMHS LD Team, Central and North West London NHS Foundation Trust.
- Sue Barrett, Lead Consultant Child & Adolescent Psychiatrist at Stockport Healthy Young Minds (a child and adolescent mental health service) under Pennine Care NHS Foundation Trust.
- Andrea Flood, Clinical Psychologist, a University Clinical Teacher, as part of the Doctorate in Clinical Psychology Programme Team at the University of Liverpool.
- Carla Innes is a Specialist Clinical Psychologist and clinical lead for the challenging behaviour pathway in Stockport at Healthy Young Minds (a child and adolescent mental health service) under Pennine Care NHS Foundation Trust.
- Andy Smith, Associate Consultant, Pathways Associates.
- Kelly Taylor, Strategic Case Manager for the North, Children and Young People, Learning Disability Programme, NHS England

For further information and to book a place contact Tanya Farley on 07966 399 709 or email stockporttransformingcare@gmail.com

24 & 25.4.20 The Tes SEN Show in Manchester brings learning alive.

Returning over 2-days this show gives EN teachers access to a wide range of CPD opportunities from seminars, workshops, an Inclusion Theatre and TeachMeets to panel debates, a parent-carer-teacher forum and a busy supplier marketplace. The Tes SEN Show is a must for SEN educators.

Register FREE today and book Early Bird priced seminars by Friday 6 March

<https://www.tessenshow.co.uk/manchester>

14.6.20 Z-access Family Fun Day 10 – 2pm, Z-arts, 335 Stretford Road, Hulme, Manchester M15 5ZA

A fun, interactive day of events at Z-arts offering a safe and welcoming environment for families with disabilities and additional requirements to explore their creativity. There will be drama, music, arts and crafts and creative play sessions, as well as a sensory space and a time-out space. Alongside the trained staff and facilitators there will be a BSL interpreter.

To book a place: https://www.z-arts.org/events/z-access-family-fun-day/?dm_i=4V00,ANPS,34N0JF,15KGV,1

15 – 18.6.20 ADOS 2: Administration and coding

Manchester

The course takes place over 4 days for Modules 1 to 4. Trainees will become familiar with the administration and coding of each of these modules through watching and coding videos of the ADOS, and through discussion with our highly experienced, expert trainers. Trainees will also have the opportunity to practice various tasks, and explore the materials and toys provided with the ADOS-2 kit.

ADOS-2 is the latest revision of the Autism Diagnostic Observation Schedule, and has been adapted to anticipate the changes to the diagnostic definitions of DSM-5. The ADOS is the most widely used observational assessment in the diagnosis of autism spectrum disorder, for both clinical and research purposes. It is often described as the “Gold Standard” research assessment for autism.

<https://our.learningdisabilitieshealthnetwork.org.uk/t/ados2-administration-and-coding/1734>

26.6.20 Implementation Science in Neurodevelopment, Alliance Manchester Business School, Booth St W, Manchester M15 6PB

Autism research into practice. Speakers include:

Dame Stephanie Shirley CH - philanthropist and supporter of autism charities and research.
Paul Wilson - Centre for Primary Care and Health Services Research, University of Manchester. Co-Editor-in-Chief of the leading international journal 'Implementation Science'.

Jon Spiers - Chief Executive, Autistica, the UK Autism Research Charity.

Jonathan Green - Professor of Child Psychiatry, University of Manchester and Royal Manchester Children's Hospital.

Sandy Bering - Strategic Lead Commissioner, Greater Manchester Health and Social Care Partnership.

Catherine Aldred - Consultant speech and language therapist, Honorary Lecturer, University of Manchester, Director of IMPACT.

For further information call 0161 440 8685 or email: Catherine.r.aldred@manchester.ac.uk

17 & 18.9.20 The Down Syndrome Research Forum 2020, University of Manchester

The Down Syndrome Research Forum is a regular international event where researchers, students, practitioners, and families meet to discuss current research and practice, and learn from each other. They welcome presentations of research work (including work in progress) and presentations from practitioners who may wish to share their experiences of using particular interventions or service models. They also welcome contributions from family members and can advise on how to present them.

If you would like to present at this year's Forum, please submit an abstract to research@dseinternational.org by April 30th 2020. They welcome individual paper submissions and suggestions for symposia if you wish to organise one. The duration of each individual presentation is approximately 20-minutes (including 5-minutes for questions). Symposia should consist of 3 or 4 individual papers organised around a clear theme.

Abstracts for individual papers (max. 300 words) should include: (i) the title, (ii) names of all authors (with institutional affiliations where appropriate), (iii) email address of first author, and (iv) a summary of your presentation. Summaries for research talks should include: background, research question(s), method, results, and conclusion.

Abstracts for symposia: Abstracts for symposia should include a symposia abstract (max 300 words) and an abstract for each individual paper in the symposia (as above). The symposia abstract should include: (i) Name(s) of organizer(s), presenters, and the discussant and their e-mail addresses, institutional affiliation(s); (ii) Title of the symposium; (iv) Aim(s) of the symposium and a summary of the contribution of each presentation.

The Committee will review abstracts and confirm submissions by the end of May 2020. The full programme will be published by 1st July 2020.

If you are new to the Forum, you can find further details about its aims at <https://www.down-syndrome.org/en-gb/research/forum/>

SHARING PRACTICE ACROSS THE NORTH WEST: Co-production with children and young people

In November 2019 the North West SEND Regional Network held a co-production event with children and young people from across our region in partnership with Youth Focus North West. We are delighted to share the slides from the event alongside a fabulous report on the outcomes and an amazing video showcasing a brilliant day.

The day produced some innovative ideas for co-production as well as sharing what works so please visit the must read links below:

[Event Video](#)

Event slides

The report is a great record of the day, do read it at:

Event Outcome Notes

RESOURCES:

NW SEND Network are pleased to be able to share the slides from the following event:

Information Advice and Support programme strategic regional workshop

Slides from sessions on: IASP Introduction, DfE presentation, Joint Commissioning, Contract presentation, SEND review, Sustainability

<https://www.nwsend.network/>

Cerebra myth busters:

Cerebra have a a new range of factsheets called myth busters available to download now.

These aim to dispel common misconceptions around a range of topics including DLA, school transport and sleep

<https://cerebra.org.uk/latest-news/new-mythbusters-available-now/>

Free autism toolkit for police custody

Academics from the University of Nottingham, in partnership with the police and a group of autistic people, have created a toolkit for police custody staff. This contains training and information guides to help the police support autistic detainees in their custody.

https://www.nottingham.ac.uk/news/autism-awareness-training-for-police?utm_source=The%20National%20Autistic%20Society&utm_medium=email&utm_campaign=11241634_criminaljustice%20-%20newsletter%2021.1.20%20%5Bautismguidance%5D&utm_content=Autism%20awareness%20training%20%5Bautismguidance%5D&Keywords=Autism%20awareness%20training%20autismguidance&dm_i=YA3,6OY3M,KUG4LR,QPE2Y,1

Learning Disability Matters for Families WebAPP

The site has now been launched and is at <https://learningdisabilitymatters.co.uk/>

It provides useful advice and guidance, information about support services and access to a short screening tool to help identify children and young people who might have a learning disability

Preparing for Adulthood Outcomes tool

<https://www.preparingforadulthood.org.uk/SiteAssets/Downloads/yeded5wb636481748062535810.pdf>

CONSULTATIONS

Reforms to unregulated provision for children in care and care leavers

Children in care and care leavers are some of the most vulnerable children and young people in society. Every child and young person should have access to a stable and secure placement in accommodation that can meet their needs and, most importantly, keep them safe. We need to work together to make this happen and deliver the support these vulnerable children and young people deserve.

The number of children in care aged 16 or 17 placed in unregulated settings has increased from 2,900 in 2009 to 6,100 in 2019. We want to ensure these placements are good quality. It is unacceptable for any child or young person's placement to not meet their needs and or keep them safe, for any amount of time.

Proposals include:

- banning using independent and semi- independent provision for under 16s;
- introducing national quality standards;
- ensuring Independent Reviewing Officers (IROs) represent young people's interests;
- requiring local authorities and policy forces to liaise; and
- new legal powers for Ofsted to take action against illegal providers

Closing date: 8th April 2020

<https://www.gov.uk/government/consultations/unregulated-provision-for-children-in-care-and-care-leavers>

<https://consult.education.gov.uk/unregulated-provision/unregulated-provision-children-in-care/>

<https://www.gov.uk/government/news/strict-new-measures-to-protect-vulnerable-children-in-care>

Open consultation - Regulating independent educational institutions

This consultation seeks views on a number of proposals for legislation. A commitment to consult on the first proposal was included in a statement by the Parliamentary Under-Secretary of State for the School System, Lord Agnew, in March 2018.

In summary, the proposals are:

- Expanding on the categories of full-time institutions that will be regulated in the same way that independent schools are currently regulated, and defining what is "full-time";
- Changing the basis for how some appeals against enforcement action, under the Education and Skills Act 2008, are determined by the court;
- Revision of the system for making changes to the registered details of independent educational institutions.

Closing date: 8th May 2020

<https://www.gov.uk/government/consultations/regulating-independent-educational-institutions>

<https://consult.education.gov.uk/school-frameworks/regulating-independent-education-institutions/>

'Talking about Tomorrow' – A survey on transitions to adulthood

This survey is for parents and carers of young disabled people aged 14 and over. Contact want to hear about your current and past experiences at the time when your child or young person was transitioning to adulthood

<https://www.surveymonkey.co.uk/r/TransitionAdulthood2020>

WHOLE SCHOOL SEND REVIEW TRIAL

The Whole School SEND Review provides a framework that enables school leaders to evaluate the effectiveness of current SEND provision through a structured self-evaluation and peer review with another school.

The trial will use the Strengths and Difficulties Questionnaire (SDQ) to measure impact on student well-being. Summary reports of the SDQ data will be shared with all participating schools and could support the identification of issues relating to Government advice on mental health and behaviour in schools.

If you would like to find out more or register your interest go to

https://www.sendgateway.org.uk/whole-school-send/eef-trial-.html?utm_campaign=2581056_January%20member%20newsletter&utm_medium=email&utm_source=Nasen&dm_i=2F68,1JBK0,7KZLHG,56RPN,1

INFORMATION:

Taskforce Charter: National Quality Improvement Taskforce for children and young people's mental health inpatient services

This document provides details of the vision for mental health, learning disability, and autism inpatient services to be delivered to the consistently high standard that children and young people deserve.

<https://www.england.nhs.uk/publication/taskforce-charter-children-young-peoples-mental-health/>

NEW INCLUSION INDEX:

MIME (Making Information Matter) has created an inclusion index to support understanding of the landscape of inclusion of pupils with SEND in education across England. The index combines a number of data sources including:

- Exclusion rates
- The proportion of children and young people with an Education, Health and Care plan
- The school placement of children and young people with an EHCP
- The attainment and progress cores of pupils with EHCPs and those not in education, employment or training.

For an area to have a high score, it would have a high percentage of pupils with SEND supported in mainstream education. Pupils with SEND would have fewer exclusions, plus good attainment and progress. There is a thorough explanation for how the tables were compiled. However, it would appear that the data is only concerned with children and young people with EHCPs and does not include those on SEND Support.

<https://bit.ly/37g2mmh>

GUIDANCE:

Personal health budgets and personal wheelchair budgets

Last month the NHS released an updated version of 'Guidance on the legal rights to have personal health budgets and personal wheelchair budgets', first published in September 2014. This guidance document supports clinical commissioning groups and other relevant bodies to meet their duty to ensure eligible groups of people benefit from the legal right to have a personal health budget or personal wheelchair budget. This includes people eligible for NHS Continuing Healthcare, children and young people's continuing care, people eligible for after-care services under section 117 of the Mental Health Act, and people in receipt of NHS wheelchairs.

The document can be accessed here: <https://www.england.nhs.uk/publication/guidance-on-the-legal-rights-to-have-personal-health-budgets-and-personal-wheelchair-budgets/>

Updated guidance on public exam access for those with sensory impairments.

The National Sensory Impairment Partnership has updated its guidance to help teachers of children and young people with hearing impairment, vision impairment and multi-sensory impairment.

This guidance helps them understand the main principles that underpin making reasonable adjustments for public examinations and the main access arrangements that may be appropriate for candidates with a sensory impairment. It also includes useful examples of specialist reports written to support applications for access arrangements. Although the primary focus of the guidance is on GCSE and A Level examinations, much of the content can be applied to all forms of summative assessment.

<https://bit.ly/2CPSmrD>

Developing guidance: The National Children’s Bureau (NCB) needs your help with an exciting project to develop National Institute for Care Excellence (NICE) guidelines on babies, children and young people’s experience of healthcare.

NCB would like to partner with **6 groups** of children between 4-7 years old in any location across England. They would like to run **one fun, interactive session** with each group.

They will explore how young children view healthcare – what they think about health and what makes it a positive or negative experience.

This is a really exciting project that will have an impact on how babies, children and young people in England experience healthcare. If you want to get involved, please email Saskia Jenkins for more details: sjenkins@ncb.org.uk

UPDATED FRAMEWORKS FOR SUPPORT:

Published by the Department of Health and Social Care, the below frameworks set out the skills and knowledge that health and social care workers need to deliver high-quality care and support for people with a learning disability and autistic people. You can use them to support the development and planning of the workforce, and to inform the design and delivery of education and training programmes.

[Core Capabilities Framework for Supporting Autistic People](#)

[Core Capabilities Framework for Supporting People with a Learning Disability](#)

nasen Mini-guides

nasen regularly produce short miniguides on a range of topics within the sector. The miniguides are free to download. They include:

Improving health care: Learning disabilities and autism

Understanding the eye care and vision needs of pupils with special educational needs and disabilities

Childhood acquired brain injury: The hidden disability

Children with medical needs: What schools and settings need to know

Identifying and supporting children with SEND in the early years: PVI and governing body-led early years settings

Identifying and supporting children with SEND in the early years: Childminders

Identifying and supporting children with SEND in the early years: Reception classes

Identifying and supporting children with SEND in the early years: Maintained nursery classes

Girls and Autism: Flying under the radar

The SEND Code of Practice: 0 to 25 years

Supporting pupils with Specific Learning Difficulties (SpLD)

Effective adult support: Inclusive practice

SEN support and the graduated approach: Inclusive practice

Working in Partnership with Parents and Carers

The Pupil Premium

Tracking Progress and Managing Provision: Inclusive practice

Transition

Supporting Reading and Literacy in Secondary Schools

<https://nasen.org.uk/resource->

[listing/miniguides.html?utm_campaign=2581056_January%20member%20newsletter&utm_medium=email&utm_source=Nasen&dm_i=2F68,1JBK0,7KZLHG,56RPO,1](https://nasen.org.uk/resource-listing/miniguides.html?utm_campaign=2581056_January%20member%20newsletter&utm_medium=email&utm_source=Nasen&dm_i=2F68,1JBK0,7KZLHG,56RPO,1)

WORKFORCE DEVELOPMENT:

About Down’s Syndrome: Let’s Talk about Relationships and Sex training resource

There is an assumption with typical RSE that young people will pick up certain things on their own or from their peers, which young people with Down’s syndrome are less likely to

do. This can lead to a lack of understanding in adulthood, from the practicalities of sexuality and relationships to the laws and rights surrounding them.

In response to this need, this training package has been specifically designed for the learning strengths and challenges of people with Down's syndrome.

The training will be facilitated by those who purchase the resource, such as a care provider, a local authority, support group or a parent or carer, who will use the resource to deliver eight sessions covering all aspects of Relationships and Sex.

<https://www.downs-syndrome.org.uk/about/training/lets-talk-about-relationships-and-sex-training-resource/>

MENTAL HEALTH:

AN OPPORTUNITY FOR FAMILIES to take part in NHS challenging behaviour study

University College London are helping the NHS test an early intervention course for parents with pre-school children with learning disabilities; supporting parents to manage their child's behaviour. More than 190 parents have already joined the study, and there are still some places left.

Families involved in the study have told us that they enjoy meeting research assistants to talk about their child's behaviour and to reflect on how they are feeling. Are you interested?

To find out how to get involved please email the project team at the University College London epicc-id@ucl.ac.uk

REPORTS:

The State of Children's Mental Health services

A report from the children's commissioner looks at the provision of children and young people's mental health services for the hundreds of thousands of children who need help, support and treatment. It also looks ahead to assess whether current government plans go far enough to meet demand. It finds that, while the NHS has made tangible progress in the provision of mental health services for children, the current system still doesn't meet the needs of all of the estimated 12.8% of children in England with mental health problems – or the many more children who fall just below the threshold for clinical diagnosis. Read more at <https://www.childrenscommissioner.gov.uk/2020/01/30/childrens-mental-health-report-warns-chasm-remains-between-what-services-are-available-and-what-children-need/>

Children and Disability: Local and National Perspectives

On 31st January 2020, the Law Clinic held a one day conference that brought together a wide number of academics, NGO organisations, parent representative groups and Liverpool City Council to examine and understand the provision of services for children and young people with disabilities.

There will be more details to follow in the coming days.

A full report of the conference is available here:

[Liverpool SEND Report Jan 2020](#)

Embracing Complexity in Diagnosis

This report recognises the co-occurrence of many neurodevelopmental conditions such as ASHD, Autism, dyslexia – including DLD. It points out that for many children, each condition is identified separately, and calls for a more joined up approach to diagnosis. It draws on case studies from services who are starting to diagnose multiple conditions as part of a single assessment process.

<http://embracingcomplexity.org.uk/assets/documents/Embracing-Complexity-in-Diagnosis.pdf>

Ofsted annual report

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/859422/Annual_Report_of_Her_Majesty_s_Chief_Inspector_of_Education_Children_s_Services_and_Skills_201819.pdf

Summary report

<https://www.gov.uk/government/publications/ofsted-annual-report-201819-education-childrens-services-and-skills/ofsted-annual-report-201819-hmci-commentary>

The English Local Government Public Health Reforms. An independent assessment

https://www.kingsfund.org.uk/sites/default/files/2020-01/The_English_local_government_public_health_reforms_assessment_January_2020.pdf

Accessibility plans as effective tools for inclusion in schools: Are they working?

Research from campaign group the Alliance for Inclusive Education (ALLFIE) has raised concerns that too many parents are in the dark about the existence of such plans, which are often “hidden away” on school websites.

Accessibility plans have been a legal requirement since 2002 and are intended to improve access, ensure teaching and assessment are appropriate for disabled children, and that parents are involved in decision-making.

The research, which is based on a series of focus groups, interviews and surveys involving around 400 disabled secondary school pupils and their parents, finds that just seven per cent of parents have been invited by schools to take part in developing accessibility plans. By failing to publicise and implement accessibility plans, a school might be breaching the SEND Act 2001, the Equality Act 2010, and the SEND Code of Practice (2015).

The study was funded by the Drill programme – Disability Research on Independent Living and Learning – and it also reports that many disabled pupils report that they are unable to take part in a full range of school activities, such as school trips and PE lessons.

Recommendations in the report include new national guidelines to support schools, increased monitoring from the Department for Education and better training for school leaders.

Dr Armineh Soorenian, who carried out the research, said: “Schools should involve parents in developing and reviewing their accessibility plans. They should promote them rather than hiding them away in the furthest reaches of their website. Crucially, schools clearly need to turn the fine words often set out in those plans into meaningful support for disabled pupils and their parents.”

The report can be downloaded at www.drilluk.org.uk

Access to child and adolescent mental health services in 2019

This report, by the Education Policy Institute, looks at the proportion of referrals to child and adolescent mental health services (CAMHS) that are rejected, and waiting times to assessment and treatment for accepted referrals. It also describes mental health provision for certain groups of vulnerable young people: those with conduct disorder or difficulties, in contact with the social care system, and those transitioning from CAMHS to adult mental health services.

<https://epi.org.uk/publications-and-research/access-to-child-and-adolescent-mental-health-services-in-2019/>

The Time is now: addressing missed opportunities for Special Educational Needs Support and coordination in our schools

This new research report from Nasen focuses on the current issues and priorities that SENCOs, and others, have identified in relation to the development of Special Educational Needs in their settings. The report found that time-consuming Education, Health and Care

(EHC) plan needs assessment requests, and complex paperwork requirements from local authorities, are preventing them from being able to carry out their role effectively. The most common request by SENCOs was for more support to help them facilitate their role, particularly more administration support. Simplified referrals routes, and the ability to access timely, appropriate, local authority support, were cited as key changes which would positively impact on the facilitation of the SENCO role. Respondents felt that the greatest priority in schools was to provide effective provision for children with SEN, with a key focus on developing the skills of staff in relation to High Quality Teaching. The report makes a number of recommendations.

<https://nasen.org.uk/uploads/assets/08ab8e82-ec23-4d2c-9ab5bd6b8d38736b/National-SENCO-Workload-Survey-Report-Jan-2020.pdf>

Workforce census: Focus on vulnerable children and families paediatric workforce (2020)

Research by the Royal College of Paediatrics and Child Health (RCPCH) shows that the paediatric workforce is facing growing demand and decreasing resources. Findings reveal that many Trusts, Health Boards, and Clinical Commissioning Groups (CCGs) have yet to create roles for child deaths, looked after children, and children with special educational needs, disability or additional learning needs. The non-existence of these lead roles increases the likelihood of clinicians being asked to fulfil duties for which they haven't received the relevant training, and it places already vulnerable groups at greater risk. The RCPCH makes the following recommendations:

- Lead roles should exist without exception;
- Guidance should be developed for roles in all UK nations;
- Review the need for additional lead roles in areas where none currently exist;
- Ensure holders of lead roles have the necessary experience, support and training;
- Recruit and train more paediatricians.

<https://www.rcpch.ac.uk/resources/workforce-census-focus-vulnerable-children-families-paediatric-workforce-2020>

FUNDING: LIVERPOOL CITY REGION

Round 3 of ESF Community Grants for Liverpool City Region is now OPEN and will close at noon 26th February.

A £2.7 million programme to tackle unemployment launched in April 2019 with backing from the European Social Fund.

The funds have been granted by the government's Education and Skills Funding Agency (ESFA) in partnership with Liverpool City Region Local Enterprise Partnership to the Worker's Educational Association (WEA), an adult education charity which provides training and learning opportunities for people at risk of exclusion.

Over the next two years, the charity will help thousands of people who face additional barriers in the workplace, such as lone parents, improve their employability and gain permanent employment.

The WEA will distribute small grants of £20,000 across Merseyside and Halton to eligible organisations in the voluntary, community and social enterprise sector between April 2019 and May 2021.

Funded activities will target those aged 19 and over, from the hardest to reach communities. The funding can help all who are out of work but especially those with:

- disabilities and long term health conditions
- single parents
- women
- people from ethnic minorities
- people over 50
- those planning to return to the workplace after a long period of absence

For information on how to apply go to <https://www.wea.org.uk/liverpool-eligibility-questions>

LINKS TO OTHER NEWSLETTERS:

Afasic news:

<https://mailchi.mp/25a93bcd3fed/afasic-online-updates-free-updated-app-available-now?e=99e418390f>

ICAN news:

<https://mailchi.mp/e1acb8465bd3/i-can-communicate-september-220473?e=417996feb0>

Making Ourselves Heard news:

<https://mailchi.mp/ncb/september-making-ourselves-heard-newsletter-1298129?e=59c28d4a77>

NAS Criminal Justice newsletter

<https://nas-email.org.uk/YA3-6OY3M-A1KUG4LR64/cr.aspx>

Ofsted news

<https://mailchi.mp/ofsted/j0j13n9u3d-123513?e=ecd8ab8f8b>

Positive about autism newsletter

<https://mailchi.mp/78908f7872ac/autism-newsletter?e=acbe2531b0>

RCPCH & Us – news:

<https://dmtrk.net/12S1-6PK8A-65S3W13E61/cr.aspx>

Whole School SEND/nasen news:

<https://dmtrk.net/2F68-1J2H4-527KZLHGDE/cr.aspx>