



NW SEND Regional Network Newsletter

June 2020

The network is keen to provide support for children, families and practitioners during the Covid-19 pandemic. 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.

Dr Cathy Hamer
NW SEND Regional Network co-ordinator
Email: cwh01@hotmail.co.uk Mob: 0778 357 7284

Legislation

The temporary changes to the law for those children & young people with education, health and care plans that have been in force since 1 May have been extended to 30 June.

[Changes to the law on education, health and care needs assessments and plans due to coronavirus.](#)

Guidance

New guidance on how return to school applies to children and young people with SEND has been published and can be found at: [Supporting children and young people with SEND as schools and colleges prepare for wider opening](#)

Children and young people with SEND in mainstream and Alternative Provision settings who have not been attending and are in eligible year groups should experience the same return to their settings as their peers, informed by their individual circumstances and risk assessments.

Special schools, special post-16 institutions and hospital schools should work towards welcoming back as many children and young people as can be safely catered for in their setting, based on the child or young person's risk assessment but not using their year group as a primary deciding factor

In both mainstream and special settings:

Children and young people with EHC plans who are already attending their education setting, because they have been risk assessed as safe or safer in school/college, should continue to attend after 1 June, whatever year group they are in.

Educational settings and local authorities should keep risk assessments up to date, to ensure they are able to offer places to pupils and students, whatever year group they are in, where appropriate.

Children and young people who are clinically extremely vulnerable and shielding, or who live in a household with somebody this applies to, will not be expected to attend in person.

This guidance should be read alongside:

[Actions for education and childcare settings to prepare for wider opening from 1 June 2020](#) and [actions for FE colleges and providers during the coronavirus outbreak](#), which sets out the overarching aims and principles of wider opening and the next steps for education and childcare providers.

Guidance on [implementing protective measures in education and childcare settings](#).

[Safe working in education, childcare and children's social care](#) – guidance about preventing and controlling infection, including the use of PPE in education, childcare and children's social care settings during the coronavirus outbreak.

Guidance on [isolation in residential educational settings](#).

Guidance on [supporting vulnerable children and young people during the coronavirus outbreak](#).

RCPCH Guidance for Clinicians regarding Children and Young People shielding

<https://www.rcpch.ac.uk/news-events/news/rcpch-releases-guidance-clinicians-shielding-children-young-people>

NW SEND Regional Network events

1.7.20 9.30 – 11 Virtual job coach peer support network

The purpose of this session is to provide some space for job coaches working in post 16 settings and supported internship programmes to come together to share their learning, explore the key challenges they are experiencing and how they are trying to overcome them. The places will be restricted to 20 with a first come first served approach. [To book your place please complete the Eventbrite booking form here](#). To help make the best use of the time, everyone who books on is requested to [complete a brief survey here](#). If you are unable to book a place please email Barry.Jones@ndti.org.uk to express an interest in further sessions.

8.7.20 9.30 – 11am NW PfA network online webinar using MS TEAMS

The webinar will cover a suite of person-centred planning tools that can help with better planning with young people and their families. [These tools are available here](#) on the first four pages of the PfA resources section of the website with written descriptions of each tool. Places are restricted to 20 on a first come first served approach.

To book your place [please complete the Eventbrite booking form here](#)

If you are unable to book a place please email Barry.Jones@ndti.org.uk to express an interest in further webinars.

Other events

Nasen CPLD webinars – Information on all of the following is available at

<https://dmtrk.net/2F68-1L7VL-527KZLHGDE/cr.aspx>

23.6.20 Early Years – Working together with parents to identify SEND

25.6.20 Governance of SEND: Part 1

1 & 8.7.20 Effective support for children and young people with SEND – Two sessions

2.7.20 How can teachers support the transition back to school for children with SEND?

23.6.20 Promoting mental health in learning settings, Zoom webinar

<https://edpsy.org.uk/event/promoting-mental-health-in-learning-settings-06-20/>

23.6.20 Working alongside parents of children with SEND, webinar

https://www.bigmarker.com/TesSENShow/Working-alongside-parents-of-children-with-SEND?show_live_page=true

23.6.20 Changing young people's lives through personalised care - Webinar 1-2:30 pm

Changing young people's lives through personalised care – how local areas have offered personalised care, including personal health budgets to children and young people (CYP) accessing mental health services. In this webinar NHS England and NHS Improvement, alongside a number of areas who participated in the 'CAMHS Personal Health Budgets Development Programme' will provide details of how they developed a personalised offer of care and support for some of the children, young people (CYP) and families accessing local mental health services.

Here is the participants link to register:

<https://nhsiq.webex.com/nhsiq/onstage/g.php?MTID=ef11f52e5ec406c42bd345b76f0bbeea4>

24.6.20 Building friendships in a neurotypical world, Zoom webinar

<https://edpsy.org.uk/event/building-friendships-in-a-neurotypical-world-06-20/>

25.6.20 Preparing children and young people to return to school – Making the transition webinar

https://www.bigmarker.com/TesSENShow/Preparing-children-and-young-people-to-return-to-school-making-the-t?show_live_page=true

26.6.20 Autism Research into Practice, On-line with live Q&A

FREE to parents and carers. Register online

www.pacttraining.co.uk/symposium-registration-form/

30.6.20 Supporting the emotional and mental health of the education workforce webinar

https://www.bigmarker.com/TesSENShow/Supporting-the-emotional-and-mental-health-of-the-education-workforce?show_live_page=true

2.7.20 Access Anxiety and Remote learning webinar

https://www.bigmarker.com/TesSENShow/Access-Anxiety-and-Remote-Learning?show_live_page=true

3.7.20 Masterclass – Therapeutic interventions to reduce the harmful effects of adverse childhood experiences

<https://edpsy.org.uk/event/masterclass-therapeutic-interventions-to-reduce-the-harmful-effects-of-adverse-childhood-experiences-07-20-2/>

3 – 10.7.20 Autistica's research festival takes place on Zoom

<https://www.eventbrite.co.uk/e/autistica-research-festival-tickets-109165980386>

7.7.20 Rethinking technology in the classroom webinar

https://www.bigmarker.com/TesSENShow/Rethinking-technology-in-the-classroom?show_live_page=true

9.7.20 Supporting bereaved pupils with additional needs webinar

https://www.bigmarker.com/TesSENShow/Supporting-bereaved-pupils-with-additional-needs?show_live_page=true

14.7.20 Mental health and resilience for the whole school community webinar

https://www.bigmarker.com/TesSENShow/Mental-health-and-resilience-for-the-whole-school-community?show_live_page=true

16.7.20 Easy to use technology for learning webinar

https://www.bigmarker.com/TesSENShow/Easy-to-Use-Technology-for-Learning?show_live_page=true

20.7.20, 21.7.20, 27.7.20, 28.7.20, 3.8.20, 4.8.20 Resilience enabling approaches for children and young people (REACH) On-line

This is a 'Train the Trainer' course delivered via Zoom enabling Educational Psychologists to cascade the REACH course in their area. Non-EPs are welcome to attend as practitioners.

<https://edpsy.org.uk/event/resiliency-enabling-approaches-for-children-young-people-reach-online-07-20/>

18 – 21.1.21 ADOS2 Administration and Coding, Manchester

<https://positiveaboutautism.co.uk/ados2.html>

Support for families: Family Fund news

Support for children with complex needs

https://www.gov.uk/government/news/37-million-to-support-children-with-complex-needs?utm_source=cd2ccf5f-e4da-48c3-9c73-a37a60f53cd8&utm_medium=email&utm_campaign=govuk-notifications&utm_content=immediate

Meet Tomorrow's Leaders – Our North West stars

Andy Smith from Bury and Poppy Cain from Wirral feature in a new magazine Tomorrow's Leaders: A World Beyond Disability. The magazine features the achievements of over 30 inspirational young disabled people who are leading in their communities, with ambition, hard work & dedication.

The publication is written for those learning and working in education. It highlights the importance of having the highest aspirations for our young people and supporting them to achieve them.

You can view the magazine by clicking on this link

here: <https://www.excellencegateway.org.uk/content/etf3202>

Check out Page 19 – Andrew Smith

Andy is an Inclusion Ambassador/SEND Advocate for Bury Council working to make sure they not just listen to, but take action based on the views of children and young people with SEND. As a result of Andy's work, Bury Council has improved accessibility within the community for young disabled people, enabling them to attend local youth clubs and feel less socially isolated.

Check out Page 44 – Poppy Cain

Poppy proudly represents the thousands of SEND young people in Wirral. She is a passionate advocate for children and young people with special educational needs and disabilities (SEND). She is working hard to raise the profile of employing staff with both physical and hidden disabilities. As a result of her work in collaboration with the Department for Work and Pensions (DWP) and Wirral's Chamber of Commerce there are increased job opportunities and more aspirational career options available for young people with

SEND. Additionally, the value of supported internships is being appreciated and supported across the Liverpool City Region.

Sharing practice in the North West:

Welcome Back! Trafford TEDs & SENAS EY Guidance Post Lock Down 2020 can be accessed [here](#).

Stockport SEND Improvement Journey

<https://content.govdelivery.com/accounts/UKSMBC/bulletins/28bbae2>

Blackpool's Resilience Revolution - HeadStart's Youth Engagement Team – Best Practice – Co-Production

Youth Engagement workers work alongside Young People to create projects, resources, provisions to share the Resilience Revolution, or embed Resilient Therapy in Blackpool. For example, the Resilience Pathway

(<https://sites.google.com/seaside.blackpool.org.uk/mock/resilience-pathway?authuser=0>)

The Youth Engagement Team and HeadStart hold the ethos of going the extra mile to support those who may ordinarily be overlooked for opportunities to co-produce (SEND, behavioural, attendance issues etc) and that by involving those Young People, the outputs are more relevant and effective as created by those with experience and also that they are the young people who arguably gain the most personally from the opportunity. For example, The Highfurlong Resilience Committee was really flexible and worked upon less conceptual and more tangible issues in school, so adapting was key to their success with the output being a guide to working with young people

<https://sites.google.com/seaside.blackpool.org.uk/mock/news/our-guide-to-working-with-young-people?authuser=0>

During Covid-19 resources and support have been provided

<https://sites.google.com/seaside.blackpool.org.uk/mock/resources-support>

And a Covid-19 College and School survey has been conducted. See the report at

https://sites.google.com/seaside.blackpool.org.uk/mock/news#h.p_7ijUIPrjP2Dv

Find out more at <https://sites.google.com/seaside.blackpool.org.uk/mock/home>

SEND Tribunal

In April 2018, the Department for Education began a national trial to extend the powers of the SEND Tribunal to hear appeals, and make non-binding decisions about, health and social care aspects of Education, Health and Care plans. The trial was due to end on 31 August 2020. However, given the understandable pressures local areas and families are under as a result of coronavirus, the Government believes it is not the right time to introduce any changes to this policy. They have therefore decided to extend the trial until 31 August 2021 and have today written to Directors of Children's Services to inform them and provide further details. A copy of that letter is available here: [Minister Ford's Letter](#)

Guidance and a toolkit with new resources are available at

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

Covid-19

The Brain Architects Podcast: COVID-19 Special Edition: Mental Health in a Locked-Down World

https://developingchild.harvard.edu/resources/the-brain-architects-podcast-covid-19-special-edition-mental-health-in-a-locked-down-world/?utm_source=announcement&utm_medium=email&utm_campaign=covid_podcast_5

Overview of scientific advice

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/885631/Overview_of_scientific_advice_and_information_on_coronavirus_COVID19.pdf

New Zealand's approach

<https://www.youtube.com/watch?v=yZvtoVrykb8>

What do all these new words mean?

With the coronavirus pandemic, there are now lots of new words for us to learn. This [easy read guide for words about coronavirus and what they mean](#) is a glossary for young children and adults.

<https://www.easy-read-online.co.uk/media/53259/coronavirus-glossary-easy-read-v1d.pdf>

FOCUS: Supporting families during Covid-19

Calming down worries, for adults

<https://production-shop-tts.demandware.net/on/demandware.static/-/Library-Sites-TTSSharedLibrary/default/images/blog/Calming%20down%20worries%20-%20adult.pdf>

Calming down worries, for children

<https://production-shop-tts.demandware.net/on/demandware.static/-/Library-Sites-TTSSharedLibrary/default/images/blog/Calming%20down%20worries%20-%20children.pdf>

Focus: Deaf young people & Visually impaired

NDCS' vloggers have developed blogs and vlogs to support deaf young people during corona virus, discussing: top tips for staying positive, corona virus and depression, managing change and also ways to work from home. If this would benefit any of your organisations, links to this is here on their Buzz website: <https://www.buzz.org.uk/>

VisionBridge helps to support eye health, improve the awareness and understanding of the impacts of sight loss and promote the powerful potential of assistive technology (AT) in Learning, Employment and other settings. They create informative and interactive online sessions about appropriate AT for learning environments. You can view some example sessions [here](#).

[Contact VisionBridge](#)

Focus: Supporting those with learning disabilities and/or autism

NW Training and Development Team now have 45 videos available in the library that try to explain restrictions and support for people. Please feel free to share widely so people with learning disabilities, autism or both and families get to see them.

https://www.youtube.com/playlist?list=PLK3JecIzv-EguNbZHVZUSdTGvg_U4jZ2V

Stay Inside: Be Inspired

Changing our lives due to the pandemic is difficult for all of us and there is plenty of general advice out there about how to adapt and cope at this time. However, it can be particularly difficult for children and adults with learning disabilities and/or autism. These resources focus on the use of Active Support to enable families and support staff to develop the skills needed to support people with learning disabilities and/or autism in staying active and trying new things and creating structure and routine.

Guide: <https://www.unitedresponse.org.uk/Handlers/Download.ashx?IDMF=90b16b55-d98b-4fe5-ae71-88ca46837bfc>

Poster: <https://www.unitedresponse.org.uk/Handlers/Download.ashx?IDMF=aa9576c1-8b4a-4c35-bf33-0fa40b435985>

Video resources: https://www.youtube.com/channel/UCsOSf_7hfkYe3yyTa_1KcXA

Meeting psychological needs of people with learning disabilities and their carers
<https://www.bps.org.uk/news-and-policy/bps-guidance-meeting-psychological-needs-people-learning-disabilities-and-their>

Resources to use with people with learning disabilities through the Coronavirus restrictions

<https://www.bild.org.uk/wp-content/uploads/2020/03/LD-Senate-Coronavirus-resources-for-use-with-people-with-learning-disabilities-30.3.2020.pdf>

Easy read posters: Face masks

<https://www.keepsafe.org.uk/posters>

Focus: Supporting transition for young children with autism

The Autism Community Research Network @ Southampton [ACoRNS] have developed some new resources to help professionals and schools learn about children before they transition in September.

The resources are based on creating Digital Stories, which are short videos that show who the child is, including their strengths, capabilities and preferences, rather than focusing on their difficulties and challenges.

Digital Stories can also be used to support assessments for EHCPs during lockdown.

The team have created some short videos and resources that you can use to learn about Digital Stories and how they can be used to support transitions:

<https://autismtransitions.org/how-to-make-your-own-2/>

Focus: Covid-19 and Paediatric Sleep

Sleep tips for children and families from Evelina, London Children's Health care

<https://www.evelinalondon.nhs.uk/our-services/hospital/sleep-medicine-department/coronavirus-sleep-tips.aspx>

Sleep during the Coronavirus Pandemic (Guidance produced by Alexander Haswell, EP)

<https://www.ccht.rbkc.sch.uk/wp-content/uploads/2020/04/Sleep-During-the-Coronavirus-Pandemic.pdf>

Sleep Junkies podcasts on Covid 19 related sleep

<https://sleepjunkies.com/>

MindMate by NHS Leeds

<https://www.mindmate.org.uk/im-a-young-person/top-tips-feeling-good/sleep/>

Sleep resources

<http://www.suffolk.gov.uk/children-families-and-learning/pts/sleep>

Focus: Care experienced children

[IMO](#) (which stands for 'in my opinion') is a spin off website run by the Children's Commissioner for England, providing a place for care experienced children and young people to tell and share their stories.

IMO produces a podcast series called [The IMO Podcast](#), which has returned for a second

series and gives young care experienced people a space to tell their stories on their own terms. The podcast has recently been nominated for Best New Podcast at the British Podcast Awards.

The interviews cover a range of issues including criminalisation, sibling contact, mental health and the first night in care. Subscribe to the IMO podcast on [Google](#) or [Apple](#) podcasts to hear episodes as they're released.

Workforce support

A dedicated app for the adult social care workforce in England has been launched to support staff through the coronavirus pandemic.

The Care Workforce app, developed by NHSX and the NHS Business Services Authority, has been introduced under the new CARE brand.

This new digital hub allows social care workers to access relevant updates, guidance, support and discounts from their phone.

Download by searching 'Care Workforce' on the Apple App Store or Google Play or access by browsers on any device, by visiting: <https://workforce.adultsocialcare.uk/join>

New Psychological First Aid training during COVID-19 open to all frontline and essential workers and volunteers

On 15 June Public Health England (PHE) launched an updated [Psychological First Aid \(PFA\) training module](#), aimed at all frontline and essential workers and volunteers. The course teaches the key principles of giving psychological first aid in emergencies and aims to increase awareness and confidence to provide this support to people affected by COVID-19. PFA is a globally recognised training in emergency situations and PHE has been developed this new course as part of our national incident response, and in partnership with NHS England, Health Education England, FutureLearn and others.

The course is free, and no previous qualifications are required. By the end of the course, outcomes will include: understanding how emergencies like the COVID-19 pandemic can affect us, recognising people who may be at increased risk of distress and understanding how to offer practical and emotional support. The course takes around 90 minutes to complete and is also available in three sessions for the learner to complete at their own pace.

Teacher resilience during coronavirus school closures

<https://www.bps.org.uk/sites/www.bps.org.uk/files/Member%20Networks/Divisions/DECP/Teacher%20resilience%20during%20coronavirus%20school%20closures.pdf>

Support to teams working with autistic people in hospitals

On communication:

<http://annsautism.blogspot.com/search?q=communication>

Top tips for hospital teams:

<http://annsautism.blogspot.com/2020/03/coronavirus-autistic-patients-and.html>

More information relating to hospital visits:

<http://annsautism.blogspot.com/search?q=hospital>

Key worker parents and carers may be facing the pressure of having difficult conversations with their children and families on their role as a key worker, and how this may impact on the safety and dynamics of their family.

In collaboration with clinicians at the Tavistock and Portman NHS Foundation Trust, NHS England and NHS Improvement have published some written and audio [guidance](#) for key workers that will support them in having those difficult conversations.

The British Psychological Society have produced guidance for key workers and their families on navigating the emotional effects of the pandemic

<https://www.bps.org.uk/news-and-policy/psychologists-produce-advice-key-workers-and-their-children>

Resources

Advocacy Mythbuster Post template

Dorset Advocacy have shared a [PowerPoint file](#) made to create a series of Facebook posts based on the “Advocacy Mythbuster”. You can edit for your organisation by downloading the file [here](#)

Keep safe and Photo Symbols

Easy read documents reflecting the updated COVID-19 government guidance and face masks

<https://qualityadvocacy.org.uk/2020/05/14/updated-covid-19-easy-read-documents/>

Family resources

Ideas for families to support 2–4-year-old’s communication skills

https://www.earlyyearsdpd.com/course/view.php?id=30&utm_source=Foundation+Years&utm_campaign=9b4c6747c9-

[EMAIL_CAMPAIGN_2019_03_21_05_01_COPY_01&utm_medium=email&utm_term=0_8f9a6de061-9b4c6747c9-321554921&mc_cid=9b4c6747c9&mc_eid=59c28d4a77](https://www.earlyyearsdpd.com/course/view.php?id=30&utm_source=Foundation+Years&utm_campaign=9b4c6747c9-EMAIL_CAMPAIGN_2019_03_21_05_01_COPY_01&utm_medium=email&utm_term=0_8f9a6de061-9b4c6747c9-321554921&mc_cid=9b4c6747c9&mc_eid=59c28d4a77)

ChatterPack

ChatterPack is a voluntary-run, special educational needs and disabilities hub

<https://chatterpack.net/>

Reasonable adjustments

<https://www.youtube.com/watch?v=vWnu0oWSKu8>

Mentally healthy schools

Coronavirus: Resources for building resilience toolkit

<https://mentallyhealthyschools.org.uk/resources/coronavirus-resources-for-building-resilience-toolkit->

[6?utm_source=twitter&utm_medium=afcsocial&utm_campaign=coronavirus6&utm_content=toolkit](https://mentallyhealthyschools.org.uk/resources/coronavirus-resources-for-building-resilience-toolkit-6?utm_source=twitter&utm_medium=afcsocial&utm_campaign=coronavirus6&utm_content=toolkit)

Back to school: Using psychological perspectives to support re-engagement and recovery

[https://www.bps.org.uk/sites/www.bps.org.uk/files/Policy/Policy%20-](https://www.bps.org.uk/sites/www.bps.org.uk/files/Policy/Policy%20-%20Files/Back%20to%20school%20-)

[%20using%20psychological%20perspectives%20to%20support%20re-engagement%20and%20recovery.pdf](https://www.bps.org.uk/sites/www.bps.org.uk/files/Policy/Policy%20-%20Files/Back%20to%20school%20-%20using%20psychological%20perspectives%20to%20support%20re-engagement%20and%20recovery.pdf)

Supporting care-experienced children and young people during the Covid-19 crisis and its aftermath

[https://www.bps.org.uk/sites/www.bps.org.uk/files/Policy/Policy%20-](https://www.bps.org.uk/sites/www.bps.org.uk/files/Policy/Policy%20-%20Files/Supporting%20care-)

[experienced%20children%20and%20young%20people%20during%20the%20Covid-19%20crisis%20and%20its%20aftermath.pdf](https://www.bps.org.uk/sites/www.bps.org.uk/files/Policy/Policy%20-%20Files/Supporting%20care-experienced%20children%20and%20young%20people%20during%20the%20Covid-19%20crisis%20and%20its%20aftermath.pdf)

Supporting refugees and asylum seekers during the coronavirus pandemic

<https://www.bps.org.uk/blogs/guest/supporting-refugees-and-asylum-seekers-during-coronavirus-pandemic>

Resources to support children's wellbeing

<http://www.crec.co.uk/announcements/resources-support-child-wellbeing-covid-19>

ThinkNinja

ThinkNinja is a mental health app designed for 10 to 18 year olds. Using a variety of content and tools, it allows young people to learn about mental health and emotional wellbeing, and develop skills they can use to build resilience and stay well.

<https://www.nhs.uk/apps-library/thinkninja/>

Home learning

<https://www.starline.org.uk/>

Planning Alternative Tomorrows with Hope (PATH)

Envisioning inclusive, person-centred, future with Colin Newton from Inclusive Solutions

<https://eur06.safelinks.protection.outlook.com/?url=https%3A%2F%2Fyoutu.be%2FCwlysrEp4YE&data=02%7C01%7C%7C322751c84e674ded302a08d8144cc628%7C84df9e7fe9f640afb435aaaaaaaaaaaa%7C1%7C0%7C637281667250934975&data=%2Btfl90Vx2s2bZ2JWZE6PKOMLBAX%2B4WfJMKGFywtqLk%3D&reserved=0>

Workforce development

Dingley's Promise, a children's charity, have launched a free training offer in Inclusive Practice to all Early Years professionals

This new course, titled an 'Introduction to Early Years Inclusive Practice', forms part of the charity's response to the Covid-19 pandemic and focuses on ensuring children with SEND are included in the mainstream wherever possible.

https://www.dingley.org.uk/covid-19-response/?utm_campaign=2667556_May%20member%20newsletter&utm_medium=email&utm_source=Nasen&dm_i=2F68,1L6AS,7KZLHG,5E1C2,1#training

Disability Matters

A free e-learning resource – Training for trainers

<https://www.disabilitymatters.org.uk/>

Suicide

The Zero Suicide Alliance online training is free

https://www.relias.co.uk/hubfs/ZSACourse5/story_html5.html

Focus: Children & young people's experiences of lockdown

The National Children's Bureau (NCB) are doing a series of blogs on children and young people's experiences relating to lockdown with children and young people's voices, opinions and experiences central to the blog.

The first topic is being a vulnerable person in lockdown. There are a range of ways children and young people can share their thoughts and experiences:

1) Fill out this open text survey, all the answers are completely anonymous and there are 7 questions: <https://iassn.onlinesurveys.ac.uk/vulnerable-children-and-young-people-2>

2) Sending an email to Charlotte O'Halloran (cohalloran@ncb.org.uk) with your thoughts on this topic. She would like to know things like what the word 'vulnerable' means to you, has the meaning of the word 'vulnerable' changed in the context of the coronavirus pandemic, is the word 'vulnerable' the right word to be using?

3) Book in some time with Charlotte to have a chat about this topic and talk about what you think the word vulnerable means and if it's changed in the context of the coronavirus pandemic. One final thing, NCB hope to use the blog posts for research articles on how coronavirus impacts children and young people. This means they may re-use sections or direct quotes from the blogs.

The survey has a tick box answer option for this, but if any children and young people want to chat or respond as an email, please ask them to answer yes or no to this question - if they're not ok with it, **that's perfectly fine**. They can still contribute to the blogs, NCB just won't re-use it for research articles.

Blog/Think piece

The impact of Covid-19 on children's learning

https://www.nfer.ac.uk/news-events/nfer-blogs/the-impact-of-covid-19-on-children-s-learning/?dm_i=4R3K,CAZT,10I01T,1DL35,1

A Recovery Curriculum: Loss and Life for our children and schools post pandemic.

Barry Carpenter

<https://www.evidenceforlearning.net/recoverycurriculum/>

Reports

Covid-19 and early intervention: Evidence, challenges and risks relating to virtual and digital delivery

The Early Intervention Foundation (EIF) has released a report suggesting young people may be more disadvantaged by services moving on-line as a result of the Coronavirus crisis.

<https://www.eif.org.uk/report/covid-19-and-early-intervention-evidence-challenges-and-risks-relating-to-virtual-and-digital-delivery>

Our Evaluations of Autism Interventions, Treatments and Therapies

Research Autism

<http://www.researchautism.net/autism-interventions/our-evaluations-interventions>

Information

Hidden Vulnerable Children During Lockdown

The Children's Commissioner has published new data profiling the extent of child vulnerability across each local authority during lockdown.

Read [more](#).

Social workers in schools: an evaluation of a pilot in three local authorities in England (What Works for Children's Social Care)

Pilots placing social workers into 20 schools across Lambeth, Southampton, and Stockport, found indicative evidence that they reduced intervention into family life overall, and allowed social workers to build stronger relationships with both teachers and the young people and

families they worked with. On 21 May 2020 the Department for Education announced £6.5 million to expand the project, building on the pilots and placing social workers in schools across ten local authorities in England. Applications to participate in this project are now open. Read also: Department for Education press release, [**Social workers to work with teachers in schools.**](#)

Supported internships

Sharing new guidance -Supported Internships

<https://www.gov.uk/government/publications/coronavirus-covid-19-maintaining-further-education-provision/maintaining-education-and-skills-training-provision-further-education-providers#supported-internships>

Links to other newsletters

Council for Disabled Children: June news

<https://mailchi.mp/ncb/your-september-newsletter-is-here-1298814?e=59c28d4a77>

Positive About Autism news

<https://mailchi.mp/26121df78eb3/autism-newsletter?e=acbe2531b0>

WholeSchool SEND: nasen news

<https://dmtrk.net/2F68-1LD5N-527KZLHGDE/cr.aspx>