



NW SEND Regional Network Newsletter

July 2020

The network is keen to provide support for children, families and practitioners as we start to recover from 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.

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Guidance:

Coronavirus: guidance collections (Department for Education)

The Department for Education (DfE) has published webpages bringing together guidance for schools, early year and childcare providers and local authority children's services in England outlining what they need to do during the coronavirus outbreak.

- **Guidance for schools: coronavirus (COVID-19)**
- **Early years and childcare: coronavirus (COVID-19)**
- **Local authority children's services: coronavirus (COVID-19)**

Guidance for the full opening of schools, etc.

[Guidance for full opening of schools](#)

[Guidance for full opening of special schools and other specialist institutions](#)

[Guidance for further education and skills providers](#)

[Guidance for early years and childcare providers](#)

COVID-19 - 'shielding' guidance for children and young people (Royal College of Paediatrics and Child Health (RCPCH))

This updated RCPCH advice for clinicians is provided to help members in their discussions with children and young people who are shielding across the UK and their families.

https://www.rcpch.ac.uk/resources/covid-19-shielding-guidance-children-young-people#163961_20200622101225

Extended powers SEND tribunal: national trial

Guidance for LAs, health commissioners, parents and young people on a 2-year trial to extend powers of the SEND Tribunal.

<https://www.gov.uk/government/publications/extended-powers-send-tribunal-national-trial>

Keeping children safe in education (Department for Education)

Statutory guidance for schools and colleges on safeguarding children and safer recruitment. On 17 June, added the document 'Keeping children safe in education (from 1 September 2020)'. This document is for information only and does not come into force until 1 September 2020 - continue to refer to KCSIE 2019 until then.

NW SEND Regional Network events

23.7.20 10 – 12.30 Coproduction with children and young people – Practitioner event

Following on from a successful event run by the NW SEND regional Network, we are delighted to invite you to join us at an online NW SEND Practitioner event that will be held virtually.

The meeting is an opportunity to bring together professionals supporting young people with Special Education Needs & Disabilities across the North West. The agenda will focus on activities that have been taking place, and an opportunity to discuss future programmes and projects. A safe place to discuss and share ideas.

Additionally, there will be three breakout sessions:

1. Involving young people in virtual/remote co-production,
2. Young inspectors
3. Accessing health support/resources

Please pre-register to join the meeting and for your workshop choice.

<https://us02web.zoom.us/meeting/register/tZUod-qqrTkqGNUT1DQ2X3POualOgZ78sBNQ>

After registering, you will receive a confirmation email containing information about joining the meeting.

30.7.20 9.30 – 12 Developing and implementing the role of the Designated Social Care Officer (DSCO)

The North West SEND regional network are working in partnership with the Council for Disabled Children (CDC) to set up a Regional Social Care and SEND Learning and Development network in order to support local and regional problem solving and a network of peer support in order to improve outcomes for disabled children and young people and those with SEN.

The first of these sessions will be held virtually on the 30th July.

Please sign up to this session if you are based in the North West, are currently in the DSCO role in a local authority or are a senior manager in social care and/or SEND with responsibility for developing the role. To get the most out of the session it would be helpful if a SEND and Social Care lead from each local area could participate.

By attending the interactive session you will have the opportunity to:

- Hear learning from DSCOs in other regions as well as in the North West;
- Explore how the role of the DSCO can support improved outcomes for children and young people;
- Discuss approaches to developing a business case for the role;
- Contribute to a local and regional action plan in relation to the DSCO role

To register visit <https://www.eventbrite.co.uk/e/nw-regional-social-care-send-learning-development-network-role-of-dcso-tickets-113751784650>

If you have any questions about the event please do not hesitate to contact Deborah Salami at dsalami@ncb.org.uk

Other events

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/>

21.7.20 1.30 – 3 Early years inclusion: supporting young children (0-5) with SEND during COVID-19, LGA webinar

This is a virtual Zoom webinar. It is free to attend to all councils and Government departments. To book your place, please [register for the event](#).

22.7.20 10am Encouraging Positive Behaviour in Young Children, Contact webinar

Gain a better understanding of why young children with additional needs behave the way they do. Learn ways to handle difficult situations in a calm, stress-free manner. Explore ways of supporting and encouraging your child and how to get support and help. [Book now via Eventbrite](#)

25.7.20 11am The Brain Changer Arts project

From 25 July 2020 fun, weekly, online video sessions will provide occupational therapy through arts and crafts, as well as physiotherapy through dance. They will be free of charge and open to children with neurological conditions of any age.

<https://www.thebraincharity.org.uk/how-we-can-help/practical-help/children-young-people-s-services/the-brain-changer-arts-project>

28.7.20 10am Support for speech and language issues in young children, Contact webinar

This workshop will help you to think about how you can best communicate with your child and how you can share this knowledge with those in their early years and school settings. [Book now via Eventbrite](#)

29.7.20 12 noon Wellbeing for parents of children with additional needs, Contact webinar

Understand clearly what stress is & how it affects you. Identify new ways of coping with stress & reducing your stress levels. Try new stress busting ideas until you find ones that fit with you!

[Book now via Eventbrite](#)

4.8.20 7.30pm Helping your young child sleep, Contact webinar

Gain a better understanding of sleep processes, why sleep problems may occur for young children and possible causes. The importance of sleep and the effect on the whole family. Suggestions for what might help and where to get support.

[Book now via Eventbrite](#)

5.8.20 12 noon Support for speech and language issues in young children, Contact webinar

[Book now via Eventbrite](#)

12.8.20 7:30 pm Encouraging Positive Behaviour in Young Children, Contact webinar

[Book now via Eventbrite](#)

13.8.20 10:00 am Wellbeing for parents of children with additional needs, Contact webinar

[Book now via Eventbrite](#)

30.7.20 10am Money Matters - for parents of young children with additional needs, Contact webinar

An over view of benefits, DLA, Carers Allowance, grants available, discounts on utilities, leisure, discounts for carers. Accessing services for support with applications. Local information and helplines. Dispelling myths around benefits. Also covers Covid 19-related financial updates.

[Book now via Eventbrite](#)

6.8.20 10 – 12.30 Webinar for practitioners – Working with parents and carers of children with SEND, Contact

<https://www.eventbrite.co.uk/e/working-with-parents-carers-of-children-with-send-tickets-113001558704>

6.8.20 12 noon Money Matters – for parents of young children with additional needs, Contact webinar

[Book now via Eventbrite](#)

12.8.20 10 – 12.30 Webinar for practitioners – Working with parents and carers of children with SEND, Contact

<https://www.eventbrite.co.uk/e/working-with-parents-carers-of-children-with-send-tickets-113098701260>

18.8.20 12 – 2.30 Webinar for practitioners – Working with parents and carers of children with SEND, Contact

<https://contact-working-with-parents-send-children-18aug20.eventbrite.co.uk>

3.9.20 3 – 4.30 The identification of SEN post lockdown – nasen webinar

https://nasen.org.uk/events/the-identification-of-sen-post-lockdown.html?utm_campaign=2715600_monthly%20round%20up%20w%2Fc%206th%20July&utm_medium=email&utm_source=Nasen&dm_i=2F68,1M7DC,7KZLHG,5HEAJ,1

15.9.20 11 – 12 noon. Joint and Cross Commissioning SENDIASS – How and Why

The webinar will be led by Daisy Russell, Practice and Policy Manager of the Information, Advice and Support Services Network at CDC.

You can register for the webinar here: <https://www.eventbrite.co.uk/e/joint-and-cross-commissioning-send-iass-why-and-how-tickets-112957699520>

16.9.20 11 – 12 Effective support for children and young people with SEND – nasen webinar

https://nasen.org.uk/events/effective-support-for-children-and-young-people-with-for-send.html?utm_campaign=2715600_monthly%20round%20up%20w%2Fc%206th%20July&utm_medium=email&utm_source=Nasen&dm_i=2F68,1M7DC,7KZLHG,5HEAJ,1

16.9.20 3.45 – 5.15 An introduction to DME (Dual and Multiple Exceptionality), nasen webinar

https://nasen.org.uk/events/an-introduction-to-dme-dual-and-multiple-exceptionality.html?utm_campaign=2715600_monthly%20round%20up%20w%2Fc%206th%20July&utm_medium=email&utm_source=Nasen&dm_i=2F68,1M7DC,7KZLHG,5HEAJ,1

17.9.20 3.30 – 4.30 High quality teaching to support pupils with SEND, tier one, nasen webinar

https://nasen.org.uk/events/high-quality-teaching-to-support-pupils-with-send-tier-1.html?utm_campaign=2715600_monthly%20round%20up%20w%2Fc%206th%20July&utm_medium=email&utm_source=Nasen&dm_i=2F68,1M7DC,7KZLHG,5HEAJ,1

24.9.20 10 – 10.30 An overview of the latest SEN data, nasen webinar

https://nasen.org.uk/events/an-overview-of-the-latest-sen-data.html?utm_campaign=2715600_monthly%20round%20up%20w%2Fc%206th%20July&utm_medium=email&utm_source=Nasen&dm_i=2F68,1M7DC,7KZLHG,5HEAJ,1

9.9.20 Annual national Autism a Hands on Approach Conference

This event will go live and online this year so you can join from your own safe space. Register online: www.autismahandsonapproach.co.uk

12.11.20 KidztoAdultz North exhibition, Event City, Manchester

<https://www.kidzexhibitions.co.uk/kidz-north/visit-kidz-to-adultz-north/>

18 – 21.1.21 ADOS2 Administration and Coding, Manchester

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

Sharing practice in the North West:

Dynamic support systems

It is important that services know the people who are likely to need additional support so that they don't end up being admitted to mental health or learning disability hospitals unnecessarily.

There is a requirement for CCGs to develop and maintain registers to identify people with a learning disability, autism or both who display, or are at risk of developing, behaviour that challenges or mental health conditions who are most likely to be at risk of admission.

Across the country NHS organisations have been developing the way they keep a record of the needs of people with a learning disability, autism or both, and how they provide support to those people when they need it.

In Quarter 4 there were a number of webinars conducted to share some good practice examples of dynamic support systems and registers; you can [read about and listen to](#) webinars on how some organisations have been doing this – including the **Cheshire and Wirral partnership, Cumbria and NE.**

<https://www.england.nhs.uk/learning-disabilities/dynamic-registers-and-dynamic-systems/>

SEND parenting in Liverpool

A new blog relating to SEND parenting in Liverpool has been produced by Liverpool City Council and Liverpool Parent and Carers Forum (LivPac).

The blog posts provide an insight into people's experiences of parenting children with special education needs and/or disabilities during the pandemic. In addition to these posts, written by local parents, the website also includes resources on a range of topics that parents, carers and professionals may find helpful.

Topics covered include the following, as well as plenty more besides:

- SEND resources and support
- Bereavement resources
- Liverpool SEND support groups
- Mental health support
- Preparing for adult life
- Supporting families during Covid-19
- Supporting children through Covid-19
- Transitioning back to school
- The SEND Toolkit – an introduction to supporting children with additional needs in the classroom

<https://www.cultureliverpool.co.uk/send-parenting/>

Specialist support offer: Working with Parents (Contact)

Contact will support one local North West area, to assist the process of working and engaging with parents and acting as a critical friend on strategic planning. They will do this by:

- Working alongside the local authority to review their self-assessment on Parental Engagement and recommend tools within an engagement 'toolkit' which can help them to diagnose, prioritise and plan effectively on co-production, communication, collaboration etc
- Work with the local authority to identify the areas of specialism required to support development of priority parental engagement requirements and tailor a recommended support package accordingly
- Drive longer term strategies in relation to harnessing parent expertise

To sign up for this support you need to express your interest by completing a form available from eysend@ncb.org.uk

Support for families:

Contact has launched a listening ear service.

Find out more at

[https://www.contact.org.uk/news-and-blogs/introducing-our-new-1-1-listening-ear-service-\(1\)/](https://www.contact.org.uk/news-and-blogs/introducing-our-new-1-1-listening-ear-service-(1)/)

COVID -19 Information Pages

<https://www.contact.org.uk/advice-and-support/covid-19/>

Resources

Drawing the ideal safe school – an optimistic approach to returning to school.

This is a tool for young people who are anxious about returning to school, perhaps particularly relevant post covid lockdown.

<https://edpsy.org.uk/blog/2020/drawing-the-ideal-safe-school-an-optimistic-approach-to-returning-to-school/>

Videos for People with Learning Disabilities regarding coronavirus

19 videos for people with learning disabilities. 5 new videos have been added this week explaining the new normal for people with learning disabilities:

<https://youtu.be/Tg2en7PD-Q8>

How shops are different because of the coronavirus: https://youtu.be/mQitAw_uF_0

Having a Swab Test Taken: https://youtu.be/iEGnsy_ABJo

Wearing a face mask: <https://youtu.be/l8PBRqITN5A>

Managing feelings after someone has died https://youtu.be/RqnmX8q_Qsk

There are also videos for family carers, staff, advocates etc

The overall playlist can be found at:

<https://www.youtube.com/playlist?list=PLfVgWWNqce44jhEbXzBMrjaMILaz3LcD1>

Learning disability webinars and resources

Managing Behaviours of Concern

<https://www.youtube.com/watch?v=BrEBfz785qQ>

What do behaviours mean – Part 1

<https://www.youtube.com/watch?v=hlnKim3Wbgk>

What do behaviours mean – Part 2

<https://www.youtube.com/watch?v=IOkYtpLtw98>

Communicating Pain and Illness

<https://www.youtube.com/watch?v=7d0oBkaRRak>

Some resources

<https://drive.google.com/drive/folders/14AsDZrQURfkKvvO8D6yhNQK5NqEcFTGu?usp=sharing>

Remote support toolkit

Youth Access recently published a [remote support toolkit](#) - a live, digital guide full of evidence-based practices for supporting young people's mental health and wellbeing remotely during the Covid-19 outbreak.

The toolkit pulls together best practice learning and guidance on how organisations and individuals can support young people's mental health and wellbeing remotely in a safe and accessible way. It's been designed to make it easy for practitioners to find the information they need to provide engaging online services at their organisation, with sections focusing on, among other topics:

- Choosing the right technology
- Making sure practitioners have the right training
- Safeguarding young people while working remotely
- Supporting young people who can't access remote therapy. It's also accompanied by case studies from members who've been quick off the mark to adapt, as well as those who have struggled for various reasons.

Relaxation for children with healthcare conditions - Fly away for a while

This visualisation is for all the children and young people who can't walk or run as fast as the wind because of Cerebral Palsy, a Heart Condition, Juvenile Arthritis, Cancer treatment, Rett syndrome or other conditions... and all other children who need a break from stress and worries. Parents can listen to this 10 minute video alone or together with their child to go on an adventure of flying through the sky. The soft voice with a beautiful Scottish accent will help you relax. Do you hear the seagulls and feel the warm sand when you settle on the beach? The video is developed to include wheelchair users and children feeling pain when walking. This video is part of the What? Why? Covid-19 project.

<https://www.youtube.com/watch?v=PDRDjpRm-mg&feature=youtu.be>

Focus: Easy Read

An open letter for professionals

<https://www.haltonsthelensvca.org.uk/sites/sthelenscvcs.org.uk/files/Open%20letter%20from%20the%20Regional%20Forum.pdf>

Easy read resources

<https://www.nth.nhs.uk/content/uploads/2020/04/EASYREAD-test-covid-19.pdf>

<https://bnssgccg->

media.ams3.cdn.digitaloceanspaces.com/attachments/Easy_Read_swab.pdf

<http://flipbooks.leedsth.nhs.uk/LN004794.pdf>

Supporting communities to be digitally connected - Good Things Foundation and Devices Dot Now

A new scheme to get digital devices to vulnerable people https://www.onlinecentresnetwork.org/sites/default/files/data_collection_-_centre_info_1.pdf

DevicesDotNow is a project aiming to connect the unconnected. It is led by [FutureDotNow](#) and supported by the UK Government's Department for Digital, Culture, Media and Sport. There are a number of national partners, including Good Things Foundation. [FutureDotNow](#) has secured donations of new equipment from industry partners. Good Things Foundation will ensure its safe transfer to the hyperlocal community, through the Online Centres Network.

https://www.onlinecentresnetwork.org/sites/default/files/data_collection_-_centre_info_1.pdf

Focus: Supported internships research

Supported Internships is a study programme targeted specifically at young people aged 16 to 24 who have an Education Health Care plan and want to move into employment but need extra support to do so.

Findings from a recent report on the programme can be accessed at <https://bit.ly/38Ch9ab>

Read the latest Guidance

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

Ofsted updates

Ofsted to visit when schools and colleges return in the autumn

Ofsted will start visiting schools and colleges after the summer holidays to see how they are getting back up to speed, after being closed to most pupils and learners for so long.

HMCi commentary: the future of area special educational needs and disabilities inspections

Ofsted's Chief Inspector, Amanda Spielman, discusses the challenges facing the SEND system, along with Ofsted and CQC's role going forward.

Supporting local areas to prioritise and meet the needs of children and young people with SEND

Ofsted and CQC will visit local areas to support strengthening special educational needs and disabilities (SEND) systems in the wake of the COVID-19 pandemic, before returning to full inspections when it is right to do so.

<https://www.gov.uk/government/news/supporting-local-areas-to-prioritise-and-meet-the-needs-of-children-and-young-people-with-send>

The above link includes links to an evaluation of the framework for Local Area Inspections and what could be improved.

In addition you can also watch Minister Ministers Address from ADCS conference today <https://youtu.be/PkzIfyoU5Ao>

Reports

SEN in mainstream schools - 5 recommendations from the Education Endowment Foundation

https://educationendowmentfoundation.org.uk/tools/guidance-reports/special-educational-needs-disabilities/?mc_cid=a1fb19d395&mc_eid=c63232fdb1

https://educationendowmentfoundation.org.uk/public/files/Publications/Send/EEF_Special_Educational_Needs_in_Mainstream_Schools_Recommendations_Poster.pdf

Rapid research review of remote therapies for young people

Youth Focus' [new report](#) provides evidence to show that remote services can improve access and lead to positive mental health outcomes for young people, and supports the adoption of a blended offer of remote support alongside more traditional face-to-face interventions. Key findings include:

- Remote forms of support can lead to positive outcomes amongst young people, including reductions in the severity of clinical symptoms, increased wellbeing, and lower levels of suicidality and stigma.
- Many young people see remote support as more accessible than face-to-face services due to its flexible timing, shorter waiting times and no need to travel for appointments.
- Young people report that remote services feel safer than in-person support, and present less of a risk of stigma and judgement.
- Young people value the increased confidentiality and anonymity of remote services, and report that it helps them feel more in control of the therapeutic relationship.
- Remote interventions are not suitable for all young people, and should not replace face-to-face services – but can be effective when offered alongside in-person support.

[You can download the report here](#)

Event resources: SEND leads and Health Commissioners

This event, which took place on 23.6.20, included a main session (delivered by Andre Imich and Lorraine Mulroney) followed by workshops:

1. Adapted approaches to social care involvement in EHC assessment (Dan Martin)
2. Delivering effective annual reviews virtually (Victoria Taylor)
3. Effective risk assessment processes (Chris Jones & John O'Connor)
4. Conducting virtual assessments (Dr Jess Turnbull)
5. Data tools developed to help inform local responses to COVID-19 (Anne Pinney)
6. Delivering on quality health advice (Helen Tanyan)
7. How to deliver PfA reviews online (Julie Pointer)
8. Delivering on Educational Psychology input virtually (Liz Robinson)
9. Juggling leadership and management during current times (Jacqui Sjenitzer)
10. Using the Local Offer to respond to COVID-19 (Sally Tittle)
11. Using a whole school approach to support pupil return to school (Jill Brookes and Pam Shaw- 2 presentations)

Video recordings from the main session and all the workshops from the event on 23.6.20 are available on the CDC YouTube channel

<https://www.youtube.com/user/WatchCDC/playlists>

There is a playlist with all the videos called 'SEND Leads and Children's Health Commissioners event- Workshop Recordings'.

Workforce development

An Essential Toolkit when Working in Schools and with Children as a Psychologist.

It could also be applicable to social workers, wellbeing staff and counsellors.

<https://learning.3pppsychologies.com/courses/essential-toolkit-when-working-in-schools-as-a-psychologist>

Autism online training

Available modules:

Understanding autism

Autism, stress and anxiety

Autism: supporting families

Women and girls

www.autism.org.uk/training

Finding employment

A free online training module, created and developed by autistic individuals to help with personal skills, skills for the workplace, CV writing, interview tips, adjustments at work and making the most of employment.

www.autism.org.uk/findingemployment

The National SEND Leadership Programme is running again, applications are now open!

The documents and details about applying for the 20/21 programme are available [here](#), and everything you need to know is in the [Programme Framework](#) document.

The programme starts in November, the deadline for applications in the **08 September**.

Here's a link to the [leadership video](#), which will give you a flavour of the values and approaches taken.

An opportunity for autistic young people

Ambitious about Autism have been running peer support for autistic young people aged 16-25 as video chats throughout COVID-19 focusing on wellbeing and building peer relationships. They've seen the benefit of these sessions for the young people they've worked with for their overall wellbeing and how they have developed confidence with the wider group.

This is an opportunity open to autistic young people aged 16-25 across England with sessions that are running every Tuesday and Thursday, twice a day, up until November. To take part they need to fill in a volunteer agreement and send this

to participation@ambitiousaboutautism.org.uk as part of their safeguarding procedure.

These chats aren't focused on skill-building but are focused on building friendships and supporting mental wellbeing with those who have similar life experiences - being autistic. Previous topics have included: book club, travel stories, online games, quiz afternoon and building mental wellbeing.

If you want to find out more or have a chat about what this opportunity is like please do get in touch by email - sobrienquilty@ambitiousaboutautism.org.uk

Top Tips for professionals

FLARE, the young people's advisory group supported by the Council for Disabled Children, are a group of 13 - 25 year olds from across England. Each member is passionate about ensuring disabled children and young people, and those with special educational needs, have an equal say in issues and decisions that affect them and their families.

With virtual engagement increasing to reflect the needs and development of participation, FLARE have created their top tips for professionals who are communicating online with children and young people.

Please view their video and download their document to find out FLARE's Top Tips!

<https://councilfordisabledchildren.org.uk/help-resources/resources/flares-top-tips-professionals>

Topic: Raising awareness of pupils with Ehlers-Danlos syndromes and Hypermobility Spectrum Disorders

A blog post written by Jane Green, national education lead at the NAS. Plus a comprehensive reference list at the end of the blog.

<https://edpsy.org.uk/blog/2020/raising-awareness-of-pupils-with-ehlers-danlos-syndromes-hypermobility-spectrum-disorders/>

Focus: The impact of coronavirus

New Emerging Evidence series explores the impact of coronavirus on young people's mental health (Anna Freud National Centre for Children and Families)

In collaboration with the Child Outcomes Research Consortium, the Evidence Based Practice Unit at the Anna Freud Centre and UCL has launched Emerging Evidence, a series of rapid reviews to search for evidence from around the world during the current coronavirus pandemic. The series aims to help us understand the impact of the pandemic on children and young people's mental health, by exploring some key questions: What are the key mental health challenges for children and young people during the coronavirus pandemic? Are there any particularly vulnerable groups? What might help children and young people to manage these challenges? You can read [Issue 2](#) and [Issue 1](#) of the Emerging Evidence series, and find more research-focused resources about children and young people's mental health and the coronavirus pandemic on the [Anna Freud Centre website](#).

Impact of COVID-19 on children and young people's mental health: results of survey with teachers and school staff (Young Minds)

The results of a survey with teachers and school staff into the impact of the coronavirus and the subsequent lockdown on young people's mental health reveal the significant concerns staff have for the wellbeing of their pupils as we emerge from the pandemic.

Covid-19 and early intervention: understanding the impact, preparing for recovery (Early Intervention Foundation (EIF))

This report highlights the impact of the Covid-19 pandemic and lockdown on local services for children and families, based on the experiences of service leaders and head teachers, and explores their responses to both the immediate challenges and the major challenges on the horizon, as the country moves towards recovery.

The impact of the coronavirus pandemic on child welfare: domestic abuse (NSPCC)

This briefing uses insight from NSPCC helpline contacts and Childline counselling sessions to highlight the impact of domestic abuse on children and young people during the

coronavirus pandemic. Read also: NSPCC briefing, [Domestic abuse: learning from case reviews](#), which provides a summary of risk factors and learning for improved practice around families and domestic abuse.

Podcast: impact of coronavirus on school staff and pupils (NSPCC)

NSPCC Learning has released the third podcast in a series focussing on education during the coronavirus pandemic. In the podcast a head of department at a large secondary school talks about the safeguarding concerns her school has had and how these have been addressed. Read also: NSPCC briefing, [Coronavirus \(COVID-19\) briefing: safeguarding guidance and information for schools](#).

Podcast: returning to school post-lockdown (NSPCC)

NSPCC Learning has released the second podcast in a series focusing on education during the coronavirus pandemic. The podcast discusses: safeguarding concerns schools and academies may have during lockdown; the enquiries the NSPCC has been receiving in recent weeks in relation to keeping children and young people safe while learning remotely; and the resources and information published to help schools and academies keep up to date with latest government advice and guidance. Read also: NSPCC briefing, [Coronavirus \(COVID-19\) briefing: safeguarding guidance and information for schools](#).

Schools' responses to Covid - NFER

<https://r1.dmtrk.net/4R3K-D4E2-0D065828ACCCD17D10I01TF51483C5097E1B8A/cr.aspx>

Council for Disabled Children

To access CDC Questions email please click on the link to download the latest in the series of weekly CDC FAQs:

<https://councilfordisabledchildren.org.uk/sites/default/files/field/attachemnt/FAQs%20Issue%206%20-%20Covid-19.pdf>.

INFORMATION

Special educational needs in England: January 2020(02/07/20)

Information from the school census on pupils with special educational needs (SEN) and SEN provision in schools.

<https://www.gov.uk/government/statistics/special-educational-needs-in-england-january-2020>

Statistics: special educational needs (SEN)(02/07/20)

Statistics on pupils with SEN, including information on educational attainment, destinations, absence, exclusions, and characteristics.

<https://www.gov.uk/government/collections/statistics-special-educational-needs-sen>

Links to other newsletters

Council for Disabled Children: news

<https://mailchi.mp/ncb/your-september-newsletter-is-here-1298910?e=59c28d4a77>

Dingley's Promise Summer newsletter

<https://bos.etapestry.com/prod/viewEmailAsPage.do?erRef=1177.0.225258570&databaseld=DingleyFamilyandSpecialistEar&mailingld=39865374&jobRef=1177.0.230949965&key=fb8e51c5c713f2aaf71f62e03c5298db&personaRef=1177.0.225258571&memberld=1569660467>

ICAN news

<https://us13.campaign-archive.com/?e=417996feb0&u=7a8f7b55170feb79eed45ea7f&id=eed6a4d467>

KidztoAdultz magazine

https://issuu.com/disabledliving/docs/kidz_to_adultz_mag_issue_8_july20?fr=sNWE4MTEzMzcz&utm_source=Disabled+Living&utm_campaign=81287507d4-Kidz+to+Adultz+Magazine+Edition+8%2C+Hayley+meets+D&utm_medium=email&utm_term=0_538f180eb1-81287507d4-387706821

Making ourselves heard: July news

<https://mailchi.mp/ncb/september-making-ourselves-heard-newsletter-1299014?e=59c28d4a77>

NFER newsletter: July 2020

<https://news.nfer.ac.uk/4R3K-D3YV-0D065828ACCCD17D10I01TF51483C5097E1B8A/cr.aspx>

Positive about autism news

<https://mailchi.mp/572efe8614b4/autism-newsletter?e=acbe2531b0>

Whole School SEND nasen news

<https://dmtrk.net/2F68-1LWUM-A7F108258D40C45E7KZLHGA1970D98BCC3D71E/cr.aspx>