



# NW SEND Regional Network Newsletter

## October 2020

The network is keen to provide support for children, families and practitioners. Please don't hesitate to get in touch with any queries you may have. If you would like to be added to the newsletter circulation list just send an email to the address below.

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### **Guidance:**

#### **Guidance for full opening: special schools and other specialist settings**

What all special schools and other specialist settings will need to do during the coronavirus (COVID-19) outbreak from the start of the autumn term to support the return of children and young people with special education needs and disability (SEND).

<https://www.gov.uk/government/publications/guidance-for-full-opening-special-schools-and-other-specialist-settings>

#### **COVID-19: guidance on supporting children and young people's mental health and wellbeing**

Advice for parents and carers on looking after the mental health and wellbeing of children or young people during the coronavirus (COVID-19) outbreak.

<https://www.gov.uk/government/publications/covid-19-guidance-on-supporting-children-and-young-peoples-mental-health-and-wellbeing>

**What parents and carers need to know** UPDATED Translations into community languages

### **NW SEND Regional Network events**

#### **23.11.20 10 – 2 North West Early Years/SEND Action Learning set Zoom**

You can hear from guest speakers, get updates on national EYSEND policy, network with your regional colleagues and continue strategic planning to improve access and inclusion in

your local area. With things changing so quickly, part of the agenda will feature another Coronavirus update and discussion.

[https://www.eventbrite.co.uk/e/eysend-and-responding-to-covid-19-north-west-virtual-action-learning-set-tickets-123165163319?mc\\_cid=7d9b892472&mc\\_eid=683debd50c](https://www.eventbrite.co.uk/e/eysend-and-responding-to-covid-19-north-west-virtual-action-learning-set-tickets-123165163319?mc_cid=7d9b892472&mc_eid=683debd50c)

For more information contact [eysend@ncb.org.uk](mailto:eysend@ncb.org.uk) or visit [our website](#).

## **Other events**

### **Dates from Oct – Nov 2020 What's your normal?**

A co-produced and co-delivered webinar on understanding autism and mental health

<https://www.eventbrite.co.uk/e/understanding-autism-and-mental-health-a-co-produced-webinar-tickets-113897813426>

### **20.10.20 Emotionally Based School Avoidance (EBSA) 18.30 – 20.30**

A range of EPs will be presenting their projects on EBSA and how they have worked with children who experience or who are at risk of EBSA.

The preliminary structure will be:

- Overview and introduction of EBSA
- 4+ EPs discussing their work, and the approaches they've used
- A panel discussion of experienced and enthusiastic EPs to talk through the issues most pertinent to them and take questions from us.

This is a free event for Educational Psychologists

Register [https://us02web.zoom.us/webinar/register/WN\\_5Va8m7QfRNivVHotVUzDjw](https://us02web.zoom.us/webinar/register/WN_5Va8m7QfRNivVHotVUzDjw)  
<https://www.the-educational-psychologists.co.uk/for-psychologists/#EBSA>

### **21.10.20 conference on emotional wellbeing and the return to school 1.30 – 4pm**

Delivered by the National Children's Bureau in collaboration with HeadStart Partnerships this conference will explore and showcase how different Partnerships are supporting schools to manage the impact of Covid-19 on emotional wellbeing. The event will be held online via Microsoft Team. This is an opportunity to hear examples of good practice from HeadStart local areas and discuss the successes and challenges of implementing emotional wellbeing support and local system approaches, with a focus on the return to education after Covid-19 lockdown.

<https://www.eventbrite.co.uk/e/emotional-wellbeing-and-return-to-school-conference-tickets-122551606153>

### **21.10.20 Online virtual training course: Mental Health in Learning Disability, 9.45am-1pm**

Mental Health in Learning Disability: ARC online virtual training course in association with The Estia Centre, part of South London and Maudsley NHS Foundation Trust (SLaM)

What is mental health?

How does mental illness affect people with a learning disability?

How can you support people with learning disability to maintain good mental wellbeing?

Understand the common signs, symptoms and presentation in a person with learning disability by signing up for this new ARC England online workshop on Mental Health in Learning Disability in association with The Estia Centre.

#### **Who is it for?**

This training would suit staff who want to gain a basic understanding of mental health/ill health and how it affects people with learning disability.

It is particularly useful for frontline staff who are familiar and or have experience supporting people with learning disabilities, and it can also be useful for managers and team leaders.

#### **How to book your place**

Download and complete the [ARC England Online Training Booking Form](#)

Email it to [bookings@arcuk.org.uk](mailto:bookings@arcuk.org.uk)

## **26.10.20 National Advocacy Week**

<https://www.ndti.org.uk/advocacy-awareness-week/aaw19/>

## **29.10.20 Book launch of “Peter and friends experience of COVID-19, 1.30 – 5pm**

Stories from experts by experience, families and organisations will be read out. We have submissions from five continents. Sir Norman Lamb, Haley Newman and Cardiff University Vox Choir are among those presenting. The book will be available to download for free. There is no cost to attend this virtual event.

<https://www.eventbrite.co.uk/e/peter-friends-talk-about-covid-19-and-having-a-learning-disability-tickets-119601935609>

## **5.11.20 Selective mutism awareness workshop with Maggie Johnson**

<https://edpsy.org.uk/event/selective-mutism-workshop-with-maggie-johnson-11-20/>

## **5.11.20 Creating value and seeing beyond the behaviour: Dramatherapy with children and young people permanently excluded from mainstream education with Lauren Hart**

<https://edpsy.org.uk/event/creating-value-and-seeing-beyond-the-behaviour-dramatherapy-with-children-and-young-people-permanently-excluded-from-mainstream-education-with-lauren-hart-11-20/>

## **9.11.20 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](http://www.autismahandsonapproach.co.uk)

## **9 – 13.11.20 From Venue Floor to Virtual Tour! Kidz to Adultz North**

The online platform offers visitors free virtual access to the many exhibitors, companies, voluntary and support organisations who will be showcasing their products, equipment and outlining details of their services at various times during the week. The online facility will showcase a number of live videos at various timeslots throughout the week. You will also be able to download their PDFs and brochures, with the additional bonus of an online chat facility where you can ask the experts questions and their advice on a wider range of products, issues and concerns (anonymously if you prefer). There is also the opportunity to take part in live polls and interactive quizzes.

Register at [https://www.eventbrite.co.uk/e/kidz-to-adultz-exhibitions-venue-to-virtual-registration-116380662695?utm\\_source=Disabled+Living&utm\\_campaign=ee095823cb-Kidz+to+Adultz+Launch+Venue+to+Virtual+-+Visitors&utm\\_medium=email&utm\\_term=0\\_538f180eb1-ee095823cb-387706821](https://www.eventbrite.co.uk/e/kidz-to-adultz-exhibitions-venue-to-virtual-registration-116380662695?utm_source=Disabled+Living&utm_campaign=ee095823cb-Kidz+to+Adultz+Launch+Venue+to+Virtual+-+Visitors&utm_medium=email&utm_term=0_538f180eb1-ee095823cb-387706821)

## **16 – 20.11.20 Anti-Bullying Week 2020**

Organised by the Anti-Bullying Alliance, the theme is United Against Bullying, with information and resources available on the website, including for schools and for parents and carers. All you need to do is wear odd socks to celebrate what makes us all unique.

<https://www.anti-bullyingalliance.org.uk/anti-bullying-week>

## **13.11.20 Digital transitions: learning from lockdown for the future. 10 - 12**

This online event will be an opportunity to share the important and innovative research that has been done with Digital Stories during lockdown to support the assessments of children for their EHCPs, and the transitions of older students with complex needs beyond school. These approaches are particularly important during social distancing and could also be helpful for the longer term.

The Autism Community Research Network @Southampton

You will receive a free information pack following the event, including a guide on making Digital Stories and relevant research summaries and papers.

<https://eur03.safelinks.protection.outlook.com/?url=https%3A%2F%2Fautismtransitions.org%2Fiam%2F&data=01%7C01%7CHenry.Wood%40soton.ac.uk%7C93a51ff2cf4043c2d68108d871c1ac19%7C4a5378f929f44d3e8e89669d03ada9d8%7C0&sdata=usrxuKO8Tuvz3x8U2IMyOZj81Xn4AqzN9k4iXQpdzR4%3D&reserved=0>

For more information and registration please visit the Eventbrite page <<https://www.eventbrite.co.uk/e/digital-transitions-learning-from-lockdown-for-the-future-tickets-124534388709?utm-medium=discovery&utm-campaign=social&utm-content=attendeeshare&aff=escb&utm-source=cp&utm-term=listing>>.

### **1 & 2.12.20 The Mental Capacity Act & Deprivation of Liberty Safeguards (MCA & DoLS) Workshop for Trainers**

This online course is for in-house trainers to support them to deliver MCA & DoLS training to care staff using ARC Training Materials.

<https://arcuk.org.uk/events/event/new-online-training-course-the-mental-capacity-act-deprivation-of-liberty-safeguards-mca-dols-workshop-for-trainers-1-2-december-2020/>

### **8 & 9.12.20 New Online Training Course The Mental Capacity Act & Deprivation of Liberty Safeguards (MCA & DoLS) Workshop for Managers**

This online course is for social care managers, to support them in delivering their roles and responsibilities, and overseeing staff compliance.

<https://arcuk.org.uk/events/event/new-online-training-course-the-mental-capacity-act-deprivation-of-liberty-safeguards-mca-dols-workshop-for-managers-8-9-december-2020/>

### **18 – 21.1.21 ADOS2 Administration and Coding, Manchester**

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

### **16.2.21 Save the date for Making Participation Work's 3<sup>rd</sup> Children and Young People's Conference**

This will be an all-day virtual conference for children and young people with special educational needs and disabilities. It is a conference with a difference – it is designed and delivered by young people for young people. The conference is an incredible opportunity for children and young people to build on their participations skills, develop their voice and feel empowered to participate in decision making at a local, national and strategic level.

### **25.3.21 Next steps for the Ofsted inspection framework – adapting to the impact of Covid-19 and the return to school, remote learning and regulation of apprenticeship providers and FE colleges**

<https://www.westminsterforumprojects.co.uk/book/Next-steps-for-the-Ofsted-Inspection-Framework>

## **SHARING PRACTICE ACROSS THE NORTH WEST**

### **A Liverpool City Region initiative – FREE wellbeing packs**

The packs include activities and games which aim to boost wellbeing levels during the Covid-19 outbreak.

<https://www.haltonsthelensvca.org.uk/free-wellbeing-packs-citizens-liverpool-city-region>

## **Bereavement support**

Recently it was confirmed that **Cheshire CCG** is commissioning a new bereavement counselling service for local adults, children and young people at St Luke's Hospice, in recognition of the lack of bereavement support already available in the area and the impact that COVID has had. You can find read an article about this [here](#) (referrals are made via GP, with counsellors providing pre/post-bereavement support (up to 12 sessions) over Zoom/phone.) Also, more generally, the Childhood Bereavement Network has created a map of where to find local bereavement support which is on the [website](#).

## **Cheshire and Merseyside – Supporting anyone with a medical diagnosis of autism or aspergers syndrome**

This Attention Card confirms 'The person you have with you will have a medical diagnosis of Autism Spectrum Condition'. They should be treated as a vulnerable person and PACE 1984 guidelines should be followed.

When you apply for an Attention Card you are given the option for the applicant's difficulties to be recorded onto Cheshire or Merseyside Police's intelligence system. This means that in an emergency, irrespective of whether they are carrying the card or Autism Code Keyring, the issues they have will be acknowledged, and appropriate support given

<https://www.cheshireautism.org.uk/news/attention-card/?fbclid=IwAR1Fclus2SBOZNCvIFHG32YJvhEoMtaomSAGFtlee6rRqkkABu2Poc0-zLU>

## **RESOURCES**

### **The Guidebook to Childhood trauma and the brain**

<https://uktraumacouncil.org/wp-content/uploads/2020/09/CHILDHOOD-TRAUMA-AND-THE-BRAIN-SinglePages.pdf>

### **See Hear Respond hub**

Here you will find a range of resources, tools, videos and more for children with special educational needs and disability.

<https://www.barnardos.org.uk/support-hub/send>

### **Ambitious Youth Network: Co-produced resources:**

- [Top Tips on how to support autistic young people](#)
- [The Know Your Normal editable toolkit](#)
- [Case study - Eating disorders](#)
- [Case study - Sexual assault](#)
- [Case study - CAMHS](#)

### **Autism – A guide for police officers and staff**

[https://www.autism.org.uk/shop/products/books-and-resources/autism-a-guide-for-police-officers-and-staff?utm\\_source=The%20National%20Autistic%20Society&utm\\_medium=email&utm\\_campaign=11898376\\_Criminal%20Justice%20Newsletter%2015.10.20&dm\\_i=YA3,730UG,KUG4LR.SMAMP,1](https://www.autism.org.uk/shop/products/books-and-resources/autism-a-guide-for-police-officers-and-staff?utm_source=The%20National%20Autistic%20Society&utm_medium=email&utm_campaign=11898376_Criminal%20Justice%20Newsletter%2015.10.20&dm_i=YA3,730UG,KUG4LR.SMAMP,1)

### **Covid-19 resource hub – foundation years**

<https://foundationyears.org.uk/2020/09/covid-19-resources-hub/>

## **Recovery at its best: 5 key principles to support school following critical incidents**

<https://edpsy.org.uk/blog/2020/recovery-at-its-best-5-key-principles-to-support-school-following-critical-incidents/>

## **How to potty train a child with autism: The complete guide**

<https://ginadavies.co.uk/potty-training/complete-guide/>

## **Matching interventions and people - A decision-making tool to establish the best means of working with people**

COVID-19 and the subsequent Public Health England guidelines on social distancing have changed social work practice. Many previously face-to-face interactions have been carried out or are being carried out either over the phone or through video calling.

Some benefits of face-to-face interactions are undeniable in terms of the increased ability to gather non-verbal communication, direct observation of the person in their own environment, and of the environment itself. There are instances, however, where this way of interaction is not necessary, does not add value, or could be too intrusive for the individual.

This decision-making tool supports social workers and social care practitioners to decide the best format, or combination of formats, for a given interaction.

It can be used for any social care interaction including provision of information and advice, assessment, Mental Capacity Assessment, care and support planning, or simply a regular catch-up to see how a person is doing.

The options for interaction in the decision-making tool are:

face to face

email

phone

video calling

social media – e.g. WhatsApp

specific care planning apps (i.e. [Leaving well: Improving support for young people leaving care.](#))

[https://www.scie.org.uk/care-providers/coronavirus-covid-19/social-workers/matching-interventions-with-people?utm\\_source=Royal%20College%20Of%20Paediatrics%20and%20Child%20Health&utm\\_medium=email&utm\\_campaign=11845907\\_RCPCH%20Engagement%20Collaborative%20Sept%202020&dm\\_i=12S1,71WCZ,S3W13E,SH16V,1](https://www.scie.org.uk/care-providers/coronavirus-covid-19/social-workers/matching-interventions-with-people?utm_source=Royal%20College%20Of%20Paediatrics%20and%20Child%20Health&utm_medium=email&utm_campaign=11845907_RCPCH%20Engagement%20Collaborative%20Sept%202020&dm_i=12S1,71WCZ,S3W13E,SH16V,1)

## **Wellbeing resources for people who have Down Syndrome**

These new resources help look after the emotional well-being of people who have Down's syndrome, but are applicable to anybody with a learning disability, have been launched. Following a 40% rise in calls to its Helpline, the Down's Syndrome Association have released the [FREE multi-media resources](#) 4 for parents, carers, social sector workers, and people who have Down's syndrome.

The comprehensive suite of resources covers subjects such as: feelings, bullying, stress, relaxation, anger, growing up, bereavement, and changes that can happen within families. There are accessible Easy Read resources for each subject, and the charity has worked with people who have Down's syndrome throughout, to ensure their lived experiences and needs are reflected.

The suite of resources is split into different subjects areas, and all are available FREE from the charity. It includes practical tasks and teaching resources such as the 'stress bucket' method, as well as a relaxation audio and a video featuring people who have Down's syndrome talking about what helps them to relax.

[The resources can be downloaded for FREE from the DSA's website.](#)

## **INFORMATION:**

**Nasen membership** will be free from January 2020. For more information and FAQs, please visit [www.nasen.org.uk/membership.html](http://www.nasen.org.uk/membership.html) or email [membership@nasen.org.uk](mailto:membership@nasen.org.uk)

**National Autistic Society** has a new website [www.autism.org.uk](http://www.autism.org.uk)

### **Services for autistic people and people with a learning disability**

The Care Quality Commission has updated its guidance on the regulation of services for autistic people and/or people with a learning disability. [Right support, right care, right culture](#), outlines what providers are expected to consider and now has a stronger focus on outcomes and people's quality of life.

<https://www.cqc.org.uk/guidance-providers/autistic-people-learning-disability/right-support-right-care-right-culture>

### **Ofsted support for area SEND arrangements this autumn term**

Ofsted and the Care Quality Commission (CQC) will start carrying out visits to local areas from October.

<https://www.gov.uk/government/news/ofsted-support-for-area-send-arrangements-this-autumn-term>

### **Interim phase: area SEND**

An operational note for Her Majesty's Inspectors and Care Quality Commission inspectors carrying out interim visits to local areas regarding their special educational needs and disabilities arrangements from October 2020.

<https://www.gov.uk/guidance/interim-phase-area-send>

### **Barnardo's launches new UK specialist helpline**

A helpline supporting vulnerable Black, Asian and minority ethnic children and families, who have been hardest hit by the COVID-19 crisis, was launched on Thursday October 1 by children's charity Barnardo's.

The first of its kind in the UK, the helpline, therapeutic support and live webchat facility will offer a lifeline to communities struggling to deal with issues such as sickness and bereavement and rising hate crime due to the pandemic, on top of entrenched existing inequalities, including poverty, financial hardship and health problems.

<https://www.barnardos.org.uk/news/barnardos-launches-new-uk-specialist-helpline>

### **Making relationships and sex education work for children with SEND**

[https://www.ncb.org.uk/news-opinion/news-highlights/making-relationships-and-sex-education-work-children-send?mc\\_cid=669d7f9bb9&mc\\_eid=59c28d4a77](https://www.ncb.org.uk/news-opinion/news-highlights/making-relationships-and-sex-education-work-children-send?mc_cid=669d7f9bb9&mc_eid=59c28d4a77)

### **Every mind matters**

NHS England and Public Health England has launched a renewed drive to encourage parents and carers to visit the Every Mind Matters website and take advantage of new advice developed in partnership with leading children and young people's mental health charities.

The NHS offers a lot of mental health support for children and young people, including 24/7 crisis support, but we know how important it is to get early support when problems first start to emerge. [Every Mind Matters](#) is designed to help parents and carers spot the signs that children may be struggling with their mental health and support them, and provides advice that can help maintain good mental wellbeing.

## **Place2Be is offering resources and support to help NHS working parents, carers and their families during COVID-19**

There is an Art Room resource pack for children and parents and carers to craft and create together. The Art Room pack includes stories, instructions and activities exploring ways in which parents and children can stay connected even when they're spending more time apart.

<https://www.place2be.org.uk/keyworkers>

## **FOCUS: SPECIAL EDUCATIONAL NEEDS IN MAINSTREAM SCHOOLS**

The Education Endowment Foundation (EEF) has produced a guidance report offering five evidence-based recommendations to support pupils with SEND. There is a 'summary of recommendations' poster and additional tools and resources to help implement the guidance. To read the full guidance and access the post and resources to

<https://educationendowmentfoundation.org.uk/tools/guidance-reports/special-educational-needs-disabilities/#recommendation-1>

### **Unlocking the potential of Teaching Assistants in Schools**

Sign up for an email series based on the EEF report [Making Best Use of Teaching Assistants](#)

[https://mailchi.mp/eefoundation.org.uk/taemails?mc\\_cid=e158ccf456&mc\\_eid=206166363d](https://mailchi.mp/eefoundation.org.uk/taemails?mc_cid=e158ccf456&mc_eid=206166363d)

A poster summarising the five key recommendations is available to download [here](#).

For a preview - and to whet your appetite! - you can read this blog by the EEF's Kirsten Mould - '[Five evidence-based strategies to support high-quality teaching for pupils with SEND](#)' - proposing five evidence-based strategies schools can deploy.

### **Guidance on support for Health and Wellbeing for pupils and staff in schools**

<https://www.babcockldp.co.uk/inclusion-and-ehwb>

## **OPPORTUNITIES**

### **FOR PARENT / CARERS**

Are you a parent/carer of a child aged 2 – 16? Would you like to join a Parent/Carer Advisory Group (and be reimbursed for your time)? If so you can contribute to improving the design of a large-scale study about child mental health during the Covid-19 pandemic.

Share your views about a study in a welcoming and private community.

Discover new and interesting resources about child mental health.

This is an opportunity to be part of a research advisory group – to find out more go to [www.cospaceoxford.com/involve](http://www.cospaceoxford.com/involve).

### **FOR DISABLED CHILDREN AND YOUNG PEOPLE AND CHILDREN AND YOUNG PEOPLE WITH SPECIAL EDUCATIONAL NEEDS**

The Making Participation Work programme is jointly delivered by the Council for Disabled Children and KIDS and funded by the Department for Education. They are delivering a national strategic participation programme with disabled children and young people, and children and young people with special educational needs.

They want a greater number of young disabled people, and those with special educational needs, to participate at a national and strategic level. This means actively creating opportunities

for children and young people from a wide range of backgrounds and circumstances to share their views and experiences.

They are delivering a series of wider engagement sessions with seldom heard disabled children and young people, and children and young people with special educational needs. It's an opportunity for them to share with the government their views on an issue that is important to them.

They are very flexible and are able to deliver this session in the autumn either virtually or face to face following Covid-19 guidance and protocol.

Please get in touch at [cohallowan@ncb.org.uk](mailto:cohallowan@ncb.org.uk) if you work with a group who would be interested in this opportunity or would like more information.

### **FLARE 12 – 15 recruitment**

The Council for Disabled Children are looking for disabled young people and young people with special educational needs (SEN) aged 12-15 years old to be part of their young people's advisory group, FLARE. Due to the current coronavirus pandemic, they cannot meet up as group as usual for the time being. However, they are looking for new members now and then will be resuming their face to face meetings soon!

It's really important that disabled children and young people and those with SEN are involved in the decisions that affect their lives. FLARE work together to share their views and experiences with the Department for Education and other organisations to help them understand how children and young people want to receive support and what services they need.

FLARE meet 6 times a year and you will need to be able to travel to London to share your experiences, give feedback and advice, and also talk to professionals about how to make positive changes to improved things for disabled young people.

Young people can apply using the forms found online [here](#) and CDC accept video applications or young people can call to arrange a time to talk to them. Please email applications or arrange a time to chat at [cohallowan@ncb.org.uk](mailto:cohallowan@ncb.org.uk).

The deadline to apply is **1pm Sunday 1st November**.

## **FOCUS: EARLY YEARS/SEND**

### **FREE online training offer from I CAN – Supporting SLCN In Early Years Settings**

Free webcasts and live webinars designed and produced by specialist speech and language therapist advisors. These provide early years practitioners, managers and SENCOs with an opportunity to consider how best to support children with SLCN.

To get started with the two webcasts, check out the [I CAN website](#).

I CAN have also arranged new dates so that each participant has a chance to discuss the changes that they are making following the two webcasts and also to ask any questions. These dates are:

- Wednesday 4<sup>th</sup> November - 7 – 8:30pm
- Monday 30<sup>th</sup> November – 3 – 4:30pm
- Wednesday 30<sup>th</sup> January – 7 – 8:30pm
- Thursday 28<sup>th</sup> January – 10:30 – 12noon
- Wednesday 10<sup>th</sup> February – 2 – 3:30pm
- Wednesday 24<sup>th</sup> February – 7 – 8:30pm
- Thursday 11<sup>th</sup> March – 9:30 – 11am.

To view the webcasts and book a place on one of these dates, please visit [www.ican.org.uk/eysend-partnership/](http://www.ican.org.uk/eysend-partnership/)

Contact [eysend@ican.org.uk](mailto:eysend@ican.org.uk) for further information

## Meeting the Needs of Every Child training for Early Years practitioners from nasen

[https://mailchi.mp/eefoundation.org.uk/taemails?mc\\_cid=e158ccf456&mc\\_eid=206166363d](https://mailchi.mp/eefoundation.org.uk/taemails?mc_cid=e158ccf456&mc_eid=206166363d)

## **WORKFORCE DEVELOPMENT**

### **Accredited award for SEND casework staff**

A cohort will be starting in November which will do the whole programme on Zoom/Teams. There is some information and contact details on the nasen website <https://nasen.org.uk/events/send-casework-award.html>

### **CDC holistic outcomes course**

CDC has launched a Holistic Outcomes in Education, Health and Care Plans e-learning course. This free, self-guided course takes all the key elements from their popular and well-received live training (currently being delivered online) and repackages it into a series of online modules, covering:

- Aspirations
- Outcomes from CYP and family perspectives
- Outcomes from professional perspectives, including writing SMART outcomes
- Legal considerations
- Annual reviews

To find out more and to complete the free e-learning course please click here: <https://bit.ly/3cNZLTS>

### **Family Fund Webinar: Life after Lockdown and our support**

Join Family Fund for this online webinar to find out more about their 'life after lockdown' research and how they are supporting families raising disabled and seriously ill children. This series of webinars are designed for organisations who support families raising disabled and seriously ill children and will be held over Microsoft Teams. You should be able to access this via your browser or Teams app if you are using a laptop, but may need to download the Teams app if you wish to view via mobile.

Please share with colleagues and your networks.

Details of dates and times are

here: <https://www.familyfund.org.uk/Pages/Events/Category/Professional-Webinars>

For more information please contact Rachel Perrin (Partnership Development Manager - [Rachel.Perrin@familyfund.org.uk](mailto:Rachel.Perrin@familyfund.org.uk))

### **The National Network of Regional Youth Work Units**

(<https://networkofregionalyouthworkunitsengland.wordpress.com/about-the-network/>) is offering free places on several training sessions. All the information on what training is available and how to book can be found below.

Events page: <https://www.regionalyouthunits.com/events>

#### **Detached Youth Work Session 1**

Scenario planning covering a range of issues such as substance misuse, street ASB and violence, age and being peers of young people, criminalisation of young people for being outside, partnerships, off duty boundaries.

<https://www.regionalyouthunits.com/event-details/detached-youth-work-session-1>

#### **Detached Youth Work Session 2**

Scenario planning covering a range of issues such as substance misuse, street ASB and violence, age and being peers of young people, criminalisation of young people for being outside, partnerships, off duty boundaries.

<https://www.regionalyouthunits.com/event-details/detached-youth-work-session-2>

### **Introduction to Becoming a Trauma Informed Organisation**

A session for managers, trustees and directors providing an introduction to developing a trauma informed organisation for staff and beneficiaries. This session provides an overview of the concept of trauma informed practice, highlighting its benefits and evidence base and outlining the training available to staff via PYL through a series of online webinars.

<https://www.regionalyouthunits.com/event-details/session-1-introduction-to-becoming-a-trauma-informed-organisation>

### **Developing Trauma Awareness**

Overview of content:

1. Understanding psychological trauma 2. Understanding developmental trauma 3. Post-traumatic growth 4. Self-care and psychological resilience

<https://www.regionalyouthunits.com/event-details/session-2-developing-trauma-awareness>

### **Detached Youth Work Session 3**

Scenario planning covering a range of issues such as substance misuse, street ASB and violence, age and being peers of young people, criminalisation of young people for being outside, partnerships, off duty boundaries.

<https://www.regionalyouthunits.com/event-details/detached-youth-work-session-3>

### **Detached Youth Work Session 4**

Scenario planning covering a range of issues such as substance misuse, street ASB and violence, age and being peers of young people, criminalisation of young people for being outside, partnerships, off duty boundaries.

<https://www.regionalyouthunits.com/event-details/detached-youth-work-session-4>

### **Developing Trauma Informed Practice**

Overview of content: 1. Introduction to trauma informed practice

2. Integrating the 6 trauma informed principles to practice

3. Using the SENSE model to structure trauma informed interventions

<https://www.regionalyouthunits.com/event-details/session-3-developing-trauma-informed-practice>

### **Therapeutic Skills and Creative Ways of Working**

Overview of content: 1. Key skills for therapeutic practice 2. Creative ways of working 3.

Working with loss and bereavement

<https://www.regionalyouthunits.com/event-details/session-4-therapeutic-skills-and-creative-ways-of-working>

## **REPORTS**

### **Vulnerability in childhood: a public health informed approach**

Reports for local government and their partners to inform their co-ordinated approaches to reduce vulnerability and adversity in childhood

<https://www.gov.uk/government/publications/vulnerability-in-childhood-a-public-health-informed-approach>

### **State of the Nation report provides an in-depth picture of the experiences of children and young people during the pandemic and how it affected their wellbeing.**

The government's second annual State of the Nation [report](#) finds that children and young people aged five to 24 generally responded with resilience to changes in their lives between March and September 2020, and despite indications of challenges to their mental wellbeing they report stable levels of happiness and only slight reduction in satisfaction with their lives.

### **Education policy responses across the UK to the pandemic**

<https://epi.org.uk/publications-and-research/education-responses-uk-pandemic/>

## **Stress among children in England during the coronavirus lockdown**

[https://www.childrenscommissioner.gov.uk/report/stress-among-children-in-england-during-the-coronavirus-lockdown/?utm\\_source=Children%27s+Commissioner+for+England&utm\\_campaign=9ff8377461-EMAIL\\_CAMPAIGN\\_2020\\_09\\_30\\_10\\_19&utm\\_medium=email&utm\\_term=0\\_5e06e44c59-9ff8377461-375821777](https://www.childrenscommissioner.gov.uk/report/stress-among-children-in-england-during-the-coronavirus-lockdown/?utm_source=Children%27s+Commissioner+for+England&utm_campaign=9ff8377461-EMAIL_CAMPAIGN_2020_09_30_10_19&utm_medium=email&utm_term=0_5e06e44c59-9ff8377461-375821777)

## **Left Stranded**

<https://www.autism.org.uk/what-we-do/news/coronavirus-report>

## **Adoption barometer report**

Adoption UK's Adoption Barometer is based on the biggest ever survey of families formed by adoption (over 5,000 responded) and makes for interesting reading- FASD was a specific focus. The respondents to the survey indicate that their children are 20 times more likely to be (permanently) excluded and that education is the biggest concern to adopters (when asked about a wide range of issues).

Here is a link to the Adoption Barometer.

<https://www.adoptionuk.org/the-adoption-barometer> (There is also a 13 min summary video on YouTube as well <https://m.youtube.com/watch?t=160s&v=gyhqAQ-1lt4> ).

<https://www.adoptionuk.org/the-adoption-barometer>

## **Towards Inclusion in Education: Status, trends and challenges**

This report argues that education systems based on the principles of inclusion and equity are the most effective means of combating discriminatory attitudes and discrimination, in order to create welcoming communities, build inclusive societies and achieve high-quality education for all. It also provides guidance and suggestions to help countries minimise barriers to learning and ensure the genuine inclusion of all learners.

Recommendations

In summary, six actions that emerged from the developments summarized in the report are recommended. These point to the importance of:

1. Establishing clear definitions of what is meant by inclusion and equity in education;
2. Using evidence to identify contextual barriers to the participation and progress of learners;
3. Ensuring that teachers are supported in promoting inclusion and equity;
4. Designing the curriculum and assessment procedures with all learners in mind;
5. Structuring and managing education systems in ways that engage all learners; and
6. Involving communities in the development and implementation of policies that promote inclusion and equity in education

Together, these recommendations have major implications for practice within schools and across education systems. They also challenge those in advisory and support roles, such as educational psychologists, to consider the implications for their work.

<https://unesdoc.unesco.org/ark:/48223/pf0000374246>

## **The end of lockdown? The last six months in the lives of families raising disabled children UK Findings - September 2020**

Family Fund research findings

<https://www.familyfund.org.uk/news/families-face-uncertainty>

## **Childhood in the time of Covid**

<https://www.childrenscommissioner.gov.uk/report/childhood-in-the-time-of-covid/>

## **TOPIC: MAKING PARTICIPATION WORK**

The Making Participation Work programme is jointly delivered by the Council for Disabled Children and KIDS and funded by the Department for Education. They are delivering a national strategic participation programme with disabled children and young people and those with special educational needs. Making Participation Work focuses on five key elements including scoping work on children and young people's participation to build a clear picture of the breadth and depth of local area engagement with children and young people.

To find out more: <https://councilfordisabledchildren.org.uk/our-work/participation/practice/making-participation-work>

## **Consultation**

The National Autistic Society are running a project in partnership with Mind, which aims to review current mental health pathways including how best to adapt psychological therapies for autistic people. There will be a particular focus on lower level psychological therapy. This project will consult with autistic people and parents of autistic children, as well as professionals, about what works and what doesn't. Ultimately, they would want to use these insights to develop mental health guidance for autistic people.

They are planning on carrying out a series of individual interviews with Mental Health Professionals in October and November and if you are interested in this project and would like to be involved or have any questions please email Felicity Stephenson, the Policy and Parliamentary Officer leading this project at [felicity.stephenson@nas.org.uk](mailto:felicity.stephenson@nas.org.uk). Also, if you know of anyone who may want to get involved please share this email with them.

## **Post on behalf of The British Paediatric Neurology Association**

The British Paediatric Neurology Association and James Lind Alliance have just launched a Priority Setting Partnership [survey](#) to help define the Top 10 unanswered questions about the treatment of Childhood Neurological Conditions. For more information about the Priority Setting Partnership please visit their website which sets out our objectives and who is involved in their Steering Group. Weblink [here](#).

They would like to invite you to help them ensure that the surveys and workshop they carry out involve those whose lives are affected by these conditions and the clinicians who treat them.

The first stage of the PSP is to ask patients, carers, and clinicians, via an online [survey](#), for questions about childhood neurological conditions where there is uncertainty about the effectiveness of treatments.

Following the end of the [survey](#), an interim prioritisation exercise then takes place, before a priority-setting workshop is convened where participants, representing patients and clinicians, debate and finally arrive at a Top 10 list of research priorities.

The eventual aim is to turn these priorities into funded research questions that have the potential to go on to improve the lives of children with these conditions.

The first [survey](#) is now live

at [https://www.surveymonkey.co.uk/r/BPNA\\_JLA\\_RESEARCH\\_PSP](https://www.surveymonkey.co.uk/r/BPNA_JLA_RESEARCH_PSP)

## **OTHER NEWSLETTERS**

### **Afasic news**

<https://mailchi.mp/ca1032f3b244/afasic-online-updates-free-resources-for-school-aged-children?e=99e418390f>

**Autism newsletter**

<https://mailchi.mp/6ae7c1b67200/autism-newsletter-september-2020?e=acbe2531b0>

**Autism practice – Criminal Justice newsletter**

<https://nas-email.org.uk/YA3-730UG-16D6B4F4FEAC5F24KUG4LRBB4A2765FDDF4BEE/cr.aspx>

**Council for Disabled Children news**

<https://mailchi.mp/ncb/your-september-newsletter-is-here-1299630?e=59c28d4a77>

**Foundation years newsletter**

<https://mailchi.mp/ncb.org.uk/foundation-years-newsletter-october-1299670?e=59c28d4a77>

**Kidz to Adultz now magazine**

[https://issuu.com/disabledliving/docs/kidz\\_to\\_adultz\\_magazine\\_issue\\_9?fr=sNTZhYTEzMzc&utm\\_source=Disabled+Living&utm\\_campaign=5fd9f84fd5-Kidz+to+Adultz+Magazine+Issue+930%2F9%2F20+2%3A49+PM&utm\\_medium=email&utm\\_term=0\\_538f180eb1-5fd9f84fd5-387706821](https://issuu.com/disabledliving/docs/kidz_to_adultz_magazine_issue_9?fr=sNTZhYTEzMzc&utm_source=Disabled+Living&utm_campaign=5fd9f84fd5-Kidz+to+Adultz+Magazine+Issue+930%2F9%2F20+2%3A49+PM&utm_medium=email&utm_term=0_538f180eb1-5fd9f84fd5-387706821)

**Making ourselves heard newsletter**

<https://mailchi.mp/ncb/september-making-ourselves-heard-newsletter-1299446?e=59c28d4a77>

**RCPCH & US bulletin**

<https://dmtrk.net/12S1-71WCZ-E60CD5CD670F1B98S3W13E5C79DEDD1A88F9DE/cr.aspx>

**Whole school SEND nasen news + events**

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