



# NW SEND Regional Network Newsletter

## November 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.](#)**

Overall the guidance has been updated and refreshed to reflect the Prime Minister's announcement on 23 November on the lifting of the National Restrictions.

The Department for Education have updated the information in the following sections mainly to reflect the Local Restriction Tiers:

- [face coverings](#)
- [supporting children and young people in special residential settings](#)[the previous guidance on residential settings has been decommissioned so the relevant sections have been included in this guidance]
- [transport](#)
- [attendance- self isolating and children who are clinically extremely vulnerable](#)
- [workforce - staff who are clinically extremely vulnerable](#)
- [educational visits](#)
- [school uniform](#) [new section]
- [physical activity in schools](#)
- [music, dance and drama](#)
- [contingency planning](#)

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

#### **Updated** Safe working in education, childcare and children's social care

Preventing and controlling infection, including the use of PPE, in education, childcare and children's social care settings during the coronavirus outbreak.

<https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care>

## **Updated guidance on Aerosol Generating Procedures**

In collaboration with Public Health England, the DfE have reviewed and updated the section of the guidance on [aerosol generating procedures \(AGPs\) in education and children's social care settings](#). During this process, DfE and PHE worked with an expert group including NHS England, senior clinicians, the Royal College of Paediatrics and Child Health, the Royal College of Nurses and SEND sector organisations including special schools, to reach a consensus based on current evidence and good practice.

This revised guidance has sought to balance the need for children and young people requiring AGPs to be in their school or college whilst ensuring that the safety of all staff and pupils has been considered.

This guidance should be adapted to meet these individual circumstances, focusing on collaboration between education and care settings, families, local authorities and health providers. It is important that settings and services continue to communicate clearly with parents on progress so that children, young people and learners who need AGPs can be supported to return to their setting safely.

## **Best start in speech, language and communication**

This is Government guidance to improve speech, language and communication (SLC) in the early years. The main guidance document supports local areas to develop a whole-systems approach to reducing inequalities in SLC and is accompanied by supporting evidence and case studies of good practice from local areas

<https://www.gov.uk/government/publications/best-start-in-speech-language-and-communication>

## **Department for Education advice on home-schooling and elective home education published on 20 October 2020**

<https://dfemedia.blog.gov.uk/2020/10/20/all-you-need-to-know-about-home-schooling-and-elective-home-education-ehe/>

## **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>

## **Updated guidance on the Mental Capacity Act and DOLS during the pandemic**

<https://qualityadvocacy.org.uk/2020/10/26/updated-guidance-on-the-mca-and-dols-during-the-pandemic/>

## **National Youth Agency guidance on Managing Youth Sector activities and spaces during Covid-19**

<https://nya.org.uk/guidance/>

## Events

### **30.11.20 10 – 11am Personal Wheelchair Budgets webinar 3: Community of practice – Patient Centred Outcome Measures**

Registration - <https://www.events.england.nhs.uk/events/personal-wheelchair-budgets-webinar-3-community-of-practice---patient-centred-outcome-measures>.

Email - [england.pcevents@nhs.net](mailto:england.pcevents@nhs.net)

### **1.12.20 1 – 3pm The Short Breaks Community of Practice.**

In their role as strategic reform partner to the DfE, the Council for Disabled Children (CDC) are running a workshop focused on developing a national community of practice in relation to Short Breaks. They are keen to explore how a national network of practitioners can support representatives in local areas to work together through a peer support model to develop and share learning and good practice in relation to community-based family support ultimately improving outcomes for children and young people with SEND and their families. As such, an interactive Short Breaks community of practice workshop will be chaired by Dame Christine Lenehan, Director of CDC. The session will include contributions from the DfE and will focus on a range of key topics including:

- Update on the SEND Review
- Refresh on the law and guidance relating to short breaks
- Learning from the lockdown on the delivery of short breaks
- Peer support and share opportunity
- Key priorities in developing a short breaks community of practice

Please sign up to this session if you are a short breaks commissioner in a local area; are part of a short breaks team; are a short break provider. Parent carers and national organisations with an interest in short breaks development are also welcome.

This is an interactive, online event, and participants will receive a link with joining instructions in advance.

Please **register for free** [here](#)

For more information please contact Deborah Salami at the Council for Disabled Children at [dsalami@ncb.org.uk](mailto:dsalami@ncb.org.uk)

### **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/>

### **3.12.20, 4.12.20, 16.12.20. 1.2.21, 11.2.21 Early Years SENCO Masterclass**

nasen (the National Association for Special Educational Needs) are offering a DfE funded Masterclass in the form of a 90 - minute live webinar. Based on COVID-related themes, the purpose of the free webinar is to explore issues including increased demands from children returning to settings, potential falling capacity of the workforce due to illness and changes in parental or workforce attitudes and to consider the relative merit and risks of different approaches. Register for free on the nasen website.

<https://nasen.org.uk/training-and-cpd/early-years/early-years-masterclass.html>

NB This is the same event on different dates

### **5.12.20 10 – 12noon On-line event for siblings – Your legal questions answered**

Sibs – the UK charity for brothers and sisters of disabled children and adults.

Sibs Trustee and solicitor Carol McBride join Sibbs staff for this Zoom webinar. Carol will present and answer questions on the legal topics that many siblings need to know about,

such as next of kin, power of attorney, deputyship, wills, trusts and mental capacity. Many siblings have worries about these legal issues that have been heightened by the pandemic. <https://our.choiceforum.org/t/online-event-for-siblings-your-legal-questions-answered/7483>

### **7 & 8.12.20 Mechanisms of Effective Participation with Children and Young People, Making Ourselves Heard Participation Forum**

This workshop provides an opportunity to:

- Explore different methods of involving young people in your organisation; including how to involve young people in online space
- Identify strengths and weaknesses of different approaches
- Learn from other organisations via examples of good practice
- Reflect on your own practice and identify areas for improvement

Places are limited to Community/Voluntary and Public Sector and will be allocated on a first come, first served basis.

Click here to learn more: <https://www.eventbrite.co.uk/e/mechanisms-of-effective-participation-with-children-young-people-tickets-125599791357>

### **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/>

### **9.12.20 9.45 – 1pm Mental Health in Learning Disability live online training course.**

Learn how to promote mental wellbeing and recognise mental health problems in the people with a learning disability and/or autism in our live online training course in partnership with mental health and learning disability experts The Estia Centre.

Full details and booking form: <https://arcuk.org.uk/events/event/extra-date-online-virtual-training-course-mental-health-in-learning-disability-9-45am-1pm-wednesday-9th-december-2020/> 1

### **10.12.20 11 – 12.30 SEND National Trial Webinar for Parent Carers**

The event will take place on Teams Live.

During the webinar, topics that will be covered include:

- Overview of the SEND National Trial
- Finding solutions through mediation
- What to expect at a Tribunal hearing

There will also be an opportunity to ask questions to the panel on the SEND National Trial at the end of the webinar

To register for the event, [click here](#)

*Please note: Bookings for this event will close at 12pm on 3<sup>rd</sup> December.*

### **11.12.20 Second National event, Council for Disabled Children**

The plenary session will consist of:

- A welcome from Amanda Allard, CDC
- A welcome from Lorraine Mulrone, NHSE/I
- A talk from Janet Collins, DfE, on work across health and social care within DfE
- An update on Learning Disability and Autism and Mental Health Workstreams, Sue North and David Lockwood, NHSE/I
- A briefing from Nick Whitaker, CQC/Ofsted, on local areas' special educational needs and disabilities provision

You will be given the choice to attend 2x workshops after the plenary session.  
Sign up for the event here: <https://www.eventbrite.co.uk/e/cdc-national-online-event-tickets-127174467255>. The password is: **National1**  
The deadline to sign up is 8<sup>th</sup> December, 16:30.

### **12.12.20, 23.1.21, 20.2.21, 20.3.21 11 – 2.30 with a break for lunch SEND Youth Voice, Vibe**

For young people aged 11 – 17 who identify with having SEND who want to make a difference – gain new skills, meet new people, discuss issues that are important to YOU, take action.

Find out more and book online: <https://vibeuk.org/book-online>

### **14.12.20 – 16.12.20 TES Virtual Show**

Curated to help attendees deliver the SEND Code of Practice 2019: 0 – 25, [Tes SEN Show Virtual](#) features essential seminars and workshops for education professionals of all levels. Discover three streams of seminars, keynote panel debates, workshops and more in the [programme](#).

[https://www.tessenshow.co.uk/virtual/programme?utm\\_content=programme&utm\\_campaign=SENV21%20-%20G1%2C%20What%27s%20on&utm\\_source=SEN%20Show&utm\\_medium=adestra\\_email&utm\\_term=https%3A%2F%2Fwww.tessenshow.co.uk%2Fvirtual%2Fprogramme](https://www.tessenshow.co.uk/virtual/programme?utm_content=programme&utm_campaign=SENV21%20-%20G1%2C%20What%27s%20on&utm_source=SEN%20Show&utm_medium=adestra_email&utm_term=https%3A%2F%2Fwww.tessenshow.co.uk%2Fvirtual%2Fprogramme)

### **17.12.20 11 – 12.30 SEND National Trial Webinar for Local Areas**

The event will take place on Teams Live.

During the webinar, topics that will be covered include:

- Overview of the SEND National Trial
- Mediation
- Preparing for Tribunal

There will also be an opportunity to ask questions to the panel on the SEND National Trial at the end of the webinar.

To register for the event, [click here](#).

*Please note: Bookings for this event will close at 12pm on the 10<sup>th</sup> December.*

### **17.12.20 Planning for early years SLCN support – using new national resources seminar**

This free three-hour workshop will be jointly facilitated by CDC, I CAN and The Communication Trust. It will focus on helping local areas to use key elements from the range of new national guidance and tools that relate to speech, language and communication in the early years, and to support them to develop a robust and integrated local strategy and live action plan that can sustain.

NB This workshop will be repeated on 13.1.21, 29.1.21 and 4.2.21

To register for any of the dates [https://www.eventbrite.co.uk/e/planning-for-early-years-slc-support-using-new-national-resources-tickets-130674483899?mc\\_cid=1a993bb4cd&mc\\_eid=59c28d4a77](https://www.eventbrite.co.uk/e/planning-for-early-years-slc-support-using-new-national-resources-tickets-130674483899?mc_cid=1a993bb4cd&mc_eid=59c28d4a77)

You can find out more by contacting [eysend@ncb.org.uk](mailto:eysend@ncb.org.uk)

### **11 – 13.1.21 Safeguarding Children in the Digital Age**

<http://www.safeguardingdigital.co.uk/home>

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

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

### **20.1.21 and 23.2.20 10.30 – 1pm NW Health - Preparing for Adulthood (PfA) Person Centred Planning Training**

The aim of the training is to improve the quality of conversations, increase confidence to use good practice and improve information and advice into annual reviews. Which, in turn, should contribute to an improvement in PfA in EHCPs and support PfA Outcomes improving over time.

Person-centred planning is a holistic, joined up, problem solving approach which supports people to have the lives they want. It assumes that everybody has gifts and talents and can make a contribution. It explores what is important to a person from their own perspective, what is important for them to keep healthy and safe and what needs to happen to enable the person to make changes that lead to their best life.

Who should attend the Workshop?

There are 60 places and we welcome attendance from strategic leads (to ensure ownership and leadership of the work), health commissioners and health practitioners

The programme will include 2 half day sessions with a gap between each session.

Participants will be expected to use the time in between sessions to reflect on their learning, practice some of the approaches and tools, discuss with their teams and managers what this means for their practice and use some of the tools with young people and families they work with.

The second session will reflect and consolidate learning, dig a little deeper into some of the tools and provide space to action plan how participants will embed learning into practice.

Booking is essential – please book your tickets for both events.

The dates of the two sessions are.

20<sup>th</sup> January 2021 10.30-13.00 <https://www.eventbrite.co.uk/e/nw-health-pfa-person-centred-planning-training-tickets-129037766433>

23<sup>rd</sup> Feb 10.30-13.00 <https://www.eventbrite.co.uk/e/nw-health-pfa-person-centred-planning-training-2-tickets-129053198591>

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

This is a conference with a difference – designed and delivered by young people for young people this year's conference is all about Youth Voice. The conference will focus on empowering young people with SEND to feel heard, giving them the tools to effectively amplify their voices.

This will be an interactive online, all-day conference for children and young people with special educational needs and disabilities. The conference is about **Youth Voice** and is an incredible opportunity for children and young people to build on their participation skills, develop their voice and feel empowered to participate in decision making at a local, national and strategic level.

Registration is at <https://www.eventbrite.co.uk/e/youth-voice-matters-children-and-young-peoples-send-conference-tickets-128101415783>

There is a limit to 10 young people per group so [sign up](#) quickly before all the spaces are gone! Please only reserve the number of tickets you actually need so as to allow as many groups as possible to attend.

At the moment group leaders only need to register their group and indicate how many tickets you need. Further details of delegates (including support needs) will be required in January. [Registration](#) will close on 11<sup>th</sup> December, or sooner if all tickets are allocated.

### **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**

### **Early Years Resource Pack, Films and Parent/Carer FAQs**

Greater Manchester Combined Authority and the Greater Manchester Health and Social Care Partnership have been working together to produce a pack of [resources](#) which aim to support early years and childcare settings with supporting young children after the impact of Covid-19. The pack contains links to resources around the following key themes and have been quality assured by an expert reference group of Educational Psychologists from across Greater Manchester:

- Returning to early years settings
- ACE and trauma
- Anxiety
- Dealing with loss and uncertainty and resilience
- Mental health and wellbeing
- Staff wellbeing
- Perinatal and parent infant mental health

The pack sits alongside those produced for schools and colleges. The pack also contains short films that aim to reassure and reduce parental anxieties about children returning to early years and childcare settings. It currently contains a film focusing on nursery provision and a second film focusing on childminders. It is hoped the films will reassure parents and carers about the precautions childcare providers are taking in relation to Covid-19 to make sure they are operating safely and the support settings are offering to welcome back children. The films also aim to highlight the benefits of children attending early education settings for their personal, social and emotional development, early language skills and physical development as well as focussing on the roles of the early years' workforce in supporting children and families throughout lockdown and into the living with Covid-19. There is also a [FAQs page](#) aimed at helping parent/carers support their child's social and emotional wellbeing. They have been developed by a number of professionals across Trafford Council and Clinical Commissioning Group, including Health Visitors, Early Help professionals, Clinical and Educational Psychologists and specialist early years teachers.

### **DO YOU HAVE SPECIAL EDUCATIONAL NEEDS OR A DISABILITY? THINKING OF GOING TO UNIVERSITY? HERE'S WHAT YOU NEED TO KNOW**

Oliver Moores started a degree in Business Management with Marketing at Edge Hill University in September 2019. He lives on campus in halls and has a ground floor room with a hoist and roll in shower room and adjoining assistant's room.

In conjunction with Lancashire's Council for Young People with SEND – POWAR Oliver has written a pamphlet about his first year at University and what you need to know:

Before You Apply

Support At University

Adaptations

Financing Your Course

Please contact him directly for a copy: [olivermoores95@gmail.com](mailto:olivermoores95@gmail.com)

## **CONGRATULATIONS TO NORTH WEST WINNERS OF NAFIS AWARDS**

### **Blackpool Family Information Service won the award for the Best Local Offer.**

Blackpool held a large-scale event with the local football team which was attended by over 60 parents and carers and an app was used to allow parents to live vote and provide feedback. Ongoing parent review meetings have taken place since lockdown and open meetings are arranged via Skype.

[www.blackpoollocaloffer.co.uk](http://www.blackpoollocaloffer.co.uk)

[NAFIS Awards 2020 | Family and Childcare Trust](#)

### **Trafford Family Information Service won the award for the Best Promotion of the Two Year Old Offer.**

Trafford has improved engagement by working with multiple agencies to gather information about the local community. The FIS also devised a questionnaire to take information from families who weren't interested in the offer so they could understand why.

[NAFIS Awards 2020 | Family and Childcare Trust](#)

## **CONGRATULATIONS ALSO TO NORTH WEST WINNERS OF nasen AWARDS**

### **The nasen Award For Secondary Provision - [The Autism Resource Provision at Wilmslow High School](#)**

The ASC Resource Provision at Wilmslow High continue to use innovative approaches to help their students. The Resource caters for all aspects of ASC, but it is their Forest School project, Life Skills programmes, Preparing for Adulthood and work around PDA, especially with students who are school refusers and those who are unable to access the mainstream curriculum that sets them aside.

### **The nasen Award For 16-25 Provision - [Abbot's Lea School](#)**

Abbot's Lea School and its successful supported internship programme that promotes equal employment opportunities for students with Autism and associated complex communication, learning and social needs. Based in Liverpool Abbot's Lea is an outstanding school that specialises in the highest quality holistic education for nearly 300 young people, age 3-19 with Autism and associated complex communication, learning and social needs.

### **nasen Teacher of the Year - [Mr Jon White](#)**

Jon is an exceptional teacher. He works tirelessly for all pupils, not just in his school-but across Merseyside. Jon places himself at the forefront of innovation, and always puts the needs of young people at the heart of everything he does.

### **Young Person/Youth (up to 25 years) Achievement Award - [Marcus Wilton](#)**

Marcus is an inspirational 12 year old with ASD, ADHD, PDA. Since the age of 9 he's travelled the country speaking at schools, national events, and conferences inspiring young people and professionals with his humour, personality and positivity delivering the message 'it's ok to be different, find your talent, your superpower, and run with it'.

## **OPPORTUNITIES FOR YOUNG PEOPLE WITH SEND**

### **Children and Young Peoples' Participation in Educational Psychology Recruitment**

The University of Manchester, Salford and Tameside Educational Psychology Service would like to involve children and young people in the process of recruiting trainees and employing fully qualified educational psychologists. Please read their information below:

Educational Psychologists (EPs) are adults who work with children and young people up to the age of 25 years old. They work to help identify their strengths and needs and look at ways to best help them to make progress. They often do this by meeting with the young person themselves, their parents/carers, school/college staff and support each other to think about how we can all work together to bring about positive change.

In 2019 Tameside Educational Psychology service asked children and young people to be involved in creating their service. As part of this project many children and young people explained that they felt they should be involved in who becomes an educational psychologist and whether they work in Tameside. They stated as they have had contact and worked with educational psychologists they know what they have found really helpful, what has supported them or what they may have wanted. **We believe that if children and young people help us in recruiting trainees and employing fully qualified educational psychologists we will make better psychologists in the North West.**

Would you like you like to be involved in helping us?

We are looking for children and young people who might be interesting in shaping our profession. If you are interested we would like to know:

- How would you like to be involved, e.g. would like to be involved in writing criteria for person specifications, deciding what we are looking for in applications forms, creating interview questions, being on interview panels, telling us what a good educational psychologist looks like to you or any other ideas?
- When would you like to be involved, e.g. after school /college, during the day?
- Would you like to be paid or receive vouchers for your time?
- Do you know of other children and young people / groups who would like to be involved in this?
- What should we do next?

Once we have developed a plan with children and young people, we will share this with you and tell you what we are going to do next.

If you would like to find out more information please contact Erica on [Erica.Douglas-Osborn@Tameside.gov.uk](mailto:Erica.Douglas-Osborn@Tameside.gov.uk)

### **Whole School SEND Youth Steering Group recruitment**

Whole School SEND (WSS) is a contract funded by the Department for Education and run by the National Association for Special Education Needs (nasen). They work with many different organisations and charities to produce resources, events and training for people working to support children and young people with special educational needs and disabilities (SEND) in the education sector.

The WSS Youth Steering Group is a sub-group of the Impact Steering Group, which discusses WSS projects and their audiences. The youth group is a space for young people aged between 16 and 25 with SEND to voice their opinions on the Whole School SEND resources, events and training. The group will discuss how to make our resources more accessible and more widely available to young people, and how to involve more young people in the creation of our work. Whole school SEND are looking to create a group of between 10 and 15 young people for the steering group. The group invites anyone who identifies as a young person with SEND, who is aged between 16 and 25 to take part. Expressions of interest should be registered by emailing Annabel Bowyer [annabelb@nasen.org.uk](mailto:annabelb@nasen.org.uk)

The first Youth Steering Group meeting is scheduled for 7<sup>th</sup> December 10.30 – 12 noon.

## **RESOURCES**

### **Tiny Happy People – SEND resources**

Tiny Happy People from the BBC has ideas to support parents and carers in developing the language and communication skills children 0-4 years old, with a particular section on supporting children with SEND. There are a range of ideas to support young children with speech and language difficulties, as well as case studies and signposts to further organisations that can help.

<https://www.bbc.co.uk/tiny-happy-people/send>

### **AV1 Robots**

<https://www.youtube.com/watch?v=4wLzxn6Gt4>

Case studies: local authorities and schools

<https://www.noisolation.com/uk/av1/case-studies-uk/>

### **Bringing Us Together Family Survival Guides**

Freely downloadable guides on the following topics:

Care and Treatment Reviews

Crisis Prevention

SEND Education (England)

Child and Adolescent Mental Health Services (CAMHS) Tier 4

<https://bringingustogether.org.uk/publications/survival-guides/>

### **Ten Steps Towards School Staff Wellbeing**

<https://www.annafreud.org/what-we-do/schools-in-mind/resources-for-schools/ten-steps-towards-school-staff-wellbeing/>

### **Disability History month: Illustrated book**

This resource contains stories of influential people who have impacted disability related UK laws and equal rights. Launched to mark Disability History Month 2020, this resource can be used throughout the academic year to embed the stories across the curriculum. Suitability ages 5 to 7, 7 to 11, Home educators, Schools and colleges

<https://learning.parliament.uk/en/resources/disability-illustrated-book/>

### **Every mind matters**

Public Health England's [Every Mind Matters](#) offers a range of resources that help spot the signs of common mental health concerns, offers practical self-care tips and guidance and, importantly, explains when to seek further support. It also has a free NHS-approved online tool the Every Mind Matters [Your Mind Plan](#). This free online resource helps people take simple steps to look after their mental health, improve their mental wellbeing and support others too.

### **Coronavirus resources**

<https://3pppsychologies.com/2020/03/21/resources-50-covid-19-information-and-additional-links/>

### **Resources for psychologists**

Preparing to work on-line

<https://3pppsychologies.com/2020/03/15/resources-49-covid-19-psychologists-preparing-to-work-online/>

Working with children on-line

<https://3pppsychologies.com/2020/03/21/resources-51-online-tools-and-10-activities-for-psychologists-working-with-children-online/>

10 more activities with children for psychologists working online

<https://3pppsychologies.com/2020/03/31/resources-54-10-more-activities-with-children-for-psychologists-working-online/>

### **Early Years/SEND**

EYSEND resources on:

- Local area strategic planning
- Whole Setting SEND
- Speech, language and communication needs
- Transition and integration
- Links to EYSEND research

<https://councilfordisabledchildren.org.uk/early-years-send-partnership/training-resources-and-support/early-years-send-partnership-resources>

### **Recovery, Re-introduction and Renewal: A Handbook for Schools and Educational Settings Following Critical Incidents,**

produced by Whole School SEND and funded by the Department for Education. Written by educational psychologists, this resource presents five guiding principles of recovery and a graduated response framework for schools to use in planning the return to school at individual, group and whole-school level. It also includes references to practical resources to share with young people, staff and parents.

[https://us02web.zoom.us/webinar/register/7216046624627/WN\\_fQp3VGcCT8-OYS7QWCxRmA?utm\\_campaign=2802521\\_CoP%20e-news%20November&utm\\_medium=email&utm\\_source=Nasen&dm\\_i=2F68,1O2FT,7KZLHG,5O55W,1](https://us02web.zoom.us/webinar/register/7216046624627/WN_fQp3VGcCT8-OYS7QWCxRmA?utm_campaign=2802521_CoP%20e-news%20November&utm_medium=email&utm_source=Nasen&dm_i=2F68,1O2FT,7KZLHG,5O55W,1)

### **nasen Whole School SEND resources**

[www.Sendgateway.org.uk/whole-school-send](http://www.Sendgateway.org.uk/whole-school-send)

### **Video guide for nhs consultations**

[Video consultations – translated resources now available](#)

These are visual resources intended to support patients use video technology for their appointments, the guide is relevant to any technology and any clinical setting and is now available to download in Arabic, Bengali, Bulgarian, Italian, Polish, Punjabi, Romanian and Urdu.

<https://www.england.nhs.uk/publication/video-consulting-with-your-nhs-a-quick-guide-for-patients-translations/>

### **Staff Wellbeing guide for schools and trusts**

<https://www.local.gov.uk/sites/default/files/documents/workforce%20-%20education%20-%20NEOST%20Staff%20Wellbeing%20guide%20for%20schools%20and%20trusts%20-%2016%20June%202020%20-%20unlocked.pdf>

## **INFORMATION**

### **Easy Read information**

A wide range of topics covered including

[guide for people receiving direct payments](#)

[guide to using direct payments during Coronavirus.](#)

[news sheet which includes a cartoon story about lockdown and what we can and can't do.](#)

<https://www.learningdisabilityengland.org.uk/easy-read-information/>

## Event recordings - CDC

On 20th October 2020, CDC ran a national virtual event for SEND Leads, DCO/DMOs and Commissioners from across the country. The aim of the event was to update the sector, share knowledge and best practice and learn from each other. The main plenary session consisted of:

- An update on the SEND Review from Helen Nix and Oluwaseyi Soleye from DfE
- NHSE/I SEND update from Lorraine Mulroney, Senior Nurse for CYP and SEND Workstream Lead at NHSE/I
- NHSE/I and DfE updates on Mental Health Support from Emma Portus from DfE and Anne Oherlihy from NHSE/I
- 'Learning from a partial lock-down: Impact on processes, what worked well and what we might have done differently' from Sue Welford, Principal Education Officer at Leicester City Council

A recording of the main session can be viewed [here](#).

Attendees at the event were also given the opportunity to attend 2x workshops on variety of topics. Please find the workshop recordings below:

- [Key learning from post-19 work](#)
- [Good digital practice developed during Covid](#)
- [Lifting up and acting on our pupil voices](#)
- [Maintaining delivery capacity](#)
- [Positive pathways for children in Thurrock: A CYP mental health person centred planning model](#)
- [Writing an Ordinarily Available Provision guidance document for early years settings in Manchester](#)
- [Ofsted interim visits](#)

If you would like to have access to any of the PowerPoints shown in the workshops, please email Marie at [mhunt@ncb.org.uk](mailto:mhunt@ncb.org.uk)

<https://councilfordisabledchildren.org.uk/help-resources/resources/cdc-national-virtual-event-october-2020-recordings>

## NHS The flu vaccination - a guide for people with a learning disability 3m15s

A short film about the importance of the flu vaccination for people with a learning disability and autistic people with certain health conditions. The film tells you:

- why it is important to have the flu vaccine every year
- who is eligible for a free vaccine
- how you can get the vaccine from your GP or pharmacy

<https://our.learningdisabilitieshealthnetwork.org.uk/t/nhs-flu-vaccinations-for-people-with-a-learning-disability-film/1975>

## WORKFORCE DEVELOPMENT

### Online SEND Reviewer Training now available

Free to access, and open to all education professionals

In order to improve the skills and confidence of the schools' workforce in supporting the delivery of high-quality SEND provision to pupils, Real Training and Whole School SEND have developed an online version of SEND Reviewer Training. This will enable more people within the schools' workforce to conduct quality reviews of SEND provision and empowering settings to improve their practices.

To benefit from this course, please complete your details below and you'll be sent log-in details to the virtual learning environment, Campus Online.

[https://realtraining.co.uk/online-send-reviewer-training?utm\\_campaign=2802521\\_CoP%20e-news%20November&utm\\_medium=email&utm\\_source=Nasen&dm\\_i=2F68,1O2FT,7KZLHG,5ODT9,1](https://realtraining.co.uk/online-send-reviewer-training?utm_campaign=2802521_CoP%20e-news%20November&utm_medium=email&utm_source=Nasen&dm_i=2F68,1O2FT,7KZLHG,5ODT9,1)

## **Post Graduate Certificate in Collaborative Working: Education and Therapy**

was developed by the CIRCLE team at Queen Margaret

University (see [www.thirdspace.scot/circle](http://www.thirdspace.scot/circle) and <https://education.gov.scot/improvement/learning-resources/circle-resource-to-support-inclusive-learning-and-collaborative-working/>).

The programme aims to support the inclusion of children with special educational needs (SEN) / Additional Support Needs (ASN) in schools through a focus on enhanced collaborative working. It is a part-time programme offered fully online or blended (mainly online with contact sessions of roughly 1 ½ Saturdays and 1 Wednesday evening per module). Virtual tutorials, online formative tasks and discussions are also a routine part of each module. The programme attracts a range of staff who support children's participation in school from education (e.g. class teachers in nursery, primary or secondary schools, specialist support teachers, head teachers, classroom assistants etc.) and therapies (e.g. occupational therapists, physiotherapists, and speech and language therapists). The programme has been specifically designed for staff who are working full time.

The programme consists of 3 x 20-credit modules which are usually completed over 18 months. All modules can be adapted to an area of the student's own interest and work context. Further details of the course and the online application process can be found at: <https://www.qmu.ac.uk/study-here/postgraduate-study/2020-postgraduate-courses/pgcert-collaborative-working-education-and-therapy/>

## **REPORTS**

### **COVID-19 series: briefing on local areas' SEND provision, October 2020**

Evidence from 6 visits to local areas, looking at their special educational needs and disabilities (SEND) provision between 5 and 14 October 2020

<https://www.gov.uk/government/publications/covid-19-series-briefing-on-local-areas-send-provision-october-2020>

### **How early years providers support children**

Research into how early years providers support disadvantaged children, children with SEND, the home learning environment and healthy eating.

<https://www.gov.uk/government/publications/how-early-years-providers-support-children>

### **Children missing education**

Drawing on evidence provided by local authorities, school leaders and parents the Local Government Association try to understand who the children are who are missing out on a formal full time education, how many children fit this description, what evidence there is for the long-term impact of children missing education and how local and national government might work together to address this issue.

<https://local.gov.uk/children-missing-education#download>

### **Ofsted: Children hardest hit by COVID-19 pandemic are regressing in basic skills and learning**

Ofsted has published its second report on the effects of the COVID-19 (coronavirus) pandemic across the sectors it inspects and regulates.

[https://www.gov.uk/government/news/ofsted-children-hardest-hit-by-covid-19-pandemic-are-regressing-in-basic-skills-and-learning?utm\\_source=d3685ef3-5064-4986-84e6-6a19a55f797e&utm\\_medium=email&utm\\_campaign=govuk-notifications&utm\\_content=weekly](https://www.gov.uk/government/news/ofsted-children-hardest-hit-by-covid-19-pandemic-are-regressing-in-basic-skills-and-learning?utm_source=d3685ef3-5064-4986-84e6-6a19a55f797e&utm_medium=email&utm_campaign=govuk-notifications&utm_content=weekly)

## **CQC reports on local action to improve mental health care for children and young people**

<https://www.cqc.org.uk/news/stories/cqc-reports-local-action-improve-mental-health-care-children-young-people>

## **A child-centred recovery**

The Local Government Association have launched a new report, [A child centred recovery](#), outlining their call for the government to put children and young people at the heart of recovery planning. The report also outlines ways in which councils and the government can take a child-focussed approach to policy and decision-making.

<https://www.local.gov.uk/child-centred-recovery>

## **JCHR reports on the detention of young people with learning disabilities or autism: government response**

Response to the Joint Committee on Human Rights (JCHR) recommendations on the rights of people with a learning disability or autistic young people in inpatient settings.

<https://www.gov.uk/government/publications/jchr-reports-on-the-detention-of-young-people-with-learning-disabilities-or-autism-government-response>

## **State of the nation 2020: children and young people's wellbeing**

A report on wellbeing in children and young people in 2020 including the impact of the pandemic.

<https://www.gov.uk/government/publications/state-of-the-nation-2020-children-and-young-peoples-wellbeing>

## **SEND Futures: Value for Money Feasibility Report**

SEND Futures is the Department of Education's flagship programme of research to build their evidence base on children and young people with SEND in England.

On 5th November 2020, the first project under this programme, the Value for Money Feasibility Study was published. Its findings confirm that a value for money analysis of different setting types for children and young people with EHC plans in England is feasible in the near term. It also outlines how to fill existing evidence gaps in order to undertake more complete analysis in the future.

<https://www.gov.uk/government/publications/send-futures-value-for-money-feasibility-study>

## **Special education during lockdown: Returning to schools and colleges in September**

<https://mk0nuffieldfounpg9ee.kinstacdn.com/wp-content/uploads/2020/09/Special-schools-during-lockdown.pdf>

## **Out of Sight – who cares? Restrain, segregation and seclusion review**

This report looks at the use of restraint, seclusion and segregation in care services for people with a mental health condition, a learning disability or autistic people.

<https://www.cqc.org.uk/publications/themed-work/rssreview>

## **Changes in children and young people's mental health symptoms from March to October 2020**

Co-SPACE study

<https://cospaceoxford.org/findings/changes-in-children-mental-health-symptoms-from-march-to-october-2020/>

## Special Educational Needs in Mainstream Schools

Five recommendations on special education needs in mainstream schools

[https://educationendowmentfoundation.org.uk/tools/guidance-reports/special-educational-needs-disabilities/?mc\\_cid=b4883a7969&mc\\_eid=c63232fdb1#closeSignup](https://educationendowmentfoundation.org.uk/tools/guidance-reports/special-educational-needs-disabilities/?mc_cid=b4883a7969&mc_eid=c63232fdb1#closeSignup)

## **TOPIC: SUPPORT FOR FAMILIES**

### **Concerned about getting the right support for your child in school? Take a look at Contact's brand new parent workshops!**

They've introduced [two new workshops to help make sure that parents get the right support for their child in school](#). Whether your child is currently in an early year's setting or at school both workshops aim to help you understand more about what educational support is available for your child, what an Education Health and Care Plan (EHCP) is, how it can help and how to apply for one. The workshops will also look at the best way to challenge decisions about your child's education support and how to engage effectively with the professionals who support your child. [Find out more information about all our parent workshops and how to book your place](#). All their workshops are free and currently take place online.

### **Family support hub**

The Council for Disabled Children (CDC) has a new family support hub which has advice and information for families with children with SEND in understanding the new national restrictions during the second lockdown period

<https://councilfordisabledchildren.org.uk/help-resources/resources/family-support>.

### **Contact urge parents to get young people with learning disabilities registered for an annual health check**

Contact want to remind parents who care for a young person with a learning disability to get them added to the GP learning disability register so they don't miss out on their [annual health check](#). They're working with NHS England, [parent carer forums](#) and families to help boost the number of young people on GP learning registers so they can be invited for this check. Currently only 53% of people with learning disabilities are having the health check they are entitled to.

To help they've produced [a set of Frequently Asked Questions and Answers](#), to help navigate the registration and health check process. Families can ask GP surgeries to make reasonable adjustments and provide easy read information to help their young person access the job. See their information about [reasonable adjustments](#) and [advice on making GP surgeries more welcoming for disabled children and their families](#).

### **Black and Asian Family Helpline**

A [Black and Asian family Covid-19 helpline](#) and webchat facility has been set up by Barnardo's, encouraging children, young people and families from these communities who have been impacted by Covid-19 to speak about their worries and stresses. It provides therapeutic support, as well as signposting to other organisations who can provide further help.

<https://helpline.barnardos.org.uk/helpline>

### **Experiences of family carers during COVID-19**

[Learning Disability England](#) in partnership with [Together Matters](#) wrote a paper pulling together a huge variety of comments, thoughts and ideas from family carers whose relative is living at home with them or in the local community. [Family Voices 4](#) include suggestions for moving on from the pandemic and makes a case for changes that need to take place in

the way social care is delivered. Family carers will hopefully appreciate hearing about shared experiences whilst practitioners and commissioners will gain insight into the concerns of families and changes that could make a difference.

### **WellChild information provision survey for parents and carers**

WellChild is developing new online resources for families who have children with complex needs. As part of the development, we want to hear from as many families as possible, including parents and carers who are not currently supported by WellChild. We wanted to ask for your help to reach non-WellChild families and ask them to complete the survey so we can get their feedback.

The survey will take parents and carers around five minutes to complete, and all respondents will have the opportunity to enter a prize draw for a £100 Amazon voucher to say thank you. The closing date for the survey is 8 December.

Please encourage any parents who have children with complex needs to take part in the development of these online resources. Parents and carers can complete the survey here: <https://www.surveymonkey.co.uk/r/ImproveServices>

If you have any questions on the survey please contact [callumcampbell@wellchild.org.uk](mailto:callumcampbell@wellchild.org.uk)

### **SUPPORT IN LIVERPOOL CITY REGION FOR PEOPLE OF ALL AGES WHO EXPERIENCE DEAFNESS AND HEARING LOSS**

The I CAN project is a brand-new project delivered by the Deafness Resource Centre, working across Merseyside to support people of all ages who experience deafness and hearing loss.

The project is aimed at supporting families from the point of diagnosis and throughout their journey by providing impartial information and guidance on issues relating to a range of situations. The services are available across St Helens, Liverpool, Knowsley, Halton and Sefton offering support through a total communication approach.

The project will also involve delivering fun and engaging activities for children and young people that can help to increase confidence and motivation and provide opportunities to meet new people and engage with their peers.

The I CAN project will provide support for the whole family delivering activities such as family sign sessions, social groups and Happy Hands a family support group for children under 10 years old and their carers.

If you would like more information about the project or would make a referral –

Email [ICAN@deafnessresourcecentre.org](mailto:ICAN@deafnessresourcecentre.org)

Telephone 01744 23887 and ask for Tanya

“Like” us on Facebook <https://www.facebook.com/DRCSTHELENS/>

Follow us on Twitter [https://twitter.com/DRC\\_ICANproject](https://twitter.com/DRC_ICANproject)

### **OTHER NEWSLETTERS**

#### **Autism newsletter**

<https://mailchi.mp/2db25020979c/autism-newsletter-november-2020?e=acbe2531b0>

#### **Council for Disabled Children newsletter**

<https://mailchi.mp/ncb/your-september-newsletter-is-here-1299826?e=59c28d4a77>

#### **Making ourselves heard newsletter**

<https://mailchi.mp/ncb/september-making-ourselves-heard-newsletter-1299898?e=59c28d4a77>

#### **Mental health, learning disability and autism news**

<https://mhlda.cmail19.com/t/ViewEmail/d/B599E1A68C7AE5472540EF23F30FEDED/204745E813181C7063B21DE8DA818551>

**Nasen news**

<https://dmtrk.net/2F68-1O12L-A7F108258D40C45E7KZLHGA1970D98BCC3D71E/cr.aspx>

**NFER news Assessment Digest**

<https://news.nfer.ac.uk/4R3K-FH6K-0D065828ACCCD17D10I01TF51483C5097E1B8A/cr.aspx>

**NFER Direct for Schools**

<https://news.nfer.ac.uk/4R3K-DU5C-0D065828ACCCD17D10I01TF51483C5097E1B8A/cr.aspx>

**Ofsted news**

<https://mailchi.mp/ofsted/j0j13n9u3d-124462?e=ecd8ab8f8b>

**Whole school SEND nasen news**

<https://dmtrk.net/2F68-1O2FT-A7F108258D40C45E7KZLHGA1970D98BCC3D71E/cr.aspx>