



NW SEND Regional Network Newsletter

June 2021

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.

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

North West regional network events

23.7.21 9.30 – 12.30 Good Quality Health and Social Care Advice for Education, Health and Care Plans

This workshop will bring together health and social care practitioners who are involved in writing advice for Education, Health and Care Plans, and those who supervise them.

Objectives:

- Increase understanding of the purpose of advice from the family's perspective
- Increase understanding of the features of good quality health and social care advice
- Identify strengths and challenges in local advice practice and processes, along with solutions to common barriers
- Explore strengths and challenges in local quality assurance processes, along with opportunities for strengthening them
- Develop a plan for disseminating learning from the workshop locally and strengthening local practice

Register at: <https://bit.ly/3g417wS> Password: Northwest

For more information, please contact Philippa at pwatts@ncb.org.uk

12.10.21 SAVE THE DATE: SEND decision making and the law

Details to follow in a future newsletter.

Early years/SEND partnership events

[EYSEND Partnership | Teamup](#)

Have you heard about #BeeWell? A free offer to all secondary schools in Greater Manchester to support pupil wellbeing.

#BeeWell will create the conditions for all our young people in Greater Manchester to thrive by:

- listening to young people's voices
- acting together for change
- celebrating young people's wellbeing

Designed by young people, #BeeWell is a fully-funded collaboration between The University of Manchester, the Anna Freud Centre and the GMCA to produce a survey that measures the wellbeing of young people across all secondary schools in Greater Manchester – mainstream, independent, special schools and PRUs.

Schools receive confidential online interactive reports along with support and advice about how to best act on the results.

A coalition of organisations from the arts, sports and the voluntary sector will use the data to better support the young people they work with in local communities.

Find out more and sign up [here](#)

OTHER EVENTS

28.6.21 Youth Endowment Fund Toolkit launch event

<https://www.eventbrite.co.uk/e/youth-endowment-fund-toolkit-launch-with-the-home-secretary-tickets-157781126597>

28.6.21 – 2.7.21 Venue to Virtual – The Disabled Living Collective

View equipment, products and services for all ages

[Login – Venue to Virtual \(disabledliving.co.uk\)](#)

29.6.21 Children of alcohol dependent parents webinar

Public Health England

The webinar will focus on the increase in drinking since the start of the Covid-19 pandemic and the impact this is having on vulnerable families

[Children of alcohol dependent parents webinar \(phe-events.org.uk\)](#)

29 – 30.6.21 The SEND Summit: Policy reform and effective practice

This online event, organised by Children & Young People Now, is for practitioners and leaders right across the system of SEND support - in all schools, local authorities, the voluntary sector and health care.

[The SEND Summit | Home \(eventsforce.net\)](#)

5.7.21 Gender Identify and Autism workshop: How can we support our young people?

This is a repeat as a result of high demand.

www.autismahandsonapproach.co.uk/GIworkshop

6.7.21 Making Participation Work – A practitioners' conference

This conference will bring together participation, co-production and engagement practitioners and strategic managers to discuss how SEND youth voice and engagement plays a role in developing quality local area provision.

Please register for the conference at [this Eventbrite link](#).

6.7.21 AAC Assessment Tools for Children

An online webinar from 3.30 – 4.30pm to develop your knowledge and skills to identify appropriate AAC solutions. This course explores the fundamental principles of AAC

assessment and is suitable for people working with children and adults who may benefit from aided language systems.

[AAC Assessment Tools for Children - SLD events diary - The SEND Forums](#)

7.7.21 Every child flourishing

Mental health, trauma and attachment: a whole school approach

[Every Child Flourishing Tickets, Wed 7 Jul 2021 at 15:30 | Eventbrite](#)

6, 7 & 27.7.21 Health Coach Plus programme

This is a two-day, four module training programme designed to provide healthcare professionals in primary care, secondary care and in the wider community and voluntary sectors with the knowledge, skills and confidence to incorporate health coaching techniques in their role.

[PCC Events](#)

8 & 9.7.21 MCA & DoLS for Managers

[8 & 9 July 2021 - \(10.00am - 12.30pm\)](#) (attendance on both days is required)

13.7.21 Does your child have regular hospital appointments or stays?

If the answer's yes, then the parent advisers in the [By your Side](#) team would love to invite you to their [virtual coffee mornings on Tuesday mornings between 11-12 noon](#).

There are coffee mornings coming up on 13 July and 14 September where you can talk to their By Your Side parent advisers and meet other parents with children in hospital too.

Simply book your free place to join them [By your side team Events | Eventbrite](#)

If you can't make these dates but would like to chat with one of their team please visit their website for how to get in touch [By Your Side: reaching families in hospital | Contact](#)

Listen to the latest episode of their podcast – [The helpful podcast for families with disabled children](#) – where one of their By Your Side parent advisers, Ruth, shares some top tips for hospital appointment and stays.

13.7.21 Mental Health in Learning Disability

[13 July 2021 - \(9.45 am - 1pm\)](#)

14.7.21 1 – 5pm on-line CDC National event

The agenda is yet to be confirmed, but the focus of this conference will be on the upcoming publication of the SEND Review.

This event is aimed at

- SEND leads
- Commissioners
- DSCOs, DCOs, DMOs
- Parent Carer Forum regional representatives

Priority will be given to these roles. If you are not in one of these roles please contact dbicaci@ncb.org.uk to be added to the waiting list.

You can sign-up [here](#). The password is **National1**.

If you have any suggestions for workshops, or any questions about the event in general, please email Marie at mhunt@ncb.org.uk.

15.7.21 Us Too: User-led Training for Social Care Staff on Domestic Abuse, Learning Disabilities and Autism

This workshop is for anyone working in social care and supporting people with a learning disability

[Us Too: User-led Training for Social Care Staff on Domestic Abuse, Learning Disabilities and Autism – ARC UK](#)

15.7.21 Communication Partner Skills

A webinar to reflect on your personal interaction style and develop communication partner skills to support AAC users. The aim is to raise your awareness of the fundamental skills required when interacting with a person who uses AAC.

[Communication Partner Skills \(FREE\) - SLD events diary - The SEND Forums](#)

20 & 21.7.21 Self-Neglect and Self-Harm and People with Learning Disabilities

[20 July 2021 - \(9.30am - 1.00pm\) & 21 July 2021 \(10.30am - 1.00pm\)](#) (attendance on both days is required)

21 & 22.7.21 Understanding Childhood Acquired Brain Injury

An interactive workshop, split over two mornings, exploring the issues facing children, young people and their families, following childhood acquired brain injury

[July Virtual Workshop – Understanding Childhood Acquired Brain Injury - Child Brain Injury Trust](#)

2.8.21 Introduction to Active Support

[2 August 2021 - \(9.30am - 12.30pm\)](#)

12 & 13.8.21 Positive Risk Management

[**Online Workshop** Positive Risk Management – 12 & 13 August 2021 – ARC UK](#)
(attendance on both days required)

9 & 10.9.21 MCA & DoLS for Managers

[9 & 10 September 2021 - 10.00am - 12.30pm](#) (attendance on both days is required)

14.9.21 By your side coffee morning

A coffee morning for parents of children who have regular hospital visits or stays

[By your side team Events | Eventbrite](#)

16.9.21 Developing Emotional Resilience in Social Care for Managers

[16 September 2021 - \(9.45am - 12.30pm\)](#)

22.9.21 Us Too: User-led Training for Social Care Staff on Domestic Abuse, Learning Disabilities and Autism

This workshop is for anyone working in social care and supporting people with a learning disability

[22 September 2021 - \(9.30am - 1pm\)](#)

8 & 9.10.21 TES SEN Show

This year, the show's overarching theme is neurodiversity and the social model of disability. Through a rich mix of panel discussions, workshops and CPD seminars, you'll discover how accommodating neurodiverse cohorts improves outcomes for all learners, especially those with SEND. See all the special features.

[Tes SEN Show](#)

25 – 28.10.21 ADOS2 Administration and Coding

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

Observation Schedule, and has been adapted to anticipate the changes to the diagnostic definitions of DSM-5 . The ADOS is the most widely used observational assessment in the diagnosis of autism spectrum disorder, for both clinical and research purposes.

ADOS2TRAINING.CO.UK - [ADOS2 Training Courses](#)

9.11.21 Autism on-line conference – a hands on approach

18th National conference, Key topics:

The Pattern Seekers: How Autism drives Invention.

Autism in Police Custody: Keeping the noise down!

How to Tango to Two Different Beats – Navigating Relationships when your Partner and Children are on the autistic spectrum.

Autism in Women and Girls

What would Young People with Autism Like us to do Differently?

Autism and ADHA

[Autism A Hands On Approach](#)

25.11.21 Us Too: User-led Training for Social Care Staff on Domestic Abuse, Learning Disabilities and Autism

This workshop is for anyone working in social care and supporting people with a learning disability

[25 November 2021 - \(9.30am - 1pm\)](#)

SHARING LEARNING AND PRACTICE ACROSS THE NORTH WEST

Ask, Listen, Act – Working Together to Inform the Provision of SEND Support for Children after the COVID-19 Pandemic

This research is seeking to inform provision of SEND education, health and social care support for children after COVID.

Liverpool Health Partners are recruiting children with SEND aged 5 – 15 and their parents; education, health and social care professionals who work with children with SEND; and policymakers/local authority staff who work in children’s services.

The study website is [Looking Back to Move Forward | Liverpool John Moores University \(ljmu.ac.uk\)](http://Looking Back to Move Forward | Liverpool John Moores University (ljmu.ac.uk))

The study Twitter page is [Ask Listen Act - SEND Support for CYP After COVID \(@AskListenAct\) / Twitter](#)

GUIDANCE CONSULTATION

Consultation on NICE guidance: Consultation on integrated service delivery and organisation across health, social care and education for disabled children and young people up to 25 with severe complex needs is now open and can be accessed at <https://www.nice.org.uk/guidance/indevelopment/gid-ng10113>.

FOCUS: HOW TO HELP OUR CHILDREN

Ten top tips from parents for SEND Case Officers

[How to help our children: 10 top tips from parents for SEND Case Officers - Special Needs Jungle](#)

INFORMATION

Message from the Children's Social Care Review Team

Since the launch of the independent review of children's social care on 1st March the review has been working at pace to identify the biggest challenges facing the system, so that we can improve the lives of children and families. We have now published our Case for Change. This is not a traditional interim report, but our early attempt to bring together what we have heard so far and transparently set out where we think there are the biggest problems.

You can access the Case for Change at: [case-for-change.pdf \(independent-review.uk\)](#)

The Case for Change is based on input from more than 700 people with lived experience of children's social care, around 300 people working with children and families, 932 responses to our Call for Advice and 207 submissions to our Call for Evidence.

You can read a summary of the underpinning evidence that informed our Case for Change here: [case-for-change-supporting-evidence.pdf \(independent-review.uk\)](#)

Children's social care is a wide ranging and complicated field and whilst we have tried to make this report as easy to understand as we can, we know it won't be accessible to everyone. This is why we have created a simplified version of the case for change which is aimed at young people and includes some of the views they have shared with us. You can access the simplified version of the Case for Change here [case-for-change-young-people.pdf \(independent-review.uk\)](#)

We now want your feedback on our Case For Change and the questions it poses. We will be undertaking a range of events, focus groups, webinars, workshops and more over the summer. We recently published our workforce engagement plan and have updated our engagements plans for people with lived experience of children's social care. More information about these opportunities is available on our website.

Lived experience: [Have your say - Lived Experience - The Independent Review of Children's Social Care \(independent-review.uk\)](#)

Workforce: [Have your say - Workforce - The Independent Review of Children's Social Care \(independent-review.uk\)](#)

We will also be collecting feedback on the questions raised in the Case for Change, through a feedback form. You can access our feedback form

here: <https://forms.office.com/Pages/ResponsePage.aspx?id=yXfS-grGoU2187O4s0qC-QAD6vSz34RJjTviagWXrbtUN05TOEdNWlhKWloyTDcwWUM2R0RFM1FJSy4u>

I want to take this opportunity to thank you all for the support, input and challenge so far. The range of personal and professional experiences we are hearing from are invaluable to this review and we want to continue hearing from you as the review moves into its next phase.

For more information on the review please visit our website at [Home - The Independent Review of Children's Social Care \(independent-review.uk\)](#) and Twitter page at: [The independent review of children's social care \(@reviewCSC\) / Twitter](#)

Many thanks

Josh MacAlister, Chair of the independent review of children's social care.

Data saves lives: reshaping health and social care with data

"This data strategy explains in more detail the role that data will play in the digital transformation plan and how it can inspire effective collaboration across the NHS, adult social care, and public health, help us care for people in the best possible way, and ensuring that our citizens have the best experience possible when using the system."

The strategy contains a case study on sharing data across health, children's social care and education and another case study on sharing data on maternal and child population health. There are also commitments to digitalise personal child health records as mentioned in the Early Years Healthy Development Review.

[Data saves lives: reshaping health and social care with data \(draft\) - GOV.UK \(www.gov.uk\)](#)

Launch of new NSPCC/DfE helpline for children and young people subjected to unwanted sexual behaviour in an education setting

A new UK wide dedicated helpline has been set up by the NSPCC and the Department for Education to support those who may have been subjected to unwanted sexual behaviour or abuse whilst in an education setting. The helpline is equipped to cover personal incidents or concerns for others, and for both recent and historical events.

DfE has set-up two social media resource packs on Dropbox containing assets to promote the helpline, one to [target children and young people](#), and another for [adults](#).

Mind the Gap & York St John University

Mind the Gap in partnership with York St John University has launched a new Degree level performing arts course for adults with learning disabilities and autism. The three-year course will begin in September 2021 and will give students a certificate in Higher Education in Performing arts equivalent to the first year of a university degree. Students will study classic and contemporary theatre, dance, and music production and composition. This partnership challenges presumptions about who higher education is for and who has access to it. More information can be found on their [website](#).

Area SEND inspection: guidance for inspectors

Updated throughout: see 'summary of changes' page for details.

[Area SEND inspection: guidance for inspectors](#)

Area SEND inspections and outcomes in England as at 31 March 2021

Official statistics on inspections and outcomes of area SEND as at 31 March 2021.

[Area SEND inspections and outcomes in England as at 31 March 2021](#)

Integrated Care Systems: Design framework

[Report template - NHSI website \(england.nhs.uk\)](#)

RESEARCH AND REPORTS

SEND: Old issues, new issues, next steps

Ofsted and CQC final report on interim visits to local areas

This report looks at the history of SEND reforms and the impact that the pandemic has had on children and young people with SEND, and their families.

[SEND: old issues, new issues, next steps - GOV.UK \(www.gov.uk\)](#)

Amanda Spielman, HMCI, has also written a [commentary](#) to share more information about the plans for our new area SEND inspection framework.

There are three short videos which summarise the key information from the report and the commentary. You can access these via the links below:

- Nick Whittaker [talks about the programme of visits to local areas](#) conducted by Ofsted and the Care Quality Commission.
- Nick Whittaker [talks about the issues arising during the pandemic for children and young people with SEND](#).

Nick Whittaker and Lee Carey discuss [joint area SEND inspections](#).

Supporting and strengthening families through early help – A rapid review of the evidence

In January 2021, the Government announced a review into children's social care. In response, the National Children's Bureau, working with researchers from Cambridge University and the University of Kent, undertook a scoping review to explore the academic

and grey literature to better understand the evidence base in relation to the delivery and effectiveness of early help, and to make some recommendations for the review. Read the report at

[Supporting and strengthening families through early help - A rapid review of evidence | NCB](#)

Lessons Learnt from Lockdown: The highs and lows of the pandemic's impact on disabled children and young people

Between February and March 2021 the Council for Disabled Children commission an England wide consultation with children and young people with SEND. The consultation was co-designed between Kaizen, CDC and the FLARE young advisory group, and is based on the feedback of children and young people participating in CDC and KIDS led youth groups. Over 600 children and young people, 128 parents and 110 professionals contributed their views and experiences to this report - this report is the largest consultation to date with children and young people with special educational needs and disabilities to explore the impact of the COVID-19 pandemic on their lives, and to hear directly from children and young people to understand what support they need moving forward.

[Lessons Learnt From Lockdown: The highs and lows of the pandemic's impact on disabled children and young people | Council For Disabled Children](#)

The use of assistive technologies for assessment

Ofqual has published a qualitative research study to understand the experiences of schools and colleges using assistive technology for assessment.

[The use of assistive technologies for assessment - GOV.UK \(www.gov.uk\)](#)

“It’s not Rocket Science”

This report is informed by autistic experience and by what autism ‘feels like from the inside’ and is based on the experiences of children and young people who have experienced Child and Adolescent Mental Health Services (CAMHS) inpatient environments.

["It's Not Rocket Science" - NDTi](#)

Supporting SEND: How children and young people's special educational needs (SEN) are met in mainstream schools.

This study was developed to explore how the needs of children and young people are met in mainstream schools and how approaches vary between providers.

Around 1.4 million pupils in English schools have an identified special educational need (SEN). These range from the most severe to comparatively minor. Research suggests that there are varying interpretations and practices across professionals, schools and local authorities in both SEN identification and provision.

[Supporting SEND - GOV.UK \(www.gov.uk\)](#)

Building Safer Neighbourhoods Report

Youth Endowment Fund approach to place-based work

[YEF_BSN_Report9.pdf \(youthendowmentfund.org.uk\)](#)

TRAINING OPPORTUNITIES

Mind Your Words – Free online learning

This training produced by The Royal College of Speech and Language Therapists is open to all. The training aims to:

- Increase awareness of the many pupils who have both SEMH and SLCN
- Increase collaboration amongst the various professionals who support them
- Help develop ‘communication friendly’ environments: schools, CAMHS, social care etc.

- Increase the use of evidence-based interventions for SLCN and SEMH
- Help make teaching and interventions more accessible to pupils with SLCN

There are an initial five modules for completion and then after that its pick and mix. The modules take between 10-20 minutes depending on how much of the additional reading you choose to do.

[Mind Your Words – Free e-learning course | RCSLT](#)

SEND leadership Course 2021/22- Applications Open until Noon on 23rd July. You can find more information and details about the application process online [here](#).

The Department for Education commissions this leadership development programme from NDTi as part of the national delivery support contract Delivering Better Outcomes Together (a partnership between Mott MacDonald, NDTi and CDC). The course provides the opportunity for personal leadership development as well as hearing about some of the most effective SEND related practice through expert sessions.

2021/22 Programme

The programme will start late September 2021, bringing together up to 40 people in a series of modules. We aim to run the programme as a mix of residential and online sessions – depending on recent government guidelines around social distancing, and any changes to these guidelines.

The aim of the programme is to develop new or existing skills and apply them in work to deliver support and services, specifically for children and young people with SEND and their families in the local area.

Health colleagues (Designated Officers and Deputies and Commissioners) are encouraged to apply jointly with an LA partner and in the first instance seek funding from their local employer.

RESOURCES

5 Steps to Health

The 5 Steps to Health booklet is a guide to supporting good health for people with learning disabilities.

The booklet contains a lot of useful information on:

- Learning Disability Annual Health Checks and health action plans
- Reasonable adjustments
- Hospital passports
- Sepsis and Pneumonia
- The Mental Capacity Act

The guides are for people with learning disabilities and their friends and families, as well as support workers. Print copies of Options' NHS funded '5 Steps to Health' guides are now available. There are also accessible, Easy Read copies of the guides available too.

The 5 Steps to Health guides are free to organisations that support people with learning disabilities, as well as other health and social care organisations.

To request copies of the booklets, please email 5stepstohealth@ofsl.org.uk and specify the qualities of guides and Easy Read guides you require.

Digital versions of the guides can also be viewed at:

<https://www.optionsforsupportedliving.org/app/uploads/2021/05/5-Steps-to-Health.pdf> 2

<https://www.optionsforsupportedliving.org/app/uploads/2021/05/5-Steps-to-Health-Easy-Read-1.pdf> 2

Building Bridges

Building Bridges has updated its online shop <https://www.building-bridges-training.org/online-store> 2 , and created 4 departments of types of resources;

- for people with a learning disability
- for staff

- paper and online quizzes
- dictionaries

All the items have been co-produced with people from Building Bridges, and the idea/ need for all the items have come from their lived experience.

The items are free on request and will be emailed to you. In return they hope you will sign up to their mailing list for further news and updates <https://www.building-bridges-training.org/get-news>

Developmental Language Disorder Guide

A guide for every teacher on supporting children and young people with Developmental Language Disorder (DLD) in mainstream schools.

This guide will help you understand more about DLD, including how to identify and support DLD in your classroom. Most children and young people with DLD attend mainstream schools, and teachers can make a huge difference to their outcomes – with the right support in place, they can do very well.

[DLD Guide | SendGateway](#)

Inclusive Solutions

Inclusive solutions – Person centred planning

[\(163\) Inclusive Solutions - YouTube](#)

Transition to employment toolkit launched by Ambitious about Autism and the Autism Education Trust

Ambitious about Autism and The Autism Education Trust have launched a new employment toolkit to support autistic young people into the job market. The *Transition to employment toolkit* is free to download and aims to prevent autistic young people falling out of education, employment or training when they leave school. The toolkit is not just for young autistic people to use, but also for careers professionals and employers, to help them better understand the needs and skills of young autistic people and support them into further education or work. Sections of the toolkit can be easily downloaded and edited and are designed to be used flexibly.

[Toolkits | Ambitious about Autism](#)

Real Support for Real Futures: Engaging with children and young people to create the ‘new normal’

The Covid-19 pandemic and subsequent lockdowns have brought many challenges to children and young people with special educational needs and disabilities. Moving out of the pandemic presents professionals and practitioners with an opportunity to create with children and young people a new standard for their support and futures.

As part of the Making Participation Work programme, a joint partnership between the Council for Disabled Children (CDC) and KIDS, and funded by the Department for Education, FLARE, the young people’s advisory group to the Department for Education supported by CDC, have shared what professionals can do to support them moving forward, and why their participation in these conversations is central to support improvements.

[Real Support for Real Futures: Engaging with children and young people to create the ‘new normal’ | Council For Disabled Children](#)

Liberty Protection Safeguards – System Readiness Tool

As part of CDC’s role as Strategic Reform Partner to the DfE, and building on the learning from a series of regional Social Care and SEND learning and development networks and national Designated Social Care Officer (DSCO) Community of Practice events, CDC have developed a tool to support local authorities in ensuring effective implementation of statutory duties in the Mental Capacity (Amendment) Act 2019: Liberty Protection Safeguards (LPS)

which come into force in April 2022. The tool is in Microsoft Excel. To receive a copy please contact Caroline Coady at CCoady@ncb.org.uk.

Home and Away resource

NDTI have developed *Home & Away* - an editable tool to help professionals plan arrangements for young people at residential schools and colleges to ensure a positive transition back home. This resource was created via an Accelerated Working Group using a range of key stakeholders including reps from LA's, DfE, residential schools and colleges, young people and parent carers. You can download the resource at [Home & Away: Planning Tool \(preparingforadulthood.org.uk\)](https://preparingforadulthood.org.uk)

BLOGS:

How has lockdown affected children's language?

[How has lockdown affected children's language development? | LuCiD](#)

Children's early movements and language skills – What's the link?

[LuCiD Update: Language learning in lockdown, and how movement and curiosity affect early language \(mailchi.mp\)](#)

STUDIES / SURVEY OPPORTUNITIES:

A study investigating the effectiveness of fidget toys

Why is it important?

Sensory atypicalities are involved in the diagnosis of understanding the benefits of fidget toys. This research aims to understand the effectiveness of fidget toys in areas of learning.

Why can take part?

Typically developing or children diagnosed with Autism Spectrum Disorder aged 7 – 11.

What does it require?

Online questionnaires to parents to complete.

Online personality and behavioural tasks for children to complete

If interested please contact:

Marianne White k1711245@kingston.ac.uk

To take part [Online Survey Software | Qualtrics Survey Solutions](#)

The School Attendance and Home Learning Experiences Survey

Do you have an autistic child? Do you have a child with a learning (intellectual disability)? Do you have an autistic child with a learning disability?

Is your child aged between 5 and 15 years old? The Covid-19 pandemic brought many disruptions to children's education in the UK. This survey aims to understand school attendance since the pandemic, and also home learning. To find out more and take part please follow this link:

Is your child aged between 5 and 15 years old? The COVID-19 pandemic brought many disruptions to children's education in the UK. We are interested in understanding school attendance since the pandemic, and also home learning. To find out more and take part – please follow this link:

[Information for participants | Psychiatry - UCL – University College London](#)

Exploring the impact of Covid-19 on domestic abuse, safeguarding policy and practice. Researchers at Liverpool John Moores University and Manchester Metropolitan University are conducting a survey exploring the impact of Covid-19 on domestic abuse (DA)

safeguarding policy and practice. The study explores the effect of Covid-19 on the identification of DA survivors and their children and on the support, protection and safeguarding they have received during lockdown. It will also identify good practice and recommendations that can inform future policy and practice in this area. The researchers are interested in the experiences of safeguarding at a strategic level during lockdown and as it unfolds.

For more information and a link to complete a survey visit: [DASC Professionals Survey](#)

OTHER NEWSLETTERS

Afasic news:

[Afasic Online Updates - Free Resources & Support for Parents \(mailchi.mp\)](#)

Centre for Youth Impact news:

[Centre for Youth Impact Newsletter: June 2021 \(mailchi.mp\)](#)

Council for Disabled Children newsletters:

[Your May newsletter is here! \(mailchi.mp\)](#)

[Your June newsletter is here! \(mailchi.mp\)](#)

Early years / SEND Partnership news:

[EYSEND - June Update: New Support \(mailchi.mp\)](#)

Education Endowment Foundation: News alerts

[Latest from the EEFNEW feedback guidance report, supporting pupils through transitions, 'Evidence into Action' returns & more... \(mailchi.mp\)](#)

Making ourselves heard news:

[June Making Ourselves Heard Newsletter \(mailchi.mp\)](#)

Mental health, Learning Disability and Autism bulletin – Special Edition – Learning Disability week:

<https://mhlda.cmail19.com/t/ViewEmail/d/5CFF1AFFA1AC82B92540EF23F30FEDED/204745E813181C7063B21DE8DA818551>

NCB Early Childhood Unit bulletin:

[ECU Bulletin June 2021.pdf \(mcusercontent.com\)](#)

NFER Assessment Digest:

[Assessment Digest | May 2021 \(nfer.ac.uk\)](#)

NFER Direct for schools:

<https://news.nfer.ac.uk/4R3K-HU7Z-0D065828ACCCD17D10I01TF51483C5097E1B8A/cr.aspx>

Ofsted news:

[Ofsted News - Issue 101 - May 2021 \(mailchi.mp\)](#)

Teacher Bulletin:

[Teacher Bulletin: a roundup of the latest advice and guidance \(govdelivery.com\)](#)

Whole School SEND news:

[Your Whole School SEND e-news \(ddlkn.net\)](#)