



NW SEND Regional Network Newsletter

May 2022

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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NORTH WEST EVENTS

Stockport SEND Week of Action: 16th – 22nd May

This Week of Action we will be focussing on SEN Support and Early Help. To register for the workshops please go to Eventbrite: <https://www.eventbrite.co.uk/o/stockport-local-area-30613527054>

23.6.22 9.15 – 12.45 Reducing the march towards ever increasing Statutory Assessment by improving School – Why SEND support works.

This free on-line event will provide an insight into:

- what is high quality SEN Support provision
- good practice around the graduated response
- improving parents' confidence in local provision
- what supports strong transition
- what accountability schools have at SEN Support
- supporting good conversations with Ofsted

This event is open to:

- SEND strategic and operational leads
- School leaders
- Designated Clinical/Medical Officers
- Designated Social Care Officers
- A representative from NWNPCF

To book a place: [North West SEND Regional Network: Why SEND Support Works Tickets, Thu 23 Jun 2022 at 09:15 | Eventbrite](#)

Reducing health inequalities for children and young people

The North West Children and Young People Transformation Programme are hosting a series of 1 hour workshops focused on reducing health inequalities for children and young people taking forward the recommendations from the NHS Long Term Plan. Each session will be themed based on the priorities of the CYP Transformation Programme. Each session will consist of presentations and facilitated discussion to better understand actions that can be taken to address/reduce health inequalities across the North West. The workshops are listed below:

Reducing Health Inequalities for CYP Workshops

Epilepsy	19th May 10:00-11:00	Click here to join the meeting
Learning Disability and Autism Annual Health Checks	20 th June 10:00-11:00	Click here to join the meeting
SEND Autism in schools	4 th July 10:00-11:00	Click here to join the meeting
Oral Health	19 th September 10:00-11:00	Click here to join the meeting
Young Carers (Improving health outcomes through identification and support of Young Carers in line with the Long Term Plan)	6 th October 10:00-11:00	Click here to join the meeting

The workshops are open to North West health and wider partners, commissioners, local authority colleagues, public health teams, ICS members, voluntary and community groups, and research partners.

Please contact england.nwcyp@nhs.net if you would like an invitation.

OTHER EVENTS

9 – 15.5.22 Mental Health Awareness Week

This year's theme will explore the impact of loneliness.

10.5.22 Behavioural Therapy for Tics Institute Non-clinical workshop for teachers and parents 8 – 9.30pm

For people interested in tics and tic disorders such as Tourette Syndrome. Online webinar and Q & A, about behavioural therapy, the facts, myths and strategies which could be used at home or school.

Email: contact@neuro-diverse.org

10.5.22 Disabled children and the Equality Act 4.30 – 6pm

Council for Disabled Children webinar

[Webinar: Disabled Children and the Equality Act 2010 Tickets, Tue 10 May 2022 at 16:30 | Eventbrite](#)

11-12.5.22 NSPCC How Safe 2022 conference, online

As one of the largest child protection events, How Safe 2022 includes inspiring talks from experts, engaging seminars, and more topics than ever before. NSPCC will be hosting this twoday event online, where sessions will be live-streamed and then available on-demand for 4 weeks.

[Landing page \(eventsair.com\)](#)

12.5.22 Ambitious About Autism: supported internships

Applications are now open for the Ambitious About Autism Supported Internships programme. It's open to young people aged 16-25 with special educational needs and disabilities, who have an Education, Health and Care (EHC) plan to give them the best chance at gaining competitive work skills for future employment. Find out more by [booking a place](#) at their information event

13.5.22 Reducing the Harmful effects of exposure to Domestic Violence & Abuse on Children and Young People – virtual on-line

The Home Office classifies Domestic Violence and Abuse (DVA) as *"Any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence and abuse between those aged 16 or over, who are or have been intimate partners or family members regardless of gender and sexuality."* The Children Act (Section 31, Children Act 1989, amended 2002) states that *"children who witness domestic violence suffer emotional and psychological maltreatment"*. It is estimated 1 in 7 UK children will be exposed to DVA. This CPD certified masterclass will consider the role of toxic stress and trauma in the pathway to interpersonal violence between parents, and the climate of violence which harms the mental health and development of children and young people. A trauma-informed model of identification, risk assessment, protection and modular intervention will be outlined to reduce the harmful effects of Domestic Violence and Abuse.

Current research will be reviewed demonstrating the extensive role of toxic stress and traumatic responses shaping the responses of abused parents – mothers, and abusive partners, and inter-generationally their children resulting in a climate of violence harming health and development.

The masterclass will also cover the Trauma-Informed Care (TIC) approach - a program, organization, or system that realises the widespread impact of trauma and understands potential paths for recovery; and responds by fully integrating knowledge about trauma into policies, procedures, and practices.

[Reducing the Harmful effects of exposure to Domestic Violence & Abuse on Children and Young People \(healthcareconferencesuk.co.uk\)](#)

15.5.22 National Children's Day UK (NCDUK)

The theme for this year is 'Choose Kind' and NCDUK is focusing on the need for a kinder world, what makes people unkind and how we can all choose to be kind. NCDUK2022 will take place on Sunday 15th May, but people can raise national awareness about their activities for the week up to and including the day. From community events to family outings, school activities, local authority initiatives, conferences, videos, podcasts, talks, seminars and youth led campaigns, it's a great opportunity for everyone to raise awareness about the things they care about. And kindness matters to everyone.

[National Children's Day UK 2022 - HOME \(nationalchildrensdayuk.com\)](#)

16.5.22 Gender Identity and Autism Workshop

www.autismahandsonapproach.co.uk/giworkshop/

17.5.22 SEND Review: Right support, right place, right time - Government consultation on the SEND and alternative provision system in England: Manchester

This consultation event will include:

- A short overview of what the proposals in the SEND and AP green paper are;
- An opportunity to ask DfE officials for points of clarification;
- Workshops with parents, those working in education, health and care, and charities to discuss the consultation questions.

NB It is the same event as the one below so you only need to sign up for one.

[SEND Review Green Paper- Manchester Tickets, Tue 17 May 2022 at 10:00 | Eventbrite](#)

23.5.22 SEND Review: Right support, right place, right time - Government consultation on the SEND and alternative provision system in England: On-line

This consultation event will include:

- A short overview of what the proposals in the SEND and AP green paper are;
- An opportunity to ask DfE officials for points of clarification;
- Workshops with parents, those working in education, health and care, and charities to discuss the consultation questions.

[SEND Review Green Paper \(Virtual event\) Tickets, Mon 23 May 2022 at 10:00 | Eventbrite](#)

24.5.21 3.45 – 5.15pm Preparing for adulthood / employment for neurodiverse teenagers – Live streamed with Q&A

ADHD Foundation. The neurodiversity charity

[Live Streamed Training 2021/2022 : ADHD Foundation](#)

NB If you are unable to make the session email: Colin.Foley@adhd.foundation.org.uk to later access it on demand

26.5.22 Communication works: Celebrating Assistive Technology – Free live event

10 – 4pm, New Bridge Academy, Roman Road, Hollinwood, Failsworth, Oldham, OL8 3PH
Ace Centre in collaboration with CENMAC is bringing this popular event to the North for the first time!

Experience a range of assistive and accessible technology, communication tools, digital strategies and person-centred approaches. With an exhibition and seminar programme featuring new and established innovators showcasing a diverse selection of AT and AAC for those in mainstream education and SEND including those with physical difficulties, vision and/or hearing impairments, dyslexia, communications needs, or requiring curriculum support.

[Click here to register for your free place! Communication Works 2022 | NORTH Tickets, Thu 26 May 2022 at 10:00 | Eventbrite](#)

26 & 27.5.22 Positive risk management 10-12.30 (attendance on both days is required on Zoom)

This online workshop is highly interactive with discussion, personal reflection, small group work and assignments, offering opportunities for skills development.

This workshop is for frontline staff supporting adults with learning disabilities. It will help you to understand the basic principles and practice of risk assessment. The workshops take a values-led approach to positive risk management, underlining the importance of taking sensitively managed risk as a human rights issue and as a prime learning tool.

[Positive Risk Management Workshop - 26th and 27th May 2022 - ARC England](#)

6.6.22 Developing emotional resilience in social care for managers workshop 9.45 – 12.30 On-line

Resilience is the ability to cope under pressure and recover from difficulties. It's a subject that our members have told us they are increasingly concerned about during this difficult time.

Adult social care staff need to be resilient, to help them to cope better under pressure and continue to deliver high quality care and support.

This workshop will help social care managers to support their frontline staff to understand resilience, manage stress, recognise their limits and develop self-care action plans.

The focus of the workshop is resilience; looking at triPositiveggers, coping mechanisms and opportunities to support a self-care mindset, balanced against the challenges of working in an environment focussed on the care of others.

Support materials are provided for each participant, together with training about how managers can cascade their learning to others within their organisation.

[Developing Emotional Resilience in Social Care for Managers Workshop - Monday 6th June 2022 - ARC England](#)

6.6.22 Introduction to Active Support Workshop 9.30– 12.30 on-line

Active Support is a model of support which ensures that people are supported to participate in every aspect of their daily lives and to take the lead in functional and meaningful activities – staff essentially becoming enablers not carers.

Services who have already been supported with the implementation of Active Support have said that the model has transformed the lives of people they are supporting and staff have a better understanding of what their job role is.

Active Support is also the pre-cursor to Positive Behaviour Support.

CQC's updated guidance for supporting autistic people and people with a learning disability – Right support, right care right culture – has a stronger focus on outcomes for people, and Active Support can play an important part in achieving this.

[Introduction to Active Support Workshop - 6th June 2022 - ARC England](#)

7 – 12.6.22 Child Safety Week

Fact sheets, session plans and display resources are available on the website and you can download the Child Safety Week Information Pack.

[Download.ashx \(capt.org.uk\)](#)

10 – 11.6.22 The autism show

Manchester Central

An event for parents and professionals

[The Autism Show Manchester Tickets, Fri 10 Jun 2022 at 09:30 | Eventbrite](#)

11 & 12.6.22 Beyond the Label – Empowering, enabling and enhancing the potential of those with special needs

A 2 day online course by the School of Infant Mental Health for professionals or parents who support a child or other individual with special needs.

[Beyond the Label: Special needs and empowering children and individuals \(infantmentalhealth.com\)](#)

13 – 19.6.22 Infant Mental Health Awareness Week

The theme for this year's Infant Mental Health Awareness Week is 'Understanding Early Trauma'. Infant mental health is an often overlooked and misunderstood subject.

Coordinated by The Parent-Infant Foundation, Infant Mental Health Awareness Week provides an annual opportunity to discuss the importance of babies' mental health as well as some of the issues that affect it

15.6.22 3.45 – 5.15pm Leading a neurodiverse classroom – Live streamed with Q&A

ADHD Foundation. The neurodiversity charity

[Live Streamed Training 2021/2022 : ADHD Foundation](#)

NB If you are unable to make the session email: Colin.Foley@adhd.foundation.org.uk to later access it on demand

15.6.22 6th annual National Transition Conference via MS Teams

This event will be of interest to all professionals working with young people who have a long-term condition, including those with complex health needs in children's or adult health services, hospice, social care or educational setting.

The link to book is [6th Annual National Transition Conference Tickets, Wed 15 Jun 2022 at 09:00 | Eventbrite](#)

20.6.22 Autism and Eating Disorders ONLINE Workshop

To book <https://autismahandsonapproach.co.uk/edworkshop/>

20 – 26.6.22 Refugee Week – The theme this year is healing.

Resources from the National Literacy Trust to support discussions with young children around refugees

[Refugee Week resources | National Literacy Trust](#)

29.6.22 Improving Access, Treatment and Support for People with a Diagnosis of Personality Disorder. On-line.

[Improving Access, Treatment and Support for People with a Diagnosis of Personality Disorder \(healthcareconferencesuk.co.uk\)](#)

30.6.22 3.45 – 5.15pm Understanding and supporting Oppositional Defiance Disorder (ODD) – Live streamed with Q&A

ADHD Foundation. The neurodiversity charity

[Live Streamed Training 2021/2022 : ADHD Foundation](#)

NB If you are unable to make the session email: Colin.Foley@adhd.foundation.org.uk to later access it on demand

7.7.22 Co-producing Accessible and Inclusive Family Hubs – On-line, free conference

[National Conference: Co-Producing Accessible and Inclusive Family Hubs | Training | Anna Freud Centre](#)

15.7.22 nasen Live 'Inclusion by Design, Vox Conference Centre, NEC, Birmingham

[nasen Live 2022 | Nasen](#)

CONSULTATIONS

Levelling Up White Paper

In February, as part of the publication of the Levelling Up white paper (see: [Levelling Up the United Kingdom](#)), the government announced that the DfE would launch a consultation on intervening in schools with successive Ofsted judgements of less than 'Good', so that they can better access the support they need to improve. As of Monday 28 March, this consultation is now open for response. The consultation is available via GOV.UK and can be found at this link: <https://www.gov.uk/government/consultations/supporting-schools-that-are-not-making-necessary-improvements>

The consultation will be running for 8 weeks and will close on Monday, 23rd May.

Green paper: SEND review: Right support, right place, right time

In March the Government published the [SEND Review: Right support, right place, right time](#), a consultation on the special educational needs and disabilities (SEND) and alternative provision system in England.

The government's green paper SEND review: right support, right place, right time sets out the changes it proposes to make to the special educational needs and disabilities (SEND)

and alternative provision (AP) system in England The government is seeking views on the proposals. There is also a separate summary covering the SEND and AP green paper and responding to the consultation, which explain the proposals and can be shared with parents and carers, children and young people to explain what the SEND review means for them.

Published 29 March

On 9 May the Department for Education published accessible versions of the green paper, including:

- a full British Sign Language version to support those who are deaf or have a hearing impairment
- an easy-read version to support those with learning disabilities
- a guide to help children and young people with SEND or those in alternative provision to understand the green paper and respond to the consultation

The department is committed to ensuring the SEND and Alternative Provision Green Paper and consultation process is fully accessible.

On the day of publication, the department provided a 'request alternative formats service' to provide everyone the opportunity to engage with the green paper and consultation, this includes provision of Braille, audio and other language translations. They apologise that a full range of accessible resources was not available from the first day of the consultation.

The consultation period has been extended by 3 weeks, to 22 July 2022, to ensure everyone has the opportunity to take part in the consultation.

All resources are available on gov.uk: <https://www.gov.uk/government/consultations/send-review-right-support-right-place-right-time>

SHARING PRACTICE AND INFORMATION ACROSS THE NORTH WEST

Integrated care pathway for autism

NHS England has produced a system-facing summary of an integrated early care pathway for autism viewpoint published by a Manchester-based clinical-academic partnership.

[Integrated care pathway for autism — NHS Networks](#)

Raising Rochdale case study

This case study summarises the journey that Rochdale has undertaken to embed an outcomes-based approach to commissioning, with support from CDC.

<https://bit.ly/39cVNGs>

GUIDANCE

Guidance to support children and young people experiencing barriers attending school

This guidance produced by Gloucestershire Educational Psychology service aims to provide information and approaches to primary and secondary school staff, as well as parents/carers, in the context of difficulties attending school. The guidance includes approaches and strategies drawing on existing research to help manage the situation.

[Guidance to support children and young people experiencing barriers attending school - Gloucestershire County Council](#)

This week is Mental Health Awareness Week.

These awareness-raising moments always provide a good opportunity for schools and colleges to highlight the work they're doing to support mental health and wellbeing, and to think about what more can be done.

In this toolkit, Anna Freud Centre are sharing information about the following:

- Mental Health Awareness Week [toolkit of resources](#)

- [Take our survey](#) and share your views on our work
- Preparing Year 6 pupils for secondary school: [free resource](#)
- Planning your Inset programme for 2022/23
- Get [free printed resources](#) for your school
- Racism, mental health and trauma [research roundup](#)

FOCUS: OFSTED'S SECOND SET OF REPORTS IN A SERIES LOOKING AT THE PANDEMIC'S CONTINUED IMPACT ON EDUCATION PROVIDERS

The reports find that much good progress has been made across the education sector to help children and learners recover the knowledge and skills they missed out on during the pandemic. However, amid strong signs of recovery, it's also clear that many education providers continue to face challenges, some of which could have longer-term consequences. The [4 reports, which follow on from those published in December](#), draw on evidence from around 280 inspections and multiple focus groups with inspectors to understand how early years, schools, further education and skills, and prison education providers are responding to ongoing issues, and the approaches they are taking to help children and learners catch up.

Education recovery in early years providers: Spring 2022

A briefing on the continued impact of the pandemic and education recovery, drawing on evidence from spring 2022 inspections.

[Education recovery in early years providers: spring 2022 - GOV.UK \(www.gov.uk\)](#)

Education recovery in schools: Spring 2022

A briefing on the continued impact of the pandemic and education recovery, drawing on evidence from autumn 2021 and spring 2022 inspections.

[Education recovery in schools: spring 2022 - GOV.UK \(www.gov.uk\)](#)

Education recovery in further education and skills providers: Spring 2022

A briefing on the continued impact of the pandemic and education recovery, drawing on evidence from spring 2022 inspections.

[Education recovery in further education and skills providers: spring 2022 - GOV.UK \(www.gov.uk\)](#)

Education recovery in prisons

A briefing on the continued impact of the pandemic on the education, skills and work curriculum in prisons.

[Education recovery in prisons - GOV.UK \(www.gov.uk\)](#)

RESOURCES

The Royal College of Psychiatrists has published an [Asylum Seeker and Refugee Mental Health resource](#), providing information, guidance and support for health and social care professionals in the UK to ensure timely, high-quality care. Although the publication has been produced in response to the crisis in Ukraine it has also been developed with a general eye to the needs of asylum seekers and refugees worldwide.

Key features of an effective Education Health Care Plan (EHCP) Digital Hub

Draws together experiences from different local areas in order to highlight effective practice, key features and challenges to be aware of when developing a digital approach to EHCPs. <https://bit.ly/3MHerF7>

Identifying and remedying pinch points in the EHCP process

Two documents summarising common challenges in the EHCP process and how they interrelate, and recommendations from the workforce, parent carer representatives and families to address them.

<https://bit.ly/3vIru1S>

EHCP Frequently Asked Questions (FAQ) documents

These FAQ documents, one for Health advice givers and one for SEN Case Officers, address the questions most frequently raised during CDC workshops on Education, Health and Care Plans.

<https://bit.ly/3LoQfH6>

Co-production in Pathway/ Service Evaluation and Redesign

A widely applicable process for thinking about pathway redesign and evaluation, which places the voices of children, young people and parent carers at the heart of decision-making.

<https://bit.ly/3LCPNFa>

Autism Education Trust's new 'Let's Learn about Autism' packs:

The Autism Education Trust (AET) have been working with their Autistic Young Expert's Panel to produce their Let's Learn About Autism Packs. The fully resourced packs are designed to help all education professionals to plan their Autism Acceptance lessons and lead conversations about autism and understanding difference. Please see the AET website for further information and how to

download: <https://www.autismeducationtrust.org.uk/celebrate-autism-acceptance-week-our-lets-learn-about-autism-pack>

Doing What Matters in Times of Stress: An Illustrated Guide

This is a World Health Organisation stress management guide for coping with adversity. The guide aims to equip people with practical skills to help cope with stress. A few minutes each day are enough to practice the self-help techniques. The guide can be used alone or with the accompanying audio exercises.

Informed by evidence and extensive field testing, the guide is for anyone who experiences stress, wherever they live and whatever their circumstances.

[Arabic - Juba Arabic](#)

[Chinese](#)

[Dari](#)

[Farsi](#)

[French](#)

[German](#)

[Georgian](#)

[Greek](#)

[Hungarian](#)

[Italian](#)

[Korean](#)

[Japanese](#)

[Lithuanian](#)

[Romanian](#)

[Russian](#)

[Spanish](#)

[Turkish](#)

[Ukrainian](#)

Urdu

Vietnamese

English version adapted for the Caribbean

English version adapted for South Sudan

Audio files in English (please refer to the Guide for information on how to use these)

Building awareness (En)

Grounding Exercise 1 (En)

Grounding Exercise 2 (En)

Grounding Exercise 3 (En)

Notice and Name (En)

Unhooking from Unkind Thoughts (En)

Making Room (En)

Being Kind to Yourself (En)

Audio files in other languages

Audio files in other languages

Latest NHS Easy Read Newsletter for People with a Learning Disability

This [new issue of the easy read newsletter](#) is about encouraging people to use health services and not being scared because of coronavirus. It has articles about:

- Where to go if you are feeling poorly or something has changed in your body
- Is it time to go to the dentist?
- Getting your eyes and ears checked out
- Getting help with your thoughts and feelings (your mental health)
- Going to screening appointments
- What to do if you have a problem with a local health service

Disabled Children and the Equality Act 2010 – What teachers need to know and what schools need to do

Schools have a range of duties under the Equality Act 2010: to staff, as employees; to parents and others, where the school is providing a service to other people using the school; and to pupils, staff and others who share other protected characteristics as well as disability. This guide is designed to help teachers understand the legislation and how it applies to their work with disabled pupils in their school. It explains what the Equality Act requires of schools and of governors, trustees and others who are the 'responsible body' for the school.

The guide draws on examples of practices that may amount to discrimination or that may help schools to avoid discrimination. Many of these examples are drawn from the decisions of the Tribunal, so provide insights into the issues that schools have found difficult to handle. A series of blogs picks up some of these issues in a more reflective way.

Philippa Stobbs is providing a series of blogs that focus on different aspects of the disability duties that provide some challenges for schools. You can read them here:

1. Difference and disability
2. Knowing who is disabled

[Disabled Children and the Equality Act 2010: What teachers need to know and what schools need to do \(councilfordisabledchildren.org.uk\)](#)

Safeguarding young people on the autism spectrum

A free guide to download from the National Autistic Society

[Safeguarding young people on the autism spectrum](#)

Learning progression and outcomes guidebook

Free download from Help Kids Learn

[Learning Progression and Outcomes Guidebook \(mailchi.mp\)](#)

Relationships and caring for a disabled child

Information for parents of disabled children from Contact [relationships_guide.pdf \(contact.org.uk\)](#)

Anti-racism resources

The Anna Freud Centre has created free resources for schools to support staff to understand the mental health impact of racism on children and young people, and to feel more confident in addressing related concerns. The new resources will help staff to build a whole school approach to anti-racism and include advice and guidance on representation in the curriculum, staff training, policy templates, case studies with suggestions for celebration activities which involve the whole school community, and suggested support for students and staff.

[Anti-racism and mental health in schools resources \(annafreud.org\)](#)

FOCUS: HOW TO TALK WITH CHILDREN AND YOUNG PEOPLE ABOUT WAR – UNDERSTANDING AND SUPPORTING OUR REFUGEE CHILDREN

link below takes you to a recording of a free webinar (1.5 hours) by Tina Rae and some accompanying resources.

[How to talk to children and young people about war | Understanding and supporting our Refugee children \(A free webinar by Dr Tina Rae\) – Evidence for Learning](#)

York's Educational Psychology Service have produced an e-module and some resources that are free to use - they just ask that you give them feedback if you do use them, and cite them if you use them to make your own resources. Here's the link: [York Education](#)

Resources are collated on this padlet

[Resources for welcoming and supporting refugee pupils and their families \(padlet.com\)](#)

INFORMATION:

The ONS Health Data Index

An official version of the Office for National Statistics (ONS) Health Index for England, a beta version of which was published in December 2020, has been published with updates following a consultation.

The purpose of the Index is to simply define what makes up our health. It provides a single value for health for local areas and demonstrates how health changes over time. It places an emphasis on the social determinants of health – the everyday social and economic factors which make us healthy. The Index also includes more traditional measures of health such as specific conditions and risk factors. The idea is that providing a simple index that brings together all of these diverse influences on health outcomes will make it easier to understand where interventions are needed and to track their success more effectively.

[Health in England - Office for National Statistics \(ons.gov.uk\)](#)

NHS Keyworker update:

Keyworking services move from the pilot phase towards full geographical cover: the NHS Long term Plan includes a commitment that 'by 2023/24 children and young people with a learning disability and/or who are autistic with the most complex needs will have a designated keyworker'. Keyworking services have been introduced in pilot and early adopter areas to work with young people, families and services to avoid unnecessary admissions to mental health hospitals and to facilitate timely discharge with the right support in place. This

next stage sees the remaining areas of the country developing plans for their Keyworking service. Visit the [NHS England and NHS Improvement website](#) for more information on how Keyworking is making a difference to young people's lives in Heywood, Middleton and Rochdale at <https://www.england.nhs.uk/learning-disabilities/care/children-young-people/keyworkers/success-and-learning-from-heywood-middleton-and-rochdale-keyworking-service/> and South Yorkshire at: <https://www.england.nhs.uk/learning-disabilities/care/children-young-people/keyworkers/success-and-learning-from-pilot-sites-the-south-yorkshire-keyworking-service/>.

The Language of Autism project – Durham

[\(873\) Language of Autism presentation April 2022 recording - YouTube](#)

Next Generation Leadership Programme - Summer 2022 - NDTi

Next Generation is about ensuring that learning disability and autism services are prepared for the future by ensuring tomorrow's leaders have the right skills and knowledge to drive forward change.

[Read more](#)

www.ndti.org.uk

Ofsted Strategy 2022-27

The strategy sets out how Ofsted will continue its work to improve the lives of children and young people, which is more important than ever following the disruption and distress of the past 2 years.

The strategy centres on the fundamental principle that Ofsted will be a force for improvement through the intelligent, responsible and focused use of inspection, regulation and insights. It sets out the strategic priorities for Ofsted over the next 5 years, which include a stronger focus on the inspectorate's work in the early years and ensuring children get the best start in life.

[Ofsted strategy 2022–27 \(publishing.service.gov.uk\)](#)

FOCUS: OPEN JOURNAL OF EDUCATIONAL PSYCHOLOGY

Socioeconomic status and pupils' mental health: exploring the association and how to improve outcomes for those from lower socioeconomic status backgrounds

Amber Bhardwaj

Reflections on the Application of the SCERTS model in Schools in the United Kingdom

Paige Garbett

Prevent in Schools: A Critical Review

Craig Joyce & Lorraine Campbell

A Single Site Evaluation of a Mindfulness-Based Intervention Within a Secondary School Cognition and Learning Resource Base: Evaluating the Impact on Student Wellbeing

Francesca Weir & Olivia Rogers

[Current Edition – Open Journal of Educational Psychology \(ojep.org\)](#)

RESEARCH AND REPORTS

Hidden waits – the lasting impact of the pandemic on children’s services in the community

A briefing paper published by NHS Confederation and NHS providers community network [community-network-briefing-hidden-waits-the-lasting-impact-of-the-pandemic-on-childrens-services-in-the-community.pdf](https://www.nhsproviders.org/community-network-briefing-hidden-waits-the-lasting-impact-of-the-pandemic-on-childrens-services-in-the-community.pdf) (nhsproviders.org)

COVID-19 and Youth Justice

Vast implications of COVID-19 on youth justice investigated in UKRI covid response research project

[COVID-19 and Youth Justice · Manchester Metropolitan University \(mmu.ac.uk\)](https://www.mmu.ac.uk/research/COVID-19-and-Youth-Justice)

Why do children go into children’s homes?

The report [‘Why do children go into children’s homes?’](#) draws on responses to surveys and discussions between inspectors and children placed in children’s homes, staff and others to provide insights into the diverse and complex needs of children who go into children’s homes, and the life experiences that led to them living there.

The report calls for further research to be done, including a national audit of children’s needs, to provide better understanding of the experiences of children in care, and of the complexities of sufficiency in children’s social care.

Getting It Right First Time National Report for Children and Young People’s Mental Health Services

Ensuring more children and young people receive the right mental health care, in the right place for them, are among the key aims of a new national report from Getting It Right First Time (GIRFT).

The GIRFT report for children and young people’s mental health services – written by Dr Guy Northover, GIRFT Clinical Lead for Children and Young People’s Mental Health Services and child and adolescent psychiatrist at Berkshire Healthcare NHS Foundation Trust – has now been shared with NHS providers across England. Colleagues can download it from [GIRFT’s FutureNHS page](#).

Dr Northover’s review brings together specialty data in one place, comparing independent sector data alongside NHS data for the first time. Please note that much of the data relates to 2018/19. Since then, as a result of the Five Year Forward View and the Long Term Plan, there has been significant investment in and development of CYP crisis services. There is also progress and learning from the establishment of Provider Collaboratives.

Based on clinically-led conversations with providers and provider collaboratives, in addition to the data collection, the 21 recommendations in the report support the commitments of the NHS [Long Term Plan](#). The aim is to reduce variation across the whole pathway, as well as addressing workforce issues, use of technology, data collection and reducing litigation.

[FutureNHS Collaboration Platform - FutureNHS Collaboration Platform](#)

Listening to Children and Young People’s (CYP) Experience and Perceptions During the Period of COVID-19 and Their Advice for Teachers and Schools

Gersch, I. S., Blok, B., Devey Smith, L., Gellert, R., Howard, P., Luddington, J. and Morgan, H. 2021. *Educational Psychology Research and Practice*. 7 (2), p. 1–20.

<https://doi.org/10.15123/uel.8q736>

Educational Experiences of the Gypsy, Roma and Traveller Communities and How Educational Psychologists Engage With the Communities

Li, C. 2021. *Educational Psychology Research and Practice*. 7 (2), pp. 1-11.

<https://doi.org/10.15123/uel.8q737>

Rocks and Hard Places: Exploring Educational Psychologists' Perspectives on "Off-Rolling" or Illegal Exclusionary Practices in Mainstream Secondary Schools in England

Done, E. J., Knowler, H., Shield, W. and Baynton, H. 2021 *Educational Psychology Research and Practice*. 7 (2), p. 1–12.

<https://doi.org/10.15123/uel.8q73q>

Early years, SEN and disability: Likely features of effective practice A report for the Department for Education

This report provides an analysis of a selection of examples of local practice identified as being effective in supporting children with special educational needs (SEN) and disabilities in the early years. The work was carried out by the Council for Disabled Children, nasen and the National Children's Bureau's research team, with CDC's partners in the broader EYSEND Partnership project in 2019-20: I CAN, The Communication Trust and Contact.

[Early years, SEN and disability: Likely features of effective practice A report for the Department for Education \(councilfordisabledchildren.org.uk\)](https://www.councilfordisabledchildren.org.uk/early-years-sen-and-disability-likely-features-of-effective-practice-a-report-for-the-department-for-education)

WORKFORCE DEVELOPMENT

Council for Disabled Children - e-learning courses

The Council for Disabled Children (CDC) has developed a suite of online training for CDC members and affiliated organisations and services. The courses have been developed to improve knowledge, understanding and practical skills and support in range of key areas that impact children and young people, particularly those with special educational needs and disability. Courses include:

- Introduction to Mental Health
- Holistic outcomes in Education, Health and Care Plans
- Delivering Quality Annual Reviews
- Focus on Health Advice Each module takes between 30-45 minutes to complete. The training is free to complete online.

[E-Learning \(councilfordisabledchildren.org.uk\)](https://www.councilfordisabledchildren.org.uk/e-learning)

OPPORTUNITIES TO PARTICIPATE IN RESEARCH

The University of Cambridge and the Anna Freud Centre are working on a research project called Timely.

The Timely project aims to help professionals to identify young people struggling with mental health at an earlier stage. Their research team would like to find out if it is possible to anonymise the data collected by health, social care and education services and securely bring it together, in a way that people would find acceptable. Their goal would be to use this data to develop technology which could help professionals (like GPs, social workers or physical health doctors) to spot patterns and identify mental health problems in a young person earlier. This would help young people get mental health support sooner.

They are committed to hearing the views of young people, parents and carers throughout the development of the Timely project and to keeping the general public informed about our plans.

[Discover more and apply to take part Timely \(annafreud.org\)](https://www.annafreud.org/timely)

Supporting students with dyslexia and dyscalculia in the classroom

Information from researchers at the Child Development Lab at University College London:

We are inviting all teachers and teaching assistants (school staff) currently working in schools across the UK.

We are a team of researchers at the Institute of Education, University College London who would like to invite school staff to take part in our short (20 minute) survey.

Our research project aims to co-create a Continuing Professional Development (CPD) toolkit for teaching staff to support children with specific learning difficulties, especially those with dyslexia and dyscalculia, in the classroom and as part of this, we also want to know what school staff need to enable optimal support for this group of children.

Please find below a link to more information about the study and the online questionnaire:

https://uclioe.eu.qualtrics.com/jfe/form/SV_0GlejBVjwliBKvk

OTHER NEWSLETTERS:**Afasic online updates:**

[Afasic Online Updates \(mailchi.mp\)](#)

Autism Newsletter:

[Autism Newsletter \(mailchi.mp\)](#)

Autism Practice – Criminal Justice

[Post-traumatic stress disorder in autistic people, Criminal justice joint inspection report and more. \(nas-email.org.uk\)](#)

Centre for Youth Impact newsletter:

[The Centre for Youth Impact Newsletter: April 2022 \(mailchi.mp\)](#)

Children’s Commissioner’s news:

[News from the Children's Commissioner for England \(mailchi.mp\)](#)

CDC Digest:

[CDC Spring Digest 2022 \(councilfordisabledchildren.org.uk\)](#)

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

Early Childhood Unit, National Children’s Bureau, news:

[Latest news and information from the Early Years sector \(mailchi.mp\)](#)

Family hubs in mind:

[Family Hubs in Mind, April 2022 issue \(mailchi.mp\)](#)

Foundation years newsletter:

[Foundation Years Newsletter - April 2022 \(mailchi.mp\)](#)

Mental health, learning disability and autism bulletins:

<https://mhlda.cmail19.com/t/ViewEmail/d/5D477CD523A9C59B2540EF23F30FEDED/204745E813181C7063B21DE8DA818551?alternativeLink=False>

NCB Early Childhood Unit news:

[Latest news and information from the Early Years sector \(mailchi.mp\)](#)

Nasen's news:

[The National Association for SEND – nasen – News Round Up \(ddlnc.net\)](#)

[Cathy, access our FREE SEND updates this April! \(ddlnc.net\)](#)

NICE news for health and social care

[NICE News for Health and Social Care | April 2022 \(mailchi.mp\)](#)

NFER blogs:

[RE: New blog posts on the NFER website \(ddlnc.net\)](#)

NFER Direct:

[NFER Direct April 2022 \(ddlnc.net\)](#)

Ofsted news:

[Ofsted News - Issue 110 - March 2022 \(mailchi.mp\)](#)

[Ofsted News - Issue 111 - April 2022 \(mailchi.mp\)](#)

Schools in mind news:

[May 2022 newsletter: It's Mental Health Awareness Week! \(mailchi.mp\)](#)

Teacher Bulletin:

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