



NW SEND Regional Network Newsletter

December 2021 – January 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.

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

North West events

1.2.22 The Children and Families Act 2014: Annual Review Workshop 9.30 – 1pm Virtual event held on Microsoft Teams

Your Local Area is invited to attend an Annual Review workshop, intended to help local areas apply the requirements of the Children and Families Act 2014 to the process of EHC plan Annual Reviews. This will be delivered by colleagues from the DfE SEND Adviser Team, alongside a local representative and facilitated by Mott MacDonald.

The workshop will review the legal requirements for local areas, enable local reflections on progress to date, and enable delegates to return to their settings with knowledge and strategies to take forward their improvement plans. **Please note that this course will be similar in content to the earlier workshop, with some updates.**

This event is focused on local area responsibilities for the process, and is targeted towards:

- 1 SEN officer from each local authority with responsibilities for EHCP annual reviews
- 1 SENCO representative from each local area with the ability to influence practice in local schools
- 1 health care representative from each local area
- 1 social care representative from each local area

Further information:

- A regional representative from the National Network of Parent Carer Forum (NNPCF) will also be invited.
- You will need a smart phone/ smart device during this event to be able to access www.menti.com which is a polling website. All responses are anonymous.

To register for this event, please complete the order form via the following Eventbrite link: <https://www.eventbrite.com/e/annual-review-workshop-north-west-tickets-202944531557>

If your local area is no longer listed on the drop-down menu of the order form, the allocation for your local area will have been filled. If your local area would like additional places, please email SENDdeliverysupport@mottmac.com and provide the additional names you would like to add to the waiting list, along with their contact details.

Your booking should be placed by 25th January 2022 after this time spare places will be reallocated.

Should you have any difficulties with the booking process, please contact Mott MacDonald at SENDdeliverysupport@mottmac.com.

Reducing health inequalities for children and young people

The NW CYP Transformation Programme will be 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

17th January 10:00-11:00 – **Emotional Health and Wellbeing**

21st February 10:00-11:00 – **Obesity Pathway Prevention**

14th March 10:00-11:00 – **Diabetes**

16th May 10:00-11:00 – **Epilepsy**

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.nwlda@nhs.net if you would like an invitation.

OTHER EVENTS

Early years/SEN partnership: ICAN training

If you would like an introduction to supporting speaking and understanding needs in early years settings, ICANs introductory (core) training is for you. Start by [watching the module one and module two webcasts](#) on our website, then book yourself a place on one of the follow-up coaching webinars below.

19.1.22 6 – 7.30 pm [SLCN in Early Years Settings - Core Training Follow-Up, January 19th Tickets, Wed 19 Jan 2022 at 18:00 | Eventbrite](#)

1.2.22 10 – 11.30 am [SLCN in Early Years Settings - Core Training Follow-Up, February 1st Tickets, Tue 1 Feb 2022 at 10:00 | Eventbrite](#)

14.3.22 3.30 – 5pm [SLCN in Early Years Settings - Core Training Follow-Up, March 14th Tickets, Mon 14 Mar 2022 at 15:30 | Eventbrite](#)

If you have previously received training in supporting speaking and understanding needs in early years settings (whether from I CAN or another provider), ICANs advanced (in-depth) training is for you. This training is provided in the form of a two-part webinar.

13.1.22 and 17.1.22 4 – 6.30pm [Ensuring Quality SLCN Support in Early Years Settings - In-Depth Webinar 22 Tickets, Thu 13 Jan 2022 at 16:00 | Eventbrite](#)

9.1.22 and 2.3.22 1 – 3.30pm [Ensuring Quality SLCN Support in Early Years Settings - In-Depth Webinar 23 Tickets, Wed 9 Feb 2022 at 13:00 | Eventbrite](#)

8.3.22 and 22.3.22 9 – 12.30 [Ensuring Quality SLCN Support in Early Years Settings - In-Depth Webinar 24 Tickets, Tue 8 Mar 2022 at 09:30 | Eventbrite](#)

12.1.22 10 – 11am Supporting parents and carers: Understanding dyscalculia & maths anxiety webinar

[Supporting parents & carers: Understanding dyscalculia & maths anxiety - Witherslack Group](#)

14.1.22 Dynamic Assessment: Level 1: Dynamic Mediated Learning Skills

This training is for those who are the beginning of their journey into the world of mediated learning and dynamic assessment. It is principally for teachers, teaching assistants, those working in special education and other related professions who wish to develop their skills in mediated learning.

[Level 1: Dynamic Mediated Learning Skills | DA UK \(dynamicassessmentuk.com\)](#)

17.1.22 Gender identity and autism workshop

www.autismahandsonapproach.co.uk/giworkshop/

19.1.22 9.30 – 12.30 Supporting schools to develop language provision – On-line

This workshop is aimed at Educational Psychologists who want to increase their knowledge of the approaches that can be used to support early years and primary school settings to develop their language provision and support for all children. The session will cover: Why is language and communication important for child development and learning in early years and at school?

The most up-to-date research evidence on improving communication and language in the early years and primary school age.

Explore how to support early years and primary school settings in enhancing learning environments for all children (including those with identified language learning needs).

Explore how to support early years and primary school settings in developing a wide range of approaches and strategies that can be used to develop children's communication and language.

Opportunities to think about your professional practice and explore evidence-informed tools that can support you in your work with early years and primary school setting

[Supporting schools to develop language provision - edpsy.org.uk](#)

19.1.22 10 – 11am A guide to assessment and diagnosis webinar

[A guide to assessment and diagnosis - live webinar - Witherslack Group](#)

19.1.22 10 – 5pm Improving mental health crisis care - On-line

This national conference focuses on ensuring best practice in mental health crisis services and delivering effective access during and beyond the Covid-19 pandemic. The conference takes a practical case study based approach to improving services and outcomes for people with mental health conditions reaching crisis point, and will also examine meeting demand and how currently stretched services can meet the new NHS access standards. The day will focus on improving services for mental health crisis care, through learning from organisations that have succeeded in addressing the challenge of improving access and delivering an effective mental health crisis pathway.

20% discount available quoting hcuk20edpsy

[Improving mental health crisis care - edpsy.org.uk](#)

21.1.22 10am – 12noon Trauma online course SLD / PMLD

<https://learning.nacwellbeing.org/supporting-children-and-adults-with-severe-and-profound-intellectual-disabilities-affected-by-trauma>

25.1.22 4 – 5.15pm or 27.1.22 6.30 – 7.45pm National Deaf Children’s Society: Early Years Networking Groups

Join the National Deaf Children’s Society’s hosted network of early years settings and practitioners that will meet online four times a year to share resources, knowledge and good practice. They will provide support, contact, training, ask the expert opportunities and resources. The first meeting will focus on practical activities for improving deaf children's social and emotional development. Choose a time that suits you best: 25 January, 4pm or 27 January, 6:30pm.

https://www.ndcs.org.uk/our-services/services-for-professionals/early-years-networking-groups/?utm_medium=email&utm_source=outlook&utm_campaign=ey_cluster_groups&utm_content=north_west_send

25.1.22 Making Participation Work – Practitioners’ conference on Zoom

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

There will be a variety of workshops and plenary sessions available to take part in, and participants will gain a greater understanding of children and young people with SEND. It will be a fantastic opportunity to connect and develop skills

[3rd Making Participation Work Practitioners Conference Tickets, Tue 25 Jan 2022 at 10:00 | Eventbrite](#)

25.1.22 2.30 – 4.30om Opportunity Areas Early Years Insight Webinar

The DfE is investing £108 million over five years to transform the life chances of children and young people in 12 areas of the country with low social mobility as part of the Government’s Opportunity Area programme.

Early years professionals are invited to a webinar to hear from professionals leading on projects to improve children’s physical literacy and self-esteem; early speech, language and communication skills, professional development for practitioners and work to create a positive home learning environment to help children read and write.

You can sign up to the webinar [here](#), read about these projects, and others, in the [Opportunity Area insight guides](#)

26.1.22 Supporting parents and carers: Autism and girls webinar

[Supporting parents and carers: Autism & Girls - Witherslack Group](#)

26 & 27.1.22 Safeguarding children in the digital age, on-line conference

2.00pm to 5.30pm each day

Safeguarding young people today requires all practitioners to be up to speed with the changing nature of risks that are online, as digital technology continues to evolve at an extraordinary rate.

[Safeguarding Digital | Home](#)

27.1.22 10 – 5pm Therapeutic interventions to reduce the harmful effects of Adverse Childhood Experiences – On-line

A modular, multi-focal, trauma-informed solution. This CPD certified programme will outline the increasing evidence of the impact of Adverse Experiences of Childhood (ACEs) on the health and well-being of children and young people extending into adult life. There is a growing demand for interventions to prevent their harmful effects.

20% discount available quoting hcuk20edpsy

[Therapeutic interventions to reduce the harmful effects of Adverse Childhood Experiences - edpsy.org.uk](#)

2.2.22 4 – 5pm A Changing Climate for Children’s Rights: Policing Domestic Incidents Involving Children – Dr Annemarie Millar

Please reserve your space via Eventbrite <https://annemarie-millar.eventbrite.co.uk>

Your zoom link will be emailed before the event.

2.2.22 9.30 – 4.30pm Coaching foundations – On-line

If you want to....

Learn or refresh essential foundation principles, skills, and practical methods that will equip you to begin (or continue) offering coaching conversations to others about a range of themes. Suitable for anyone seeking to incorporate coaching into their work or conversations, or for those who would value a refresher.

[Coaching foundations - edpsy.org.uk](https://edpsy.org.uk)

3.2.22 10 – 5pm Sexual abuse & mental health: Reducing the impact of abuse on mental health – On-line

Researched and produced in collaboration with Paul Scates Peer Specialist, Campaigner and Survivor of Sexual Abuse, this important and timely conference focuses on the important issue of sexual abuse and mental health and reducing the impact of abuse on mental health.

20% discount available quoting hcuk20edpsy

[Sexual abuse & mental health: Reducing the impact of abuse on mental health - edpsy.org.uk](https://edpsy.org.uk)

10.2.22 10 – 5pm Therapeutic work with children and young people suffering child sexual abuse and exploitation – On-line

This Masterclass programme, facilitated by Dr Arnon Bentovim and Carol Jolliffe, will help practitioners working in social care, health, education and youth justice to deliver effective therapeutic work with children subject to sexual abuse and exploitation. The approach recognises that sexual abuse and exploitation occur in a context of significant adversity, and is based in Trauma Informed Practice which recognises common responses to adversity in childhood are traumatic, and such responses in association with a variety of social, psychological and genetic influences can trigger an extensive set of complex overlapping physical, behavioural and mental health responses. Trauma-Informed Practice TIP advocates that services should recognise the traumatic base of the problems presented to them and adapt their practice to encompass this understanding. The Hope for Children and Families Intervention Resources are a set of step-by-step guides, focusing on relevant themes, including Working with Child Sexual Abuse and Addressing Emotional and Traumatic Responses. Each module includes guidance notes, scripts, activities, and worksheets that can be organised into a customised treatment menu for each child or young person. They are designed to help practitioners from all types of services, training and levels of experience.

20% discount available quoting hcuk20edpsy

[Therapeutic work with children and young people suffering child sexual abuse and exploitation - edpsy.org.uk](https://edpsy.org.uk)

16.2.22 SEND Tribunal Learning event: Save the date

16.2.22 2 – 4pm Is social media actually bad for adolescent mental health?

This webinar unpacks the complex relationship between social media use and adolescent mental health.

Social media has long been blamed for causing a crisis in adolescent mental health. But this is an oversimplification, and the scientific evidence indicates a far more nuanced picture of this relationship.

This webinar aims to provide clarity on this topic, covering the latest findings from psychological research. The webinar is relevant for anyone working with adolescents,

particularly in educational and clinical settings, and will provide attendees with a more accurate – and more hopeful – understanding of the role social media plays in young people's lives.

[Is social media actually bad for adolescent mental health? - edpsy.org.uk](https://www.edpsy.org.uk)

20.2.22 10 – 1.15 PfA Housing Conference. On-line.

Preparing for Adulthood is delighted to announce an online event for anyone who wants to know more about supporting young people with special educational needs and disabilities into a place of their own. They are fortunate to have a wealth of experts within their host organisation, the National Development Team for Inclusion (NDTi). At this event you will from a range of NDTi colleagues, as well as someone with direct experience of success in finding a new home. The aims are:

- to raise awareness of the housing and support options that exist
- to hear about helpful practice in supporting people who have additional needs to obtain a tenancy or mortgage and support for daily living
- to share information about some autism friendly housing

This event is open to practitioners and parent carer forum representatives across England. Spaces are limited, so register early using this link: [PfA Housing Conference: 20 January, 10am-1:15pm \(Page 1 of 2\) \(office.com\)](#)

1.3.22 CDC event

Registration is now open for CDC's next online national event, taking place on Tuesday 1st March from 13:00 – 16:30. You can register on EventBrite [here](#). The passcode is **National3**. (The original date was planned for 9th Feb but CDC have pushed it back a few weeks).

The conference is aimed at SEND Leads, Commissioners, DSCOs, DMOs and DCOs – CDC would also welcome attendance from Parent Carer Forum regional representatives. Priority will be given to these roles. If you are not in one of these roles but would like to attend, please contact Marie at mhunt@ncb.org.uk to be added to the waiting list.

The agenda is set to be announced in the next few weeks. CDC are hoping to have a main plenary session on the transition to Integrated Care Boards (amongst other topics), and a wide range of workshops. CDC try to get information about the event sent out as soon as possible, so that people can block out the time in their diaries. If you are no longer interested in attending the event once the agenda has been released, please feel free to de-register on EventBrite, or email Marie (mhunt@ncb.org.uk) to let CDC know you won't be attending, so that they can free up your space for others.

As always, attendees will be given the chance to sign up to attend 2x workshops. More information about the workshops and info on how to sign up will be released soon. Closer to the event, you will receive Teams invites for all the sessions. CDC will contact you through the email address you've provided to register on EventBrite so please make sure you enter the correct email address.

Please also let CDC know whether you have any specific requirements or adjustments to be able to attend this virtual event, or which you would like them to be aware of. They are disability inclusive and aware that many disabilities can be invisible. They want to make sure that attending a virtual event is as accessible as possible for all, so please mention any needs you might have in the form when you sign up or email Marie at mhunt@ncb.org.uk to let them know if there is anything they can do to support you, and they will endeavour to meet all needs.

8.3.22 Disagreement Resolution Learning Event

This event is aimed at LA SEND teams, social care and health providers and will explore local area practices in effective decision-making to prevent disputes and share learning on managing disputes when they do arise. Booking for the event will open in January 2022.

10, 17, 24 and 31 March 2022, 09.30-13.00 Sleep training for Psychologists

Online, live course.

For further information, or to request an application form, please contact Evelyn Stewart on (0044) 07599 412377, or by emailing evelyn-sleep@hotmail.co.uk.

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

[nasen Live 2022 | Nasen](#)

SHARING OPPORTUNITIES, LEARNING AND PRACTICE ACROSS THE NORTH WEST

Journey First

Funded by the European Social Fund (ESF), the Journey First programme provides intensive 1-2-1 support for young people and adults across Cheshire and Warrington. It can help young people and adults to identify and strengthen their skills and reach their goals, whether that be support with job searches and employment or access to further education or training.

How does it work?

Journey First offers personalised 1:1 support through teams of Employment Support Workers across Cheshire and Warrington.

“Your very own Employment Support Worker will help you to identify barriers that may be preventing you to make progress into training, education or work.

Journey First will:

- Help you identify your skills and goals
- Provide skills and tailored employment advice
- Offer 1-2-1 wraparound support from your own support worker
- Help tackle wider issues that are preventing progress such as debt, health, housing, caring responsibilities
- Meet employers and find out about different employment paths
- Guide you through the job hunt and help prepare for the workplace
- Help you to find opportunities and unlock your potential
- Meet new people
- Help you to become more independent and financially secure
- Feel positive and confident

Who can Journey First support?

Journey First supports young people aged 16–24, including cared for children and care leavers who are not in a job or in any form of training or education, as well as young people with special educational needs.

The project also supports adults who have a range of other barriers to employment such as disability, or complex needs including mental health conditions or homelessness.”

Find out more at <https://www.livewell.cheshirewestandchester.gov.uk/Services/3174>

[Pathway-to-Adulthood CWC infographic.pdf](#)

Congratulations to Cheshire Youth Justice Service on being awarded the highest ever joint inspection score

[Cheshire youth justice service awarded highest ever joint inspection score | CYP Now](#)

Do you know any parents or carers who could benefit from the support of ADDvanced Solutions Community Network?

Commissioned by Halton and St Helens NHS Clinical Commissioning Group to support the neurodevelopmental pathway. ADDvanced Solutions Community Network provides parents and carers with learning workshops, learning programmes, information, advice and guidance and open access community network groups. Equipping parents and carers with the skills, knowledge and confidence to better identify and manage the characteristics associated with neurodevelopmental conditions including Autism, ADHD, sensory processing difficulties, specific learning difficulties and associated mental health needs. Their online and face to face learning opportunities are delivered by their team of professionals from health, social care and education, who all have a genuine insight of these conditions because of their own lived experience. They are open access, pre, during and post diagnosis, no referral necessary, just make contact and they will support you to find the answers.
Email: info@advancedsolutions.co.uk call: Halton 0151 486 1788 or St Helens 01744 582172.

Child of the North report – Building a better future after Covid-19

This major new report out paints a stark picture of inequality for children growing up in the North of England post-pandemic compared to those in the rest of the country.

The considerable costs to society and the UK's economy of rising inequality are outlined in ***The Child of the North: Building a fairer future after COVID-19*** report, produced by the Northern Health Science Alliance (NHSA) and N8 Research Partnership (N8), and written by over 40 leading academics from across the North of England.

The report looks at a wide range of factors, from child poverty to children in care, to build up a picture of ***The Child of the North***. It sets out 18 clear recommendations that can be put in place to tackle the widening gap between the North and the rest of England.

[Health Inequalities Archives - The NHSA](#)

CONSULTATION

Ofqual has recently published a [consultation on designing and developing accessible assessments](#) and a related [news story](#). The proposed guidance will support awarding organisations to design and develop assessments that meet Ofqual's rules on accessibility. Students with particular backgrounds, needs and disabilities are among those who stand to gain. The draft guidance includes how to:

- avoid unnecessary burden on Learners when measuring the assessment construct
- use accessible, clear and plain language in producing assessments to avoid any unfair disadvantage
- design and develop accessible layout
- use source material, context, images and colour in ways that maximise accessibility
- design and develop assessments to meet reasonable adjustments required by disabled students including those using assistive technology

Ofqual is keen to get views from a wide range of respondents, including SEND organisations, on the content and style of the proposed new guidance. The consultation is open until 11:45 pm on 24 January 2022.

FOCUS: APPROACHES TO SENSORY SUPPORT

In November CDC ran a national webinar on Approaches to Sensory Support. The webinar was aimed at health professionals who work with children with SEND and strategic leads (SEND Leads, Children's Health Commissioners, DCO/DMOs, DSCOs), as well as parent/carer forum representatives. The webinar features presentations from Amanda Allard, Deputy Director at the Council for Disabled Children, Sally Payne, Professional Advisor for CYP and Families at Royal College of OT. It also features two practice examples from Alycia Keyes, Advanced OT at the Humber Sensory Processing Service, and Birgit Peeters, Clinical Lead Children's OT at the Mid Yorkshire Hospitals Trust. You can view a recording

of the webinar at CDC webinar: Approaches to Sensory Support (councilfordisabledchildren.org.uk).

This is a link to a **recording** of the main session from a CDC webinar on their YouTube channel [Approaches to Sensory Support Webinar 30/11/2021 - YouTube](#)

Other links:

- [A pragmatic Randomised Controlled Trial of Sensory Integration Therapy versus usual care for sensory processing difficulties in Autism Spectrum Disorder in children: impact on behavioural difficulties, adaptive skills and socialisation \(SenITA\)](#)
- [Worcestershire OT YouTube channel](#)
- [A guide to adaptations for children and young people with behaviours that challenge](#)
- [Humber Sensory Processing Hub](#)
- [Paediatric Occupational Therapy within Greater Glasgow and Clyde resources](#)
- [RCOT description of Occupational Therapy for children and young people](#)

RESOURCES

Admission avoidance

Please see the link below to a booklet which has been developed in the South West region. This is to support parents and carers in avoiding admissions into mental health hospitals. Please feel free to share with your networks.

Link to the book is here: <https://my.flipbookpdf.net/q1dbD>

Free resources and events for all nasen members – membership is free
[Free events & resources for all nasen members \(ddlnk.net\)](#)

NeuroSENse Resources

The following resources have been developed to help build your knowledge of common neurodevelopmental disorders and associated neuromyths. All resources are suitable for teachers, teaching assistants, SENDCOs, and school leaders.

Click on the links below to access the blogs

- [Attention Deficit Hyperactivity Disorder](#)
- [Autism](#)
- [Deafness](#)
- [Dyslexia](#)
- [Intellectual disability](#)

[NeuroSENse Resources | Centre for Educational Neuroscience](#)

The Royal College of Occupational Therapists has published two new quick guides about occupational therapy and long COVID.

The guides outline the unique role of occupational therapists in supporting adults, children and young people to manage and recover from long COVID. [Click here](#) for more.

A new resource for those running a care budget

This has been developed by an unpaid carer and a PhD researcher at Newcastle University. Their research has led to the creation of www.mycarebudget.org 12 . An online, free,

repository of templates and staff policy documents. So far there are over 70 documents that can be downloaded – all of them useful for anyone that holds or is gaining a care budget, especially if it used to employ care staff. It started out from Personal Health Budgets in England, but the documents are not limited to PHBs.

All the documents come from people with lived experience of running a care budget. The website has been created with people with lived experience. There's no corporation, health authority or charity running it. Although formed out of a research project, the site will continue past that as a standalone offering.

www.mycarebudget.org 12 is a wiki – so it grows by people adding and editing to it. All the input is checked before being published, so you can add confidence in what appears there. The more people that know about the website, use it, add to it, change it, the better. So have a look and if you find it useful, spread the word about it! You don't need to register to have a look around, only to download when your email address will be needed but no other personal details.

Becoming Dad

This is a new guide for expectant and new fathers, published by the Fatherhood Institute with the Mental Health Foundation and available for free.

Dads can access the guide directly by registering [here](#)

To request your own copy, just [send us an email](#)

Read more: <http://www.fatherhoodinstitute.org/2021/becoming-dad/>

New resource for identifying and recording concerns of child sexual abuse

The Centre of Expertise on Sexual Abuse has recently published a resource to help professionals develop their awareness of the wider signs and indicators that may give cause for concern of child sexual abuse. The easy-to-use [Signs and Indicators: A template for identifying and recording concerns of child sexual abuse](#) is the first in a new series of resources designed to support professionals working with children across a range of organisations and agencies to identify and respond to concerns of child sexual abuse. Further resources, supported by a series of films, will be published over the coming months

WORKFORCE DEVELOPMENT

The Brain Story

Brain Story Certification is a free, in-depth course for professionals interested in the scientific underpinnings of the Brain Story.

The course offers:

- Video of over 30 leading experts in neurobiology and mental health
- 10 modules self-paced
- Certification in Brain Story science

After taking this course learners will be able to:

- Explain how brains develop and how social interactions shape development.
- Describe the effects of stress on brain development, and the impact of adverse childhood experiences on physical and mental health outcomes, including addiction.
- Identify evidence-based approaches for children in the prevention, intervention, and treatment of childhood adversity.
- Describe the basic neurobiology of both substance and process addiction.
- Identify evidence-based approaches for adults in the prevention, intervention, and treatment of addiction

[BSC-CourseOutline-2019-Eng-1.pdf \(albertafamilywellness.org\)](#)

FOCUS: A BETTER START

A Better Start is a ten-year (2015-2025), £215 million programme set-up by The National Lottery Community Fund, the largest funder of community activity in the UK. Five A Better Start partnerships based in Blackpool, Bradford, Lambeth, Nottingham and Southend are supporting families to give their babies and very young children the best possible start in life. Working with local parents, the A Better Start partnerships are developing and testing ways to improve their children's diet and nutrition, social and emotional development, and speech, language and communication.

The work of the programme is grounded in scientific evidence and research. A Better Start is place-based and enabling systems change. It aims to improve the way that organisations work together and with families to shift attitudes and spending towards preventing problems that can start in early life. It is one of five major programmes set up by The National Lottery Community Fund to test and learn from new approaches to designing services which aim to make people's lives healthier and happier

The National Children's Bureau is coordinating an ambitious programme of [shared learning](#) for A Better Start, disseminating the partnerships' experiences in creating innovative services far and wide, so that others working in early childhood development or place-based systems change can benefit.

You can read more about some of the services being delivered across the partnerships by clicking on the links below:

- Ensuring that families have their basic needs met: e.g. [provision of food and/or clothes parcels, cookery & healthy eating programmes, food vouchers, housing support, oral health programmes](#)
- Supporting attachment and parent-infant relationships: e.g. [Baby Steps](#), [MESCH](#), [Parent-Infant Relationship Service](#), [breastfeeding support](#), [EPEC Baby & Us](#)
- Building skills and resilience for the parent and infant: e.g. [Family Nurse Partnership](#), [Triple P](#), [EPEC Parenting](#)
- Improving the physical environment: [Better Place](#), [Forest Schools](#)
- Intervening where specialist support is needed: [Specialist Perinatal Mental Health health visitors](#), [Domestic Violence support services](#).

RESEARCH AND REPORTS

Covid-19 Report: How Local Authorities have adapted social work practice

The COVID-19 pandemic and subsequent lockdown raised large concerns over how social workers would be able to still deliver the support needed for the families they work with. This COVID-19 Report looks at six of the initiatives rapidly implemented by local authorities' children's services to adapt their practice in response to Covid-19.

[COVID-19 Report: How local authorities have adapted social work practice - What Works for Children's Social Care \(whatworks-csc.org.uk\)](#)

Growing up in the Covid-19 pandemic: An evidence review of the impact of pandemic life on physical development in the early years - EIF

This report is a brief review of emerging international and UK evidence on seven key factors associated with children's early physical health and development, and the extent to which the consequences of the Covid-19 pandemic (such as lockdowns and social distancing) have impacted on these factors and affected children's early physical development, including children from low-income and UK ethnic minority families.

Although children are less likely than adults to be severely affected by Covid-19 infection, they have been adversely impacted by the consequences of the Covid-19 pandemic, such

as stay-at-home orders and the closure of services, across a range of physical development areas.

The early years (0–5 years) are recognised as a crucial time for children’s development, impacting on their short- and long-term health and wellbeing. The indirect impacts of Covid-19 on young children have been extensive and multifaceted, and the impact on their development is not fully understood.

This report is a rapid review of emerging international and UK evidence, on the impacts of the Covid-19 pandemic on children’s early physical development. The review also considers the impact of the pandemic on the early physical development of vulnerable children, namely children from low-income families and those from UK minority ethnic families, who even before the pandemic were disproportionately at risk of poor physical development outcomes. This review focuses on seven factors influencing children’s physical development in the early years in relation to the consequences of the Covid-19 pandemic:

- physical activity
- food security
- diet and micronutrient deficiencies
- breastfeeding
- oral health
- vaccinations
- sleep.

Although relatively little evidence specifically examined the consequences of the pandemic on children aged 0–5 years in the UK, with much of it focused on older children, and many studies conducted outside of the UK, this review suggests there have been substantial changes to children’s lifestyle and behaviour as a result of the Covid-19 pandemic. Evidence is urgently needed to understand both the short- and long-term impact of the pandemic on early physical development in the UK, particularly for vulnerable groups.

[Growing up in the Covid-19 pandemic: An evidence review of the impact of pandemic life on physical development in the early years | Early Intervention Foundation \(eif.org.uk\)](#)

Ofsted Annual report: We must do all we can to make sure this generation is not denied its opportunities

The Chief Inspector’s Annual Report says that nearly all children and learners have been affected by the pandemic, with long-term consequences unknown.

[Ofsted Annual Report: We must do all we can to make sure this generation is not denied its opportunities - GOV.UK \(www.gov.uk\)](#)

The Lancet Commission on the future of care and clinical research in autism.

Awareness of autism has grown monumentally over the past 20 years. Yet, this increased awareness has not been accompanied by improvements in services to support autistic individuals and their families. Many fundamental questions remain about the care of people with autism—including which interventions are effective, for whom, when, and at what intensity. The *Lancet* Commission on the future of care and clinical research in autism aims to answer the question of what can be done in the next 5 years to address the current needs of autistic individuals and families worldwide.

[The Lancet Commission on the future of care and clinical research in autism](#)

The Changing face of early childhood – 5th review, Nuffield Foundation

This week the Nuffield Foundation published a new evidence review that provides the first ever comprehensive analysis of the health of children under five over the last 20 years. The review is the fifth evidence review in the *Changing face of early childhood* series, led by Carey Oppenheim, and draws on research funded by the Foundation and a collaboration with the Nuffield Trust. The review finds that young children in the UK today are healthier than 20 years ago and more children are receiving a better start in life, however, this

progress has stalled in the last five years and the evidence shows a reversal in some of these long-term improvements.

[Are young children healthier than they were two decades ago? - Nuffield Foundation](#)

Neuromyths About Neurodevelopmental Disorders: Misconceptions by Educators and the General Public

Five steps towards addressing neuromyths in Special Educational Needs and Disabilities:

Developing professional knowledge

Understanding individual differences

Individual reflection

Whole-school communication

Reaching out to experts

To download the poster, please complete this [form](#)

[Neuromyths About Neurodevelopmental Disorders: Misconceptions by Educators and the General Public - Gini - 2021 - Mind, Brain, and Education - Wiley Online Library](#)

Special educational needs (SEN) support: findings from a qualitative study

Findings from a qualitative study exploring mainstream primary and secondary school leaders' and teachers' approaches to:

- identifying pupils that may have SEN support needs
- meeting the needs of pupils receiving SEN support
- evaluating whether those needs have been met

[Special educational needs \(SEN\) support: findings from a qualitative study - GOV.UK \(www.gov.uk\)](#)

House of Commons Health and Social Care Committee Children and young people's mental health Eighth Report of Session 2021–22 Report,

together with formal minutes relating to the report.

This report calls for action to prevent mental health services slipping backwards as a result of additional demand created by the pandemic and the scale of unmet need prior to it.

[Children and young people's mental health \(parliament.uk\)](#)

Integrating health and social care A comparison of policy and progress across the four countries of the UK

[Integrating health and social care \(nuffieldtrust.org.uk\)](#)

The changing face of early childhood in the UK

This review explores the significant developments in young children's health over the past 20 years, focusing on seven fundamental indicators:

- [Infant mortality](#)
- [Immunisations](#)
- [Breastfeeding](#)
- [Obesity and overweight](#)
- [Oral health](#)
- [Mental health and emotional well-being](#)
- [Respiratory health](#)

[The changing face of early childhood in the UK](#)

Understanding racial disparities

The Youth Justice Board has published an updated suite of materials called [understanding racial disparity, how it affects children in their early years and within the youth justice system](#).

The 2021 publication, updated from 2020, pulls together a wide range of verified and published data to shed light on any disparities in a child's formative years, health, education,

interaction with the police and involvement in the youth justice system. The 2021 publication also draws from published data on pupil absence, higher education, physical activity, Covid-19 mortality, and victims of homicide.

INFORMATION:

The Pedagogy Which Underpins a Personal Curriculum for Pupils with Severe Physical Disabilities, Complex Medical Difficulties and a Diverse Range of Learning Needs, Julie Tilbury

<http://ubplj.org/index.php/TBJE/article/view/1994>

Mental health care for children and young people during the pandemic

CQC provider collaboration reviews (PCRs) look at how health and social care providers are working together in local areas. They aim to help providers learn from each other's experience of responding to coronavirus (COVID-19).

The latest PCR looked at the mental health care of children and young people in 7 areas of England in June and July 2021.

The review teams followed the journey of a number of individuals as they moved through the health and social care system – as well as hearing from young people, their families, and people who work in services.

- [Provider collaboration review: Mental health care of children and young people during the COVID-19 pandemic](#)
- [News story: Collaboration and challenge in mental health care for children and young people during the pandemic](#)
- [Provider collaboration reviews](#)

We Can Talk

This is an online learning platform co-produced with young people, hospital staff and mental health experts. If you work in an acute hospital and want to improve the experience of children and young people in mental health crisis you can register for free

[Staff sign-up - We Can Talk](#)

[Improve understanding of young people's mental health — NHS Networks](#)

STUDIES / SURVEY & OTHER OPPORTUNITIES:

ORACLE is seeking to speak with parents and CYP experiencing adverse childhood situations

National Children's Bureau is working with King's College London, Newcastle University and University of Liverpool on a Department of Health and Social Care and the National Institute of Health Research funded research programme called ORACLE to explore how outcomes might be improved for children who have experienced adverse childhood situations.

The ORACLE research project is seeking to speak with parents and children and young people experiencing adverse childhood situations. The project is exploring new ways to offer support to young people experiencing adverse childhood situations and researchers will meet the needs of the participants to ensure they are inclusive and accessible. This includes being flexible with interview times and locations. They recognise that this is both a very sensitive and specific topic to cover, however they did not want any potential families or young people that would be interested to miss out.

They would like your help to share the recruitment materials with adults and young people you feel would meet the project's criteria and would be willing to take part. They know that families in experiencing adverse childhood situations face many challenges so please share the materials only with adults and young people you feel are in a good position in relation to their circumstances to take part.

More information

here: https://drive.google.com/drive/u/0/folders/1mXY7_zUEi4WfR1qu4D2cArW4XibSihb2

If you would like more information before sharing with possible participants please contact:

- Simon Barrett (Research Associate, University of Newcastle): 07876 545

294 simon.barrett@newcastle.ac.uk

- Cassey Muir (Research Assistant, University of Newcastle): 07837073156

Call for examples of child and youth participation projects

RCPCH are looking for fantastic examples of children and young people getting involved in making a difference to child health across the UK so that we can share some of them at the RCPCH Conference in 2022!

The projects must have children and/or young people and/or parent carers involved in leading the action or good evidence of working with health staff (collaboration). The projects must have happened in 2021 and have helped more than five people (not including family members) and could have been in person projects or done online. **Deadline to tell us about your project is 6 February 2022**

OTHER NEWSLETTERS:

Autism newsletter:

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

Child development and learning difficulties lab newsletter:

[Newsletter Winter Term 2021 final.pdf \(mcusercontent.com\)](#)

Council for Disabled Children newsletters:

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

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

Dingley's Promise news:

<https://dingley.org.uk/wp-content/uploads/2021/12/Winter-newsletter.pdf>

Early years/SEND partnership news:

[EYSEND - December Newsletter \(mailchi.mp\)](#)

Foundation years newsletters:

[Foundation Years Newsletter - November 2021 \(mailchi.mp\)](#)

[Foundation Years Newsletter - December 2021 \(mailchi.mp\)](#)

Kidz to Adultz Magazine

[Kidz to Adultz Magazine Issue 15 by Disabled Living - Issuu](#)

Mental health, learning disability and autism bulletin:

<https://mhlda.cmail20.com/t/ViewEmail/d/D65FC1EC5BB423652540EF23F30FEDED/204745E813181C7063B21DE8DA818551?alternativeLink=False>

Nasen's news:

[Your monthly nasen member newsletter \(ddlnc.net\)](#)

NCB news:

[Latest news from the APPG for Children - coordinated by NCB - on integrated care systems \(mailchi.mp\)](#)

NCB Early Childhood Unit Bulletin

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

News from the Children's Commissioner:

[News from The Children's Commissioner \(mailchi.mp\)](#)

NICE in social care e-bulletins:

[NICE in Social Care December 2021 e-bulletin \(mailchi.mp\)](#)

NFER Direct:

[NFER Direct October 2021 \(ddlnc.net\)](#)

Ofsted news:

[Ofsted News - Issue 107 - November 2021 \(mailchi.mp\)](#)

RCPCH&Us newsletter:

[RCPCH Engagement Collaborative December 2021](#)

The Centre for Youth Impact news:

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

Whole School SEND update:

[Your Whole School SEND update \(ddlnc.net\)](#)