



NW SEND Regional Network Newsletter

April 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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***SEND NEWSFLASH** SEND & ALTERNATIVE PROVISION GREEN PAPER PUBLISHED**

Message on behalf of the SEND Division, DfE:

Dear colleagues,

The Government's SEND and alternative provision green paper, published on Tuesday 29 March, sets out its vision for a single, national SEND and alternative provision (AP) system that will introduce new standards in the quality of support given to children across education, health and care. You can access a copy of the Green Paper on gov.uk: <https://www.gov.uk/government/consultations/send-review-right-support-right-place-right-time>

Alongside the Green paper, we have also published:

- A dedicated SEND Review website with further information about the consultation and upcoming events: <https://sendreview.campaign.gov.uk/>
- Supporting resources on gov.uk to help understand the green paper: <https://www.gov.uk/government/publications/send-and-ap-green-paper-responding-to-the-consultation>
- A press release on gov.uk: <https://www.gov.uk/government/news/ambitious-reform-for-children-and-young-people-with-send>
- A series of social media graphics across DfE social media channels, including [Facebook](#), [Twitter](#) and [Instagram](#)

The ambitious green paper is the result of the SEND Review, commissioned to improve an inconsistent, process-heavy and increasingly adversarial system that too often leaves parents facing difficulties and delays accessing the right support for their child.

The plans to reform the system will be open for a 13-week public consultation, giving families frustrated by the existing, complicated and bureaucratic system of support the opportunity to

shape how a new system will work in the future - and give them confidence that their local school will meet their children's needs so they can achieve their full potential. Capital funding allocations worth £1.4 billion have also been published on 29 March at: <https://www.gov.uk/government/publications/high-needs-provision-capital-allocations>. This funding is for councils to pay for new places and improve existing provision for children and young people with SEND, or those who will benefit from high-quality AP. This funding will help stabilise local systems ahead of any further legislation from the green paper proposals.

The Government will also look to approve up to 40 new special and AP free schools in regions where they are most needed. This is in addition to over 60 special and AP free schools already in the pipeline.

Low-income families with seriously ill or disabled children will be further supported through investment of £27.3 million next year. This funding will help pay for equipment, goods or services - from washing machines and fridges to sensory and educational equipment that they might not otherwise be able to afford.

Over £10 million will also be invested to train over 200 more educational psychologists from September 2023, to give advice and input into EHCP assessments, advise schools on how to support pupils with SEND and offer wider wellbeing support to them, their families and teachers.

NORTH WEST EVENTS

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	19 th 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.

Asthma Diagnostic Hubs Model Workshop – 29th April 2022 10 – 11

The North West Children and Young People Transformation Programme is hosting a workshop to discuss the Children's Asthma Diagnostic Hubs Model. Dr David Lo, Consultant

Respiratory Paediatrician from the University Hospitals of Leicester will present their pilot Childhood Asthma Hub Model that has been led through the ICS. If you work within the field of childhood asthma, please join us for this workshop.

Where: [Microsoft Teams](#)

Book: england.nwcyp@nhs.net

OTHER EVENTS

1.4.22 Autism therapy conference, Haydock Park racecourse

[Conference 2022 - Sundial \(sundialtherapy.co.uk\)](http://sundialtherapy.co.uk)

5.4.22 3.45 – 5.15pm Understanding and supporting anxiety and OCD – 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

5.4.22 10 – 12noon An introduction to supporting children and adults with severe and profound intellectual disabilities with bereavement, loss and grief.

An on-line live course.

Find out more and sign up here: <https://learning.nacwellbeing.org/bereavement-loss-and-grief>

21.4.22 11am Shared Support. Zoom. The theme for this session will be discussing the building blocks of strategic participation, including

- How can we ensure we understand the communities in which we are working?
- What are the challenges of creating sustainable spaces and opportunities for young people?
- How do we make links within our teams as well as with other practitioners and organisations?
- What are the range of skills we need as practitioners to both successfully deliver and progress, and how do we skills share as a participation community?

- Register in advance for this meeting by click here: <https://www.eventbrite.co.uk/e/making-participation-works-shared-support-april-tickets-303339174637>

- You will be sent a **Zoom link on Wednesday 20th April** for the meeting. Please do not share this link with anybody. Attendees must register through Eventbrite.

Shared Support is [Making Participation Work](#)'s monthly informal get together for participation and co-production practitioners. Each month you can join us online with a cup of tea and a biscuit to share our collective expertise and ask questions on a specific topic.

If you have any questions please email Ga-Ling at ghardstaff@ncb.org.uk

21.4.22 Neuroscience, narrative and PMLD 7.30 – 9.30pm Free webinar

[PAMIS Webinar: Neuroscience, Narrative and PMLD Tickets, Thu 21 Apr 2022 at 19:30 | Eventbrite](#)

26.4.22 Autism Care Pathway – Free webinar

You can view further details of the event and the speakers, on the event webpage here:

[Autism Care Pathway Webinar 2022 - Pact Training.](#)

28.4.22 3.45 – 5.15pm Understanding and supporting pathological demand avoidance (PDA) – 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

9.5.21 3.45 – 5.15pm Understanding and supporting emotional self-regulation (EYFS – KS2) – 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

15.5.22 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 \(nationalchildrensdayuk.com\)](http://nationalchildrensdayuk.com)

16.5.22 Gender Identity and Autism Workshop

www.autismahandsonapproach.co.uk/qiworkshop/

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

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](#)

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

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

[nasen Live 2022 | Nasen](#)

SHARING PRACTICE AND INFORMATION ACROSS THE NORTH WEST

A young person from Warrington meets Minister Will Quince

14-year-old Marcus Wilton from Warrington is a youth speaker, mentor and advocate for equitable education. Recently he was invited to meet Minister Will Quince following his engaging account of his educational experience during nasen's summit at Expo 2020. In his presentation, he shared that his goal for 2022 was to have a sit-down chat with the Minister. Motivated by Marcus' ability to advocate for neurodiverse children and young people with SEND, nasen and the Expo team were determined to help Marcus achieve his goal. Accompanied by his Grandma Jean, nasen's CEO Annamarie Hassall and Head of International Development Kamal Bodhanker, Marcus spoke about his hopes for change in the upcoming SEND Review, based on his lived experience, and the experiences of those he mentors. Minister Quince warmly welcomed Marcus' recommendations for increased and improved teacher training, improved access to provision to enable children to go to their local school and the need for neurodiverse children to be prepared to be the workforce, and leaders of the future.

Minister Quince spent over an hour engaged with Marcus, listening and sharing his desire to action change in the upcoming SEND review. Find out more about the conversation in the gallery below:

<https://nasen.org.uk/news/marcus-wilton-nasen-young-person-year-2020-meets-minister-will-quince>

Supporting Autistic Children and Young People: The North Cumbria and North East Accelerator Schools Project

The Autism in Schools project helped schools to support autistic young people and their families by creating positive environments, working with local parent carer forums.

Schools reported that being involved in the project has increased their knowledge of the impact school has on a young person's wellbeing. They also found whole school training on neurodiversity was especially helpful.

Some of the reasonable adjustments that schools have made include:

- the development of low stimulus areas of classrooms,
- specific sensory hub areas,
- a variety of workstations that meet each individual young person's needs,
- remote learning stations,
- visual timetables,
- emotional regulation communication boards,
- break out spaces,
- adjustable and regulated lightening,
- individual resource boxes,
- individual storage space,
- time out passes.

Alongside very practical reasonable adjustments schools also reviewed policies and made changes to behavioural and uniform policies to meet the needs of neurodiverse learners.

“Northshore has been on a rapid journey of improvement over the last four years and the accelerator project has contributed to the successful progress of this. We have moved from 'requires improvement' to 'outstanding' and the provision for SEND students in our Academy particularly stood out”.

Read the [phase one](#) and [phase two](#) evaluation reports of the project.

POLICY PAPER: OPPORTUNITIES FOR ALL – STRONG SCHOOLS WITH GREAT TEACHERS FOR YOUR CHILD

This sets out the Government’s long-term vision for a school system that helps every child to fulfil their potential by ensuring that they receive the right education and support, in the right place, at the right time.

[Opportunity for all: strong schools with great teachers for your child - GOV.UK \(www.gov.uk\)](#)
[Teacher Bulletin: Schools White Paper published \(govdelivery.com\)](#)

SEND REVIEW WEBINAR

This is the recording of the webinar with Will Quince, Children & Families Minister, recorded ahead of the publication of the SEND Review Green Paper. The webinar was facilitated by Special Needs Jungle in collaboration with the Department for Education, NNPCF, Contact and Family Fund.

<https://www.youtube.com/watch?v=M0R7MG8VI7s>

CONSULTATION: Proposed changes to the Mental Capacity Act 2005 Code of Practice and implementation of the Liberty Protection Safeguards

This consultation seeks views on the proposed changes. The consultation closes at 11.45pm on 7.7.22

[Changes to the MCA Code of Practice and implementation of the LPS - GOV.UK \(www.gov.uk\)](#)

GUIDANCE

Disabled children and young people up to 25 with severe complex needs: integrated service delivery and organisation across health, social care and education – new NICE guidance

This guideline covers support for disabled children and young people with severe complex needs, from birth to 25 years. It aims to encourage education, health and social care services to work together and provide more coordinated support to children and young people, and their families and carers.

For more information - [Overview | Disabled children and young people up to 25 with severe complex needs: integrated service delivery and organisation across health, social care and education | Guidance | NICE](#)

CONSULTATION RESPONSES

Children not in school

The Department for Education’s (DfE’s) response to the children not in school consultation, which sought proposals on:

- a local authority register of children not attending school
- support for home-educating families

This consultation closed in June 2019. It was a follow-up to the consultation and call for evidence on elective home education held by DfE in 2018. The consultation response (February 2022) provides details on DfE's commitment to a form of local authority administered register for children not in school. The consultation response outlines government intentions to legislate at the earliest opportunity to implement a duty on:

- local authorities to:
 - keep a register of all children of compulsory age in their area who are not registered pupils at a state or independent school
 - provide support to home educating families
- parents of children to supply information to such a register
- proprietors of defined settings to supply information on relevant children

[Children not in school - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/consultations/children-not-in-school)

The government's response to the Health and Social Care Committee report: children and young people's mental health

[Children and young people's mental health: government response - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/consultations/children-and-young-people-mental-health)

FLARE PARTNERSHIP OPPORTUNITY

Making Participation Work creates spaces for children and young people with special educational needs and disabilities to influence decision making at a strategic level. As part of MPW, the Council for Disabled Children are looking to partner with 3 existing groups of children and young people, whether a youth group, a class at school, an after-school club, or a participation group, to work alongside FLARE. FLARE are the young advisors to the Department for Education supported by the Council for Disabled Children.

This partnership will give opportunities to the children and young people you work with and support them to feed in directly to the Department for Education.

What does the partnership involve?

The partnership is 1 year, and your group would commit to 6 x 1-hour sessions a year which would coincide with the dates of FLARE's meetings. The dates of the sessions are: May 2022, July 2022, September 2022, November 2022, January 2023 and March 2023.

CDC will support the group and the group leader to deliver the same activities that the FLARE group participate in, and the information gathered from the activities will then be collated and sent to the SEND team at Department for Education and form part of their work to develop best practice for the ongoing implementation of the SEND reforms.

They are looking specifically to partner with groups of up to 14 young people with SEND who are particularly seldom heard. This might be:

- A group whose members are predominately Black, Asian and from other minority ethnic groups

- A group of 7-11-year-olds

- A group of young people who have sensory or communication support needs

What do you need to do?

The session material and activities would be fully prepped by CDC. If the session is online, the session can be delivered by the group leader or by CDC staff. Face to face sessions would be delivered by the group leader.

The topics of the sessions are set jointly by the FLARE group and the Department for Education and are all related to the implementation of the SEND reforms.

This is an amazing opportunity for the young people you work with to contribute to strategic decision making in Government and to develop a range of skills that they can use and evidence as they move through their academic career and into adulthood!

Please view the flyer here for more information about this

opportunity: <https://docs.google.com/document/d/1nDWxf0RgltCLUR73TSs3luWnJY-h0MyFD7JaB5EOIk/edit?usp=sharing>

For more details and to express your interest, please contact Ga-Ling at ghardstaff@ncb.org.uk or on 07802465985 by **Monday 18th April 2022**.

FOCUS: PUTTING FAMILIES WITH CHILDREN WITH SEND AT THE HEART OF FAMILY HUB PLANNING

An implementation toolkit, Anna Freud Centre

This module is intended to support those who are working together to develop family hubs in a local area, to consider the needs of families with one or more children with special educational needs or disabilities (**SEND**) in the development process. The module shares practical strategies for ensuring families with one or more children with SEND have equitable access to services, easy connections to local information and the support they need, and relationships with those with whom they work.

[Special educational needs and disabilities and family hub planning - National Centre for Family Hubs](#)

RESOURCES

ASD and supporting your child with the war in Ukraine

Some children may be struggling with the current situation in Ukraine. Here are some tools and strategies to support your child during this time.

[BHSC - Coping with the War in Ukraine - 1 \(pagetiger.com\)](#)

Trauma And PTSD Psychoeducational Resources - Free Ukrainian, Polish, And Russian Translations

[Free Ukrainian, Polish, And Russian Translations \(7thwave.io\)](#)

Recommended Practices in Early Childhood Intervention: A guidebook for professionals

From their website: "Recommended Practices in Early Childhood Intervention: A Guidebook for Professionals" intends to be, essentially, a useful tool for ECI professionals serving simultaneously, to facilitate the task of promoting and guiding quality practices at all levels of the Early Intervention System.

Visit: <https://www.eurlyaid.eu/eciguidebook/>

Building Friendships through play at school

Building Friendships is a FREE whole-class resource for schools, to help develop social and emotional learning through collaborative LEGO® Play.

[Play Included](#)

Supporting Your Neurodiverse Child

Written by parents, for parents

[Supporting Your Neurodiverse Child \(essexfamilyforum.org\)](#)

Anti-racism and mental health in schools resources

A set of 10 practical resources to improve education staff's understanding of racism and its impact on mental health.

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

FOCUS: Engaging young people in health services research and service design: a new look at ethical issues

This review maps the ways in which the sector is involving young people in health service research and development, identifies key concepts and definitions in the literature, and highlights governance issues and contradictions arising from the range of approaches.

[AYPH-Engaging-young-people-in-health-services-research-and-design-briefing-March-22.pdf \(youngpeopleshealth.org.uk\)](#)

INFORMATION

The 'England for Everyone' Initiative

More than 800 families struggling financially, or facing illness, isolation or bereavement, will be given short holidays and trips through a new £600,000 government initiative. Run in partnership with Visit England and the Family Holiday Charity, the "England for Everyone" initiative will offer trips to campsites, chalets, caravans and lodges across the country. Holiday vouchers worth up to £450 each will be provided to help cover transport, accommodation and food. Parents, carers, and young people who may not otherwise be able to take a short break, can be referred to the charity by people such as social workers or teachers, etc.

How to apply: <https://www.gov.uk/government/news/800-families-facing-tough-times-to-be-offered-holidays>

Education, children's social care and offending

An examination of the education and social care background of children cautioned or sentenced for an offence.

[Education, children's social care and offending \(publishing.service.gov.uk\)](#)

Plan your relationships, sex and health curriculum

Information to help school leaders plan, develop and implement the new statutory curriculum.

[Plan your relationships, sex and health curriculum - GOV.UK \(www.gov.uk\)](#)

Behaviour hubs

Find out how the behaviour hubs programme helps schools improve their behaviour culture.

[Behaviour hubs - GOV.UK \(www.gov.uk\)](#)

Fetal alcohol spectrum disorder

NICE has published comprehensive quality standard designed to improve the diagnosis and assessment of fetal alcohol spectrum disorder

[NICE publishes comprehensive quality standard designed to improve the diagnosis and assessment of fetal alcohol spectrum disorder | News and features | News | NICE](#)

FOCUS: PHYSICAL ACTIVITY IN DISABLED CHILDREN AND DISABLED YOUNG PEOPLE

Evidence review

Findings of a rapid evidence review into the health benefits and potential risks of physical activity for children and young people who have disabilities.

[Physical activity in disabled children and disabled young people: evidence review - GOV.UK \(www.gov.uk\)](#)

Physical Activity Guidelines

Infographic explaining the physical activity needed for general health benefits for disabled children and disabled young people.

[Physical activity guidelines: disabled children and disabled young people](#)

BLOGS

Five-a-day to improve SEND outcomes

Education Endowment Foundation

Meeting the range of needs presented by a class of children is undoubtedly a challenging task. However, research suggests that there are approaches which teachers can employ to support learning and improve outcomes for all pupils, including those with Special Educational Needs.

The evidence which informed the EEF's ['Special Education Needs in Mainstream Schools' guidance report](#) indicated that there are five particular approaches which can be integrated into day-to-day teaching practice to raise attainment among children with additional needs, as well as their classmates.

Best of all, this 'Five-a-day' is already part of most teachers' practice (or can be relatively easily added), meaning that small tweaks could make a significant positive difference for the pupils in improving SEND outcomes

[EEF blog: 'Five-a-day' to improve SEND outcomes | EEF \(educationendowmentfoundation.org.uk\)](#)

Learning progression and outcomes guidebook – Games and activities

This FREE document will help you assess your learner's baseline, set achievable learning milestones, and provide you with all the help you need to teach these important skills in a way which is both meaningful and motivating for your students.

[HKL Games & Activities - Shop | HelpKidzLearn](#)

FOCUS: ON-LINE PLATFORM FOR AUTISTIC YOUNG PEOPLE

Ambitious about Autism has launched the UK's first online platform for autistic young people – please find further details at <https://ambitious-youth-network.ambitiousaboutautism.org.uk/page/ambitious-youth-network>

This will offer autistic young people aged 16 to 25 a safe and moderated online space to help them understand their autistic identity and reduce isolation and loneliness that many feel. Young people will be able to take part in peer support sessions, share experiences and find volunteering, work experience and employment opportunities. There will also be opportunities for them to work together and campaign for change.

RESEARCH AND REPORTS

Young People's Mental Health in the UK STEER Report Feb 2022

Girls aged 11 are now 30% more likely to suffer from poor mental health than boys of the same age. By the time girls reach 18, they are now more than twice as likely to experience poor mental health than boys of the same age

Increasing numbers of girls now go to great lengths to conceal signs of distress, making it harder for teachers and education staff to identify and help them. While 60% of secondary school girls did this before the pandemic, an alarming 80% do so now. Unhealthy perfectionism and extreme self-control are also far more common. While 20% of secondary school girls had these traits before the pandemic, an alarming 35% do so now.

The pandemic appears to have affected girls' mental health much more severely than boys' – girls are now 33% more likely to experience poor mental health than those the same age as them before the pandemic. In contrast, boys are 12% more likely to do so. Girls' mental health is most at risk between the ages of 14 and 18, the data shows.

However, compared to 2018, both boys and girls are now 40% less trusting of others, 25% less likely to take risks and 25% less able to choose an appropriate and measured response to life's everyday challenges.

[Girls' mental health "at a precipice" and increasingly worse than boys', data shows | Above Theme \(steer.education\)](#)

CECIL – Coaching early conversations, interaction and language, The Sutton Trust

CECIL is a mixed-method research project that aims to provide high quality provision for children in Early Years settings to enable them to develop strong communication and language skills. A related aim has been to test the feasibility of evaluation tools and to use early findings to feed into future practice improvements. The mechanism for support is continuing, professional development (CPD) to develop, embed, and sustain effective practice amongst practitioners working in Private, Voluntary, and Independent (PVI) settings in areas of disadvantage.

[CECIL-Report-Summary.pdf \(suttontrust.com\)](#)

Causes and impact of offending and criminal justice pathways: follow-up on the Edinburgh Study cohort at age 35

People who have suffered extreme difficulties in childhood are more likely to commit crimes as adults than those who have not.

Childhood experiences such as poverty, maltreatment, school exclusion and police contact are associated with serious offending and frequent criminal convictions in adulthood.

The findings are from the latest report of [the Edinburgh Study of Youth Transitions and Crime](#). Since 1998, researchers have been recording the pathways into and out of offending of young people from secondary school age.

[Children exposed to poverty and trauma more likely to offend as adults - Nuffield Foundation](#)

'Agreeing to disagree? Research into arrangements for avoiding disagreements and resolving disputes in the SEND system in England'

An LGA commissioned report which concludes that "It is vital the Government's SEND review urgently tackles the increasingly adversarial nature of the SEND system since the 2014 reforms and minimises the need for legal disputes and tribunal hearings, providing the support that every young person and their family needs.

[SEND review needs to tackle huge rise in tribunal hearings – LGA | Local Government Association](#)

School readiness: qualitative and quantitative research with teaching professionals

This YouGov survey found that half of all children are not ready to start school and need extra support from classroom staff that results in less time for other pupils.

[Expectations for school readiness \(kindredsquared.org.uk\)](#)

Trauma-informed care: Understanding the use of trauma-informed approaches within children's social care

Over the past 20 years, 'trauma-informed' approaches have become increasingly popular as a means for reducing the negative impact of childhood adversities and supporting child and adult mental health outcomes. In this study, the Early Intervention Foundation consider how trauma-informed care principles have been adopted by children's social care teams to improve the quality of their service.

[Trauma-informed care: Understanding the use of trauma-informed approaches within children's social care | Early Intervention Foundation \(eif.org.uk\)](#)

Where are England's Children? Interim findings from the Children's Commissioners' Attendance Audit

[Where are England's Children? Interim findings from the Children's Commissioner's Attendance Audit | Children's Commissioner for England \(childrenscommissioner.gov.uk\)](#)

Behavioural insights: increasing uptake of family hub services

A report sharing early learning on how to evaluate initiatives designed to promote uptake of family hub services.

[Behavioural insights: increasing uptake of family hub services - GOV.UK \(www.gov.uk\)](#)

Good attendance: listen, understand, empathise and support

A new report by Ofsted looks at different aspects of pupil attendance and how schools tackle the current challenges they face.

[Good attendance: listen, understand, empathise and support - GOV.UK \(www.gov.uk\)](#)

The impact of Covid-19 on pupil attainment – a summary of research evidence NFER

[The Impact of Covid-19 on pupil attainment - a summary of research evidence - NFER](#)

Five-year NHS autism research strategy for England

A five-year strategy NHS Autism Research Strategy, to facilitate the use of the best current evidence when making decisions about autism services provided by or paid for by the NHS in England.

[NHS England » Five-year NHS autism research strategy for England](#)

WORKFORCE DEVELOPMENT

Learning disability and autistic people services – professional development

Skills for Care continues to offer the [Commissioning for Wellbeing: Learning Disability and Autism Level 5 Care](#) qualification. This is available nationally and is fully funded.

OTHER NEWSLETTERS:

Afasic online updates:

[Afasic Online Updates - Afasic wins Award! \(mailchi.mp\)](#)

Centre for Youth Impact newsletter:

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

Children's Commissioner's news:

[News from The Children's Commissioner - March 2022 \(mailchi.mp\)](#)

Foundation years newsletter:

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

Making Ourselves Heard newsletter:

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

Mental health, learning disability and autism bulletins:

<https://mhlda.cmail19.com/t/ViewEmail/d/5ED3F2ACD56BBC0E2540EF23F30FEDED/204745E813181C7063B21DE8DA818551?alternativeLink=False>

<https://mhlda.cmail20.com/t/ViewEmail/d/643D6B8A796781C32540EF23F30FEDED/204745E813181C7063B21DE8DA818551?alternativeLink=False>

nasen news:

[Cathy, see our essential SEND updates this March! ✓ \(ddlInk.net\)](#)

NICE in social care bulletin:

[NICE in Social Care March 2022 e-bulletin \(mailchi.mp\)](#)

NFER direct:

[NFER Direct March 2022 \(ddlInk.net\)](#)

Ofsted news:

[Ofsted News - Issue 109 - February 2022 \(mailchi.mp\)](#)

Teacher Bulletin:

[Teacher Bulletin: workload and wellbeing resources \(govdelivery.com\)](#)

[Teacher Bulletin: resources to help improve attendance \(govdelivery.com\)](#)

[Teacher Bulletin: Schools White Paper published \(govdelivery.com\)](#)

[Teacher Bulletin: supporting children and young people with SEND \(govdelivery.com\)](#)

Whole School SEND update:

[Your WSS update \(ddlInk.net\)](#)