



NW SEND Regional Network Newsletter

March 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

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

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.

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.

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](#)

1 – 18.3.22 The importance of Physical Development in Early Years

Cheshire East Early Years Team are hosting a virtual conference in March to offer childcare providers and partners the chance to listen to leading experts in this field. There's a wide range of sessions.

To book find out more and book a place on a session please email your organisation name to earlyyearsandchildcareteam@cheshireeast.gov.uk.

2.3.22 10 – 5pm Managing acute disturbance, violence and aggression – a virtual conference

This virtual conference will focus on reducing restrictive interventions in line with national guidance and the October 2020 Care Quality Commission Report, and ensuring adherence to the National NICE Quality Standard on Violence and Aggression. This focus on reducing restrictive practice is particularly important in light of Covid-19 pandemic where mental health services have reported spikes in incidents of physical restraint or seclusion on patients, driven by covid-19 restrictions (HSJ 5th June 2020).

[Reducing and improving the use of restrictive interventions & practice: Managing acute disturbance, violence and aggression - edpsy.org.uk](#)

3.3.22 10 – 5pm Positive parenting – promoting children and young people's development and well-being. An online event

The Masterclass will present the *Hope for Children and Families (HfCF)* modular approach, and two guides, to develop core therapeutic skills to promote positive parenting, and to work with parents to understand the developmental stages, and meet the needs of children and young people throughout the lifespan. The material provides step by step approaches to deliver an evidence-based intervention can be delivered by newly qualified practitioners, and support staff, and can provide guidance for experienced practitioners.

[Positive parenting - promoting children and young people's development and well-being - edpsy.org.uk](#)

3.3.22 World Book Day 2022

Celebrating 25 years, this year's World Book Day is taking place on Thursday 3rd March 2022, with a variety of [resources and ideas](#) available, which can be found [here](#)

3.3.22 6 – 7.14 A Bright Start for Every Deaf Child: Together We Can Be Ready for Deaf Children, Zoom

The first of four live and free online sessions to give those working in the early years, information and ideas to support deaf children. Whether you currently have deaf children in your setting or not, these sessions will help you reflect on your practise and equip you to be ready for deaf children now or in the future.

National Deaf Children's Society will cover how deafness impacts development, language and communication, acoustics and lighting, deaf awareness techniques, behaviour and identity.

Other sessions cover: Language and communication (10.3.22); social and emotional development (17.3.22), seeing parents as partners (24.3.22); and two recorded webinars on sensory storytelling and using basic BSL.

Register here: <https://www.eventbrite.co.uk/e/a-bright-start-for-every-deaf-child-tickets-213430776197>

7.3.22 9.30 – 12.30 Covid recovery and young children with SEN and Disabilities On-line

The impact of Covid-19 has been immense on all children and young people, but there is little information on how it has impacted our youngest children. This national seminar will bring together key recent data/research, evidence and guest speakers to share a range of different perspectives on the impact of the pandemic on children with SEN and disabilities in the early years, and their families.

Book your place [here](#).

7.3.22 10 – 3.30 National Social Care and SEND learning event – On-line

CDC has been working on developing outputs from the regional Action Learning Sets; national DSCO community of practice; and Accelerated Working Groups. Key learning themes will include:

- Eligibility and thresholds: developing a needs-led framework
- Pathways to short breaks
- Preparing to implement the Liberty Protection Safeguards (LPS)
- Developing the links between SEN support, Early Help and the Local Offer

To hear more about this work please sign up for CDC's Social Care and SEND national event: <https://www.eventbrite.co.uk/e/social-care-and-send-national-learning-event-tickets-255249336637>

8.3.22 Disagreement Resolution Learning Event

The 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. The event will provide a forum for local areas to share their experiences and exchange ideas in relation to early identification and de-escalation of disagreements.

Learning objectives:

1. To share learning from local area practices in effective decision making practice to prevent disputes
2. To share learning on managing disputes effectively when they do arise
3. To create an opportunity for networking and exchange across local areas

Colleagues in health, including DMOs/DCOs, can register for the event at [SEND Dispute Resolution Learning Event 2022 Tickets | Eventbrite](#) and places will be allocated on a first come first served basis.

This workshop will take place on **Microsoft Teams**. A calendar invite will be shared one week prior to the event.

Should you have any difficulties with the booking process, or have any questions, please do not hesitate to contact Lucy at Lucy.Page@mottmac.com.

10.3.22 3.45 – 5.15pm Study skills and revision techniques for neurodiverse learners – 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

10.3.22 10 – 5pm Reducing the harmful effects of exposure to Domestic Violence and Abuse on children and young people – online

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.

[Reducing the Harmful effects of exposure to Domestic Violence & Abuse on Children and Young People - edpsy.org.uk](https://www.edpsy.org.uk)

10.3.22 Autism and mental health: On-line conference

Learn how to provide effective support for autistic people struggling with their mental health. Sessions include:

- masking - impact on mental health and identity
- self-harm and suicidal behaviour - signs and strategies
- autistic people with learning disabilities: ensuring the right support
- autistic fatigue and burnout

[Autism and mental health conference 2022](https://www.edpsy.org.uk)

10.3.22 4 – 5.30 An introduction to creating accessible content as psychologists – webinar

[Webinar: An introduction to creating accessible content as psychologists - edpsy.org.uk](https://www.edpsy.org.uk)

10.3.22 6 – 7.15pm Language and Communication, Zoom

The second free online session, run by National Deaf Children's Society, to give those working in the early years, information and ideas to support deaf children. Whether you currently have deaf children in your setting or not, these sessions will help you reflect on your practise and equip you to be ready for deaf children now or in the future.

They will cover how deafness impacts development, language and communication, acoustics and lighting, deaf awareness techniques, behaviour and identity.

You will also receive two recorded webinars on sensory storytelling and using basic BSL if you attend one or more of the four.

Register here: <https://www.eventbrite.co.uk/e/a-bright-start-for-every-deaf-child-tickets-213430776197>

10.3.22 (repeated on 16.3.22) Free peer-to-peer support for schools and colleges on using technology for SEND support

The Department for Education (DfE) EdTech Demonstrator Programme is hosting a free, national online conference on Thursday 10 March and Wednesday 16 March. There will be over 70 sessions on offer on a variety of edtech related topics, including SEND specific sessions on accessibility for all, utilising built-in accessibility features and how technology can be best used to support SEND and EAL pupils. The live sessions will be delivered by EdTech demonstrator schools and colleges who were selected by DfE for their expertise and experience in the effective use of edtech. School leaders, teachers and technical staff at all publicly funded schools, trusts and FE institutions in England are encouraged to attend. Sessions will be recorded and uploaded onto the EdTech Demonstrator website after the event.

Sign-up: <https://edtechdemo.ucst.uk/events/edtech-conference>

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.

11.3.22 9.30 Preparing for Adulthood Celebration Event

[Events \(preparingforadulthood.org.uk\)](http://preparingforadulthood.org.uk)

15.3.22 11 – 12noon Yes, but where's your evidence? What works for children's social care.

Bringing together research organisations, young people with lived experience and social workers, this session explores a new initiative from What Works for Children's Social Care. Discover how social workers are acting as 'evidence ambassadors', disseminating research to their colleagues.

[Yes, but where's your evidence? Webinar Tickets, Tue 15 Mar 2022 at 11:00 | Eventbrite](#)

15,17,19 March 9.30 – 3.45 ARC England Autism Spectrum training programme

The Autism Spectrum Condition training programme is a comprehensive three-day course that provides participants with a deep level of knowledge and understanding about Autism Spectrum Condition, its models and presentation, plus the skills and confidence to develop strategies to best support the day-to-day life and work of an autistic person; to manage any behaviours that challenge and to realise their potential.

To find out more and book a place [Autism Spectrum Condition Training Programme – 15th, 17th and 22nd March 2022 - ARC England](#)

16.3.22 6- 8pm Meeting the Needs of Every Child webinar

nasen will be delivering another series of DfE funded webinars, 'Meeting the Needs of Every Child', for Early Years practitioners and childminders.

The 2-hour webinar will include:

- Responsibilities of a PVI setting towards children with SEND
- The importance of the early identification of SEND
- What effective inclusive practice looks like in a PVI setting
- Developing positive relationships with parents

You can book your place [here](#).

16 / 17.3.22 Person Centred Planning using PATH, Nottingham

1 or 2 days 'hands on' training about Person Centred Planning to explore the values, tools and processes that can be used *with* a person not done to or for them. PATH is a respectful planning process that focuses on capacity and contribution. PATH is not simply a 'SEND' process, it can be used successfully with disabled or challenging children, young people or adults in a range of situations.

DAY 1:

An overview of the values of person centred practice: we will emphasise the power of the *Dream* to give a sense of direction and purpose: the *search for capacity* as the guiding premise of planning with PATH; the role of *natural supports* in committing to the plan and making it happen; the building of *relationships and connections* as key ingredients of planning with PATH; the importance of *graphics* to bring the dream into view; the importance of '*ordinary needs*' being met in planning for a *good life*; the person and their family and friends *at the centre* of the planning.

Graphic and Process Facilitation: a detailed breakdown of the skills needed to facilitate the process (ask the questions) and graphic the group's responses.

A live demonstration of the PATH process: witness the full PATH process facilitated with a member of the training group.

DAY 2:

In-depth coaching on both the process and graphic facilitation aspects of using PATH. There will be opportunities to try out new skills with supportive coaching in a safe and nurturing environment and a full exploration of your 'What If?' questions

The training will be run by Colin Newton and Derek Wilson whose work on Inclusion, Person Centred Planning, Creating Circles of Friends and Circle of Adults is internationally valued. You can opt to attend for Day 1 only or attend for both days
[Person Centred Planning using PATH - edpsy.org.uk](http://edpsy.org.uk)

17.3.22 6 – 7.15pm Social and emotional development. Zoom

The third free online session, run by National Deaf Children's Society, to give those working in the early years, information and ideas to support deaf children. Whether you currently have deaf children in your setting or not, these sessions will help you reflect on your practise and equip you to be ready for deaf children now or in the future.

They will cover how deafness impacts development, language and communication, acoustics and lighting, deaf awareness techniques, behaviour and identity.

You will also receive two recorded webinars on sensory storytelling and using basic BSL if you attend one or more of the four.

Register here: <https://www.eventbrite.co.uk/e/a-bright-start-for-every-deaf-child-tickets-213430776197>

17.3.22 10.30 – 12.30 Autism and eating disorders On-line workshop

To book : www.autismahandsonapproach.co.uk/edworkshop

18.3.22 11 – 12 noon Promoting positive mental wellbeing for social workers

This session, led by the national wellbeing for the social care workforce steering group, will focus on the importance of mental wellbeing in social work practice. Topics covered include: maintaining wellbeing, emotional resilience and managing change during the COVID-19 pandemic.

[Promoting positive mental health and wellbeing for social workers \(skillsforcare.org.uk\)](http://skillsforcare.org.uk)

23.3.22 3.45 – 5.15pm Understanding and supporting early child development & neurodiversity in Early Years environments – Live streamed with Q&A

ADHD Foundation. The neurodiversity charity

[Live Streamed Training 2021/2022 : ADHD Foundation](http://adhd.foundation.org.uk)

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

23.3.22 9.30 – 4.30 Coaching for resilience. On-line

Learn psychology-informed coaching methods/tools that can be used to support adult/young adult resilience and wellbeing. The methods explored are accessible and applicable across a range of professional roles. Prior formal training in psychology is neither necessary nor assumed, but the content will include a focus on Cognitive-Behavioural and ACT-Informed approaches.

[Coaching for resilience - edpsy.org.uk](http://edpsy.org.uk)

23.3.22 12.30 – 1.30 Developing and using a communication book – On-line

Ace Centre

Sign up at <https://bit.ly/3s3MazV>

23.3.22 10 – 12.30 Measuring outcomes for parent engagement and coproduction. On-line.

Contact has been working with Genuine Partnerships who have developed the nationally recognised model of co-production based on the Four Cornerstones Approach (Welcome and Care; Value and Include, Communicate and Work in Partnership) . This is based on the acclaimed Rotherham Charter which was co-created by the children and young people families and practitioners in Rotherham. The workshop will also showcase a new tool being

developed with Genuine Partnerships, Contact and local areas to measure outcomes for parent engagement and coproduction.

In this online workshop you will hear from Genuine Partnerships about how;

- This relational model can be used to strengthen inclusive practice and promote emotional health and wellbeing within the ethos and culture of early years settings to build trust.
- Quality indicators can be used to identify and develop good practice in settings and in partnership working
- Success Measures can be agreed with service users and partners to identify priority areas and really measure success.

The workshop is suitable for anyone interested in embedding coproduction including those in leadership roles working in early years setting, strategic managers, young people's forums and parent carer forums.

To book a place on the National Seminar go to <https://contact-measuring-success-23-02-22.eventbrite.co.uk>

24.3.22 10 – 5pm Safeguarding adolescents and young adults: Delivering a strengths-based approach

The National Safeguarding Adolescents and Young Adults Conference this year will focus on improving safeguarding practice: delivering a strengths based approach, transitional safeguarding, contextual safeguarding and complex safeguarding. Through national expert sessions and practical case studies the conference aims to bring together safeguarding leads working with adolescents and young people to understand current issues and the national context, and to debate and discuss key issues and areas you are facing in practice including supporting adolescents and young adults through and beyond Covid-19, and developing a strengths based approach to adolescent safeguarding.

[Safeguarding adolescents and young adults: Delivering a strengths-based approach - edpsy.org.uk](https://www.edpsy.org.uk)

24.3.22 Seeing Parents as Partners: 6 – 7.15. Zoom

The third free online session, run by National Deaf Children's Society, to give those working in the early years, information and ideas to support deaf children. Whether you currently have deaf children in your setting or not, these sessions will help you reflect on your practise and equip you to be ready for deaf children now or in the future.

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You will also receive two recorded webinars on sensory storytelling and using basic BSL if you attend one or more of the four.

Register here: <https://www.eventbrite.co.uk/e/a-bright-start-for-every-deaf-child-tickets-213430776197>

29.3.22 How family hubs can improve the lives of CYP with SEND and those around them – Free webinar hosted by the Anna Freud Centre

The webinar will launch a new 'SEND and family hubs' module in the implementation toolkit. The panel will consider how the experiences of families can enable family hubs to effectively work for children and young people with SEND (ages 0-25).

[How Family Hubs can improve the lives of CYP with SEND and those around them | Training | Anna Freud Centre](#)

30 & 31.3.22 Evaluation in Action: Using evidence and evaluation to improve children's outcomes

Children & Young People Now is bringing together a range of experts and inspiring practitioners for an online conference

[Evaluation in Action: Using evidence and evaluation to improve children's outcomes](#)

31.3.22 10 – 2.30 Decisions, Capacity and EHC Plans - CDC's Mental Capacity Act and LPS training

Learn practical, rights-based approaches for involving disabled young people and those with SEN in decision-making through an interactive virtual training session.

The training was developed by the Council for Disabled Children (CDC) in partnership with Face Front Inclusive Theatre, a group of disabled and non-disabled artists. This innovative training uses video performances to explore the experiences of young people and their families and demonstrates practical aspects of rights-based decision making and related key legislation, including the Mental Capacity Act 2005, the forthcoming Mental Capacity (Amendment) Act 2019 and the Liberty Protection Safeguards.

By taking part in the training you will:

- Be introduced to the legislation surrounding supported decision making for disabled young people and those with SEN
- Understand the 5 key principles of the Mental Capacity Act 2005 and how to apply them in practice
- Learn practical person-centred approaches for involving young people in decision making, whether or not they have the capacity, including use of the 'best interest checklist'
- Explore experiences of young people through video performance and hear from and see other practitioners' responses
- Introduce the Mental Capacity (Amendment) Act 2019 and the Liberty Protection Safeguards (LPS)

Register here: <https://www.eventbrite.co.uk/e/decisions-capacity-and-ehc-plans-tickets-255228303727>

1.4.22 Autism therapy conference, Haydock Park racecourse

[Conference 2022 - Sundial \(sundialtherapy.co.uk\)](https://www.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>

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)

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

15.6.21 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

30.6.21 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

Ask, Listen, Act

Working together to get through it together; a child-centred rights-based approach to recovery and renewal for children and young people with Special Education Needs and Disabilities (SEND) linked to the COVID-19 pandemic.

[Priorities \(ljmu.ac.uk\)](http://ljmu.ac.uk)

UCLan harnesses power of superheroes to support youngsters' mental health

The University of Central Lancashire (UCLan) is promoting positive mental well-being to young people using the power of science.

Following on from the successful book '[Unmasked: The Science of Superheroes](#)', which reveals the scientific realities behind famous comic book legends and blockbusting movies and was co-authored by seven practising scientists at UCLan, one of the authors has published a special [well-being supplement](#) to help older children and young adults successfully manage their mental well-being.

The free online resource, available to download from today, has been funded by the [Cameron Grant Memorial Trust](#), a charity which supports mental health in young people. It addresses issues such as the causes of stress and anxiety and ways to manage it, how to sleep better to improve mental health and ways to cope during difficult times.

[UCLan harnesses power of superheroes to support youngsters' mental health - UCLan](#)

#BeeWell

#BeeWell is a collaboration between the University of Manchester, the Greater Manchester Combined Authority and the Anna Freud Centre. The programme measures young people's wellbeing on an annual basis and aims to bring about positive change in Greater Manchester's communities as a result. It supports innovative initiatives that can make a real difference to the emotional wellbeing of children, before emerging challenges require clinical intervention.

The #BeeWell programme has recently entered a pioneering funding partnership with BBC Children in Need's *A Million & Me* programme to champion youth voices and empower young people to make their wellbeing everybody's business. [#BeeWell announces funding award from BBC Children in Need \(manchester.ac.uk\)](#)

Further information about #BeeWell is available at [#BeeWell Wednesday - Newsletter - February 2022 \(mailchi.mp\)](#)

Success and learning from Heywood, Middleton and Rochdale Keyworking service

The [NHS Long Term Plan](#) included 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'.

Heywood, Middleton and Rochdale Keyworking service began as one of 13 areas across the country to be chosen to pilot a service in their area. [Pilots were appointed](#) after a decision making process including representatives from the National Network for Parent Carer Forums and other families and young people

A [case study from Heywood, Middleton and Rochdale](#) demonstrates the real impact a keyworker has had on the life of one family.

CONSULTATION

Consultation on Behaviour in Schools Guidance

In response to the 'Timpson Review of School Exclusion', the government committed to working with sector experts to publish clearer, more consistent guidance to support schools to create positive behaviour cultures and ensure suspensions and permanent exclusions are conducted in a lawful, reasonable and procedurally fair way.

In light of this, the Department for Education has launched a [consultation](#) to seek views on proposed revisions to the *Behaviour in Schools Guidance* and *Suspension and Permanent Exclusion Guidance* and associated changes to regulations. **This consultation will close on 31 March 2022.** In both sets of revisions, one of the aims has been to strengthen guidance on how schools must or should take into account any contribution that a child's SEN or disability may make to their behaviour. As part of this, DfE have strengthened the material describing the relevant duties under the Children and Families Act 2014 and Equality Act 2010.

For any queries about the consultation, please email Behaviourandexclusions.consultation@education.gov.uk in the first instance.

Further information:

Examples of some of the sections that may be of particular interest to SEND stakeholders include the following:

Behaviour in schools

'Behaviour expectations and pupils with Special Educational Needs and Disability (SEND)'

- 'Pupils with SEND: the use of sanctions'
- 'Removal from classrooms'
- 'Monitoring and evaluating school behaviour'

Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement

- 'Duties under the Equality Act 2010 and Children and Families Act 2014'
 - 'Preventative measures to school exclusion'
 - 'Off-site direction'
 - 'Managed moves'
 - 'Pupils with disabilities and Special Educational Needs (SEN) including those with Education, Health and Care plans (EHC plans)'
 - 'Guidance for governing boards on using data on suspensions and permanent exclusions'
 - Various material on the SEN Expert (although this is little changed from the current edition)

GUIDANCE

UK's Chief Medical Officers publish first ever guidelines on physical activity for disabled children and young people.

The guidance, which recommends daily levels of physical activity, will support disabled children and young people to improve their physical and mental health throughout their lives. The guidelines are underpinned by research from Durham University, University of Bristol and Disabilities Rights UK, and the infographic presented is the first of its kind to be co-produced with disabled children, young people and their families.

[New guidelines to support disabled children to be more active - GOV.UK \(www.gov.uk\)](#)

PODCAST: OUR TURN TO TALK

The first National Children's Bureau Youth-led podcast programme episode has been released! The podcast, Our Turn to Talk, is developed and hosted by young people. They have chosen the topics they want to talk about, devised their own questions, and chosen who they interview. The first episode is hosted by Carys, a member of [FLARE](#), and Bethan, a [youth trustee for NCB](#). They have interviewed Anna Feuchtwang, Chief Executive of the National Children's Bureau and Chair End Child Poverty Coalition, about Ending Child Poverty. Topics explored during the podcast include the effect of rising costs of living on poverty, whether Covid-19 has worsened poverty rates, fair wages, and the relationship between race and poverty. Our Turn to Talk's second podcast episode is currently in development, where two young people will be discussing mental health and interviewing an expert. Follow this link to give the podcast a listen: <https://our-turn-to-talk.zencast.website/episodes/ending-child-poverty>

INFORMATION

The independent Review of Children's Social Care is in its final phase of developing recommendations based on the recent call for ideas which resulted in almost 1000 ideas. You can read more about next steps for the review here: <https://childrensocialcare.independent-review.uk/building-recommendations/>
In addition, at any point you can email the review team at: review.childrensocialcare@education.gov.uk.

In December 2021 *DHSC* formally confirmed to the Liberty Protection Safeguards (LPS) national steering group that the planned implementation date of April 2022 could not be met. There is a commitment to a full 12-week consultation on the draft regulations and draft Code of Practice for the Mental Capacity Act (MCA) and the LPS which are anticipated during the first part of 2022. <https://www.gov.uk/government/publications/liberty-protection-safeguards-delay-to-implementation/letter-from-dhsc-to-liberty-protection-safeguards-lps-national-steering-group-members>

Levelling up – what you need to know

NHS Confederation

This briefing provides an overview and analysis of the Levelling up white paper and analyses what it means for the health and care sector.

[Levelling up - what you need to know — NHS Networks](#)

BLOGS

Reflections on experience of meeting and working with unaccompanied asylum seeking children.

[Unaccompanied asylum seeking children: our role, their way - edpsy.org.uk](#)

NFER blog posts:

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

All of our children, all of our responsibility

A blog written by Philippa Stobbs, Assistant Director at the Council for Disabled Children and who leads the EYSEND partnership, exploring the collective responsibilities for young children with SEND

[Blog: All of our children, all of our responsibility | From pregnancy to children aged 5 \(foundationyears.org.uk\)](#)

Robert Halfon MP: Home education is not always a free choice

Robert Halfon MP, Chair of the House of Commons Education Select Committee, writes about some of the recommendations proposed in his committee's report into elective home education.

[Robert Halfon MP: Home education is not always a free choice | Prospect](#)

RESOURCES

Case studies to support attendance in specialist settings

Case studies: specialist settings managing to keep learners in education even with high staff workforce absences

As you are aware, ensuring face-to-face, high-quality education for all pupils and students, including those with special educational needs and disabilities (SEND) is a priority. The evidence is clear that being out of education causes significant harm to educational attainment, life chances, mental and physical health.

DfE understand the pressures that all educational settings have been facing due to the new Omicron variant in keeping learners in attendance. This has been particularly difficult for specialist settings, which are currently facing huge challenges as a result of workforce member absences.

To help specialist settings to maintain high levels of attendance, they have published case studies (link below) of specialist settings sharing their experiences with some ideas and solutions that have worked for them to stay open and keep their learners in attendance.

<https://councilfordisabledchildren.org.uk/resources/all-resources/filter/inclusion-send/special-schoolsattendance-case-studies>

Mental health and wellbeing resources: for staff and pupils

- Access [Mental Health and Wellbeing Resources](#) for teachers, teaching staff, children and young people.
- Visit the [NHS Every Mind Matters](#) website to find advice on how to spot and support children's mental health issues.
- DfE's updated [Education Staff Wellbeing Charter](#) is a tool to help you create your own wellbeing strategies to protect, promote and enhance the wellbeing and mental health of staff. The charter was co-created with unions, mental health charities and schools and colleges.
- Read advice and support from fellow teachers and school leaders on supporting staff wellbeing on the [DfE Teaching Blog](#).

Timetables for Learners with Profound and Multiple Learning Difficulties

To receive a free copy sign up (also free) to the Non-verbal Affective Care (NAC) newsletter here: [Newsletter - NAC Wellbeing](#)

Minimum standards for Preparing for Adulthood

NDTi, NNPCF and Genuine Partnerships have worked together to develop a new self-audit tool, designed to encourage local area partners to work constructively together towards a culture of inclusion and co-production which strengthens trust and builds relationships with CYP with SEND and their families to achieve better outcomes for all.

[PfA Minimum Standards \(preparingforadulthood.org.uk\)](https://preparingforadulthood.org.uk)

'Must Dos' SEND Code of Practice

PfA have developed a short document focusing setting out the 'Musts' and 'Shoulds' in 3 specific sections of the SEND code of practice:

- o Chapter 8 (Preparing for Adulthood)
- o Chapter 4 (Local Offer)

o Sections about Personal Budgets

['Must Dos': SEND Code of Practice \(preparingforadulthood.org.uk\)](https://preparingforadulthood.org.uk)

Ruth's Top Tips on Brilliant Meetings with Young People

Based on personal experiences of important meetings, including Annual Reviews, these top tips have been developed by Ruth, a young person on NDTi's Time to Talk Next Steps programme. This resource provides important guidance from a young expert with examples of many simple but effective ways that professionals working across education, health and social care can plan and organise meetings that are accessible and promote the best outcomes for young people.

[Ruth's Top Tips - Brilliant Meetings with Young People \(preparingforadulthood.org.uk\)](https://preparingforadulthood.org.uk)

Case studies to support attendance in specialist settings

CDC understand the pressures that all educational settings have been facing due to the new Omicron variant in keeping learners in attendance. This has been particularly difficult for specialist settings, which are currently facing huge challenges as a result of workforce member absences. To help specialist settings to maintain high levels of attendance, CDC have published [case studies](#) of specialist settings which share ideas and solutions that have been proven to work for keeping specialist settings open and learners in attendance.

DSCO handbook: Implementing the role of the Designated Social Care Officer (DSCO) for SEND

Updated version is available at <https://councilfordisabledchildren.org.uk/help-resources/resources/dsco-handbook>

Mediated learning

[Mediated learning: video series - edpsy.org.uk](https://edpsy.org.uk)

FOCUS: TIME TO TALK NEXT STEPS

In July 2021, NDTi launched [Time to Talk Next Steps](#), a three-year programme to support young people with additional needs aged 16-25 years across England with confidence building and motivation for the future.

In a recent blog, Jackie Claxton Ruddock a Time to Talk Next Steps Supporter explains how the project aims to change approaches and to enable young people and their parents and carers to rebuild connections <https://www.ndti.org.uk/news/changing-approaches-to-rebuild-our-connections>

"They now feel more confident in making friends, going out, and even recognising their own skills"

This free virtual service is funded by the National Lottery Community Fund. It is available throughout the year and is designed for young people who are experiencing anxiety, isolation and who have limited or no plans for the future post COVID-19. Young people, family members or professionals can make a Request for Support on our webpage [here](#). The project is being delivered in partnership with national disability charity, **Contact**, who provide support, information and workshops for parents and carers of young people receiving support on transition to adulthood through workshops and individual "[listening ear](#)" support.

Further information is available on the webpage [Time to Talk Next Steps - NDTi](#)

RESEARCH AND REPORTS

Overcoming inequalities in 'left behind' neighbourhoods

Northern Health Service Alliance

People in England's most deprived neighbourhoods work longer hours than those in the rest of the country but live shorter lives with more years in ill health costing an estimated £29.8bn a year to the economy in lost productivity.

People living in these communities were also 46% more likely to die from COVID-19 than those in the rest of England.

The findings, revealed in a joint report released today by the [All-Parliamentary Party Group for 'left behind' neighbourhoods](#) and Northern Health Science Alliance, shows the devastating impact of poor health for those living in deprived areas and left behind neighbourhoods (LBNs) and makes a number of recommendations to overcome the health inequalities faced by people living in these places.

Those living in local authorities that contain 'left behind' neighbourhoods have a further £2bn gap in lost productivity compared to those areas with a similar rate of deprivation but with more civic assets, connectedness and an active and engaged community.

Across most measures people in these areas fair even worse than those in deprived neighbourhoods.

[New report shows almost £30bn health cost of England's most deprived communities - The NHS](#)

Securing good attendance and tackling persistent absence

In this short report, Ofsted look at different aspects of attendance and how schools tackle the challenges they face.

Schools that improve attendance from a low baseline, maintain high levels of attendance and minimise persistent absence all have different starting points and take slightly different approaches. However, these approaches tend to have a number of features in common. They can best be summarised as 'Listen, understand, empathise and support – but do not tolerate'.

In essence, providing appropriate individual support for disadvantage children, including those with SEND, is key to increasing school attendance.

Read more at:

[Securing good attendance and tackling persistent absence - GOV.UK \(www.gov.uk\)](#)

State of the nation 2021: children and young people's wellbeing

A report on the wellbeing of children and young people over the academic year 2020 to 2021.

This report collates and presents new analysis of published evidence on the wellbeing of children and young people over the period of August 2020 to July 2021, including:

- statistics on the personal wellbeing of children and young people in England and the UK
- a wider set of indicators on their:
 - mental and physical health
 - education and skills
 - relationships
 - activities and time use
 - views on the self, society, and future
- an analysis of COVID-19 and the psychological health of young adults: evidence from the Longitudinal Study of Young People in England 2 (LSYPE2)
- an analysis of individual predictors of school attendance in 2020 to 2021

[State of the nation 2021: children and young people's wellbeing - 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 \(www.gov.uk\)](#)

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

[Lessons Learnt From Lockdown: The highs and lows of the pandemic's impact on disabled children and young people \(councilfordisabledchildren.org.uk\)](https://councilfordisabledchildren.org.uk)

WORKFORCE DEVELOPMENT

The role of CAMHS in the EHCP Process

The Council for Disabled Children (CDC) has recently published a new e-learning course called 'The Role of CAMHS in the EHCP Process'. This is a freely available, self-guided course. This training is aimed at adults with a role to play in the Education, Health and Care Plan (EHCP) system. It includes topics such as the SEND system and legislative processes, importance of children and young people's (CYP) voices, support on CAMHS advice, and roles and responsibilities in the SEND system regarding CAMHS. This package of online training has been developed as part of the Delivering Better Outcomes Together programme, funded by the Department for Education and delivered in partnership by CDC, NDTi and Mott Macdonald. There are four lessons and each lesson will approximately take 30-60 minutes.

You can access the e-learning on the link below. Please ensure that you log in or create an account to access the e-learning.

The link is [here](#).

If it says access denied when you click on the link, please either login or create an account using the options on the top right hand side of the screen. Once you have logged in/created an account, you will be able to access the e-learning.

EASY READ: Get some easy read produced for free

Building Bridges have an easy read service. Usually organisations pay for doing this, but they are offering to produce one piece of easy read for no cost in April!

They are looking for ideas and suggestions from self-advocacy groups, or someone with a learning disability.

It could be some information or information you have already that isn't in easy read. Or it could be just an idea or topic you would like more information about. The closing dates is Tuesday 15th March.

To apply email: mail@building-bridges-training.org

STUDIES / SURVEY & OTHER OPPORTUNITIES:

HOPE study: Health Outcomes for young People throughout Education

The HOPE Study (Health Outcomes for young People throughout Education) is a research collaboration between University College London and the University of Cambridge. The study aims to find out if extra help in schools for children and young people with special educational needs and/or disabilities (SEND) improves their health. The Hope Study is currently carrying out Work Package 2 which began in August 2021 and will take place over 3 years, with the aim of examining the variation in SEND provision between different local authorities across England.

The Hope study is recruiting stakeholders, parents/carers, and children and young people. As a stakeholder you will help ensure the research is informed by the experiences of those with direct experience of using, providing and funding SEND provision. The majority of your individual inputs are expected to be via email.

As a parent/carer you would be part of the Parent and Carer Advisory Group, your experience would help shape the HOPE Study's research. You will be compensated for your expertise.

As a child or young person your help will make sure that the research will be shaped by your experiences with receiving SEND support, you will need to attend group meetings online where you will share your experiences. You will be compensated for your time. If you would like to take part in the HOPE Study visit their website for further information: <https://dev.psychiatry.cam.ac.uk/hope-study-health-outcomes-for-young-people-throughout-education/>

OTHER NEWSLETTERS:

Afasic online updates:

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

Autism newsletter:

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

Centre for Youth Impact newsletter:

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

Council for Disabled Children digest:

[Your winter digest is here! \(mailchi.mp\)](#)

CDC Social Care and SEND newsletter:

<https://councilfordisabledchildren.org.uk/resources/all-resources/filter/inclusion-send/social-care-and-send-e-bulletin>

Family hubs in mind news:

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

Foundation years newsletter:

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

Making Ourselves Heard newsletter:

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

Mental health, learning disability and autism bulletins:

<https://mhlda.cmail19.com/t/ViewEmail/d/929AA71F4A833FE62540EF23F30FEDED/204745E813181C7063B21DE8DA818551?alternativeLink=False>

<https://mhlda.cmail19.com/t/ViewEmail/d/7386D051FFF5CC8B2540EF23F30FEDED/204745E813181C7063B21DE8DA818551?alternativeLink=False>

nasen news:

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

News from the Children's Commissioner:

[News from The Children's Commissioner - January 2021 \(mailchi.mp\)](#)

NICE in social care bulletin:

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

NFER direct:

[NFER Direct February 2022 \(ddlnk.net\)](#)

Ofsted news:

[Ofsted News - Issue 108 - January 2022 \(mailchi.mp\)](#)

Teacher Bulletin:

[Department for Education \(govdelivery.com\)](#)

Triangle: Outcomes Star newsletter:

[Triangle's Newsletter - Feb 2022 \(campaign-archive.com\)](#)

Whole School SEND update:

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