



NW SEND Regional Network Newsletter

July/August 2021

The network is keen to provide support for children, families and practitioners. Please don't hesitate to get in touch with any queries you may have. If you would like to be added to the newsletter circulation list just send an email to the address below.

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

North West regional network events

12.10.21 9.15 – 2.30 The Children and Families Act 2014: SEN and Disability – Decision Making and the Law

North West local areas are invited to attend a DfE and IPSEA led virtual workshop on the Children and Families Act (C&FA) 2014: SEND Decision Making and the Law. This will be delivered by colleagues from the SEND Adviser team and IPSEA, facilitated by Mott MacDonald.

The purpose of the workshop is to assist senior education, health, and social care decision-makers to interpret and apply the legal requirements of the Children and Families Act 2014 to some key decision points. It will highlight key elements of the legislation, illustrated with practical examples and updated case law. It will also provide an opportunity for open discussion and problem-solving.

Topics that will be covered include:

- Decisions to assess;
- The EHC needs assessment process;
- The content and format of EHC plans;
- The annual review process;
- Decision about naming an education provider and,
- National trial updates.

Learning outcomes:

- Senior local area SEND decision-makers, health, and social care representatives will have improved understanding of the implications of key legal areas of C&FA 2014 for individual decisions.
- Review the processes for decision-making in the light of new learning.

This event is focused on local area responsibilities for the process, and is open to:

- 1 senior SEN officer from each local authority who is involved in making key decisions (such as chairs of SEN panels or heads of SEN assessment services).
- 1 senior health care representative from each local area.
- 1 senior social care representative from each local area.

Further information:

- A regional representative from the National Network of Parent Carer Forum (NNPCF) will also be present.
- The SEN Leads in each local area are responsible for identifying the relevant SEN officer, health, and social care representative to attend. It is important that attendees play a key role in SEND decision making processes.
- **This course is intended primarily for attendees who have not attended previous courses, as the content of the day will be similar to the previous workshops**, with some updates in the light of recent relevant developments and caselaw. However, previous attendees may find this useful to refresh their knowledge.

To register for this event, please complete the order form via the following Eventbrite link: <https://www.eventbrite.com/e/dfeipsea-send-decision-making-and-the-law-workshop-north-west-tickets-162699900783>

Please note, 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. Polls will be used for activities and engagement.

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 more than 3 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 **28th September 2021** 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

OTHER EVENTS

12.8.21 6 – 8pm Meeting the Needs of Every Child

This DfE funded webinar is FREE to access and will provide Early Years Practitioners with a thorough understanding of inclusive practice for SEND in Early Years settings. This course consists of two 2-hour sessions that would be more suitable for more experienced SENCOs, or those who have completed Part 1 of this series, who want to continue to develop their strategic approach to SEND.

[Meeting the Needs of Every Child | Nasen](#)

12 & 13.8.21 Positive Risk Management

****Online Workshop** [Positive Risk Management – 12 & 13 August 2021 – ARC UK](#)**

(attendance on both days required)

9 & 10.9.21 MCA & DoLS for Managers

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

14.9.21 By your side coffee morning

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

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

16.9.21 Developing Emotional Resilience in Social Care for Managers

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

17.9.21 Assessing parenting and a child's environment using the HOME inventory

[Assessing parenting and a child's environment using the HOME inventory - edpsy.org.uk](#)

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

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

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

22.9.21 & 23.9.21 Early Help: The key to recovery – policy and practice

Early help is crucial for children and families that would benefit from universal support as well as those at the edge of child protection intervention.

[Early Help: innovation & best practice to support children & families \(cypnow.co.uk\)](#)

To book a place: [Early Help | Home \(eventsforce.net\)](#)

22.9.21 (4 – 5.30) Part 1: Preparation for Adulthood: High Aspirations Through All Stages of Education.

High Aspirations: Preparation for Higher Education and Employment

20.10.21 (4 – 6) Part 2: Encouraging independence and promoting positive life outcomes – including lessons for mainstream providers

15.11.21 (2 – 4) Part 3: Making a best start towards independence from the Earliest Years.

[Preparation for Adulthood: High Aspirations Through All Stages of Education | SendGateway](#)

23.9.21 Decision making using the Safeguarding Children Assessment and Analysis Framework

[Decision making using the Safeguarding Children Assessment and Analysis Framework - edpsy.org.uk](#)

23.9.21 Autism, learning disabilities and criminal justice system conference

[Our conference is back! \(nas-email.org.uk\)](#)

24.9.21 9.30 – 4.30 nasen Live 2021 the Vox Conference Centre, Birmingham

[nasen Live 2021! | Nasen](#)

28.9.21 Caldicott principles and information sharing: Children and young people

[Caldicott principles and information sharing - children and young people - edpsy.org.uk](#)

28 & 30.9.21 (2 – 6pm each day) Pupil Mental Health: Effective Practice to Ensure Wellbeing

[Pupil Mental Health | Home \(eventsforce.net\)](#)

4.10.21 10.30 – 12.30 Gender Identity and Autism workshop

<https://autismahandsonapproach.co.uk/giworkshop/>

6.10.21 Afternoon – Save the date for the next national CDC event

8 & 9.10.21 TES SEN Show

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

[Tes SEN Show](#)

25 – 28.10.21 ADOS2 Administration and Coding

The course takes place over 4 days for Modules 1 to 4, on Zoom. Trainees will become familiar with the administration and coding of each of these modules through watching and coding videos of the ADOS, and through discussion with highly experience trainers. Trainees will also have the opportunity to practice various tasks, and explore the materials and toys provided with the ADOS-2 kit. ADOS-2 is the latest revision of the Autism Diagnostic Observation Schedule, and has been adapted to anticipate the changes to the diagnostic definitions of DSM-5 . The ADOS is the most widely used observational assessment in the diagnosis of autism spectrum disorder, for both clinical and research purposes.

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

9.11.21 Autism on-line conference – a hands on approach

18th National conference, Key topics:

The Pattern Seekers: How Autism drives Invention.

Autism in Police Custody: Keeping the noise down!

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

Autism in Women and Girls

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

Autism and ADHA

[Autism A Hands On Approach](#)

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

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

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

SHARING LEARNING AND PRACTICE ACROSS THE NORTH WEST

Wigan Parent Carer Forum – SEND Newsletter

Wigan work together with their local authority to produce a newsletter for families with children and young people with SEND, '[Wigan SEND News.](#)' Parents often tell the forum that the newsletter is a really important source of information for them, and schools say it's a great resource to share with their families.

Build Back Fairer in Greater Manchester: Health equity and dignified lives

A report by the Institute of Health Equity

build-back-fairer-in-greater-manchester-main-report.pdf (instituteoftheequity.org)

Preventing alcohol harm in pregnancy and Fetal Alcohol Syndrome Disorder (FASD)

Following a launch event on 24th June the Greater Manchester Health and Social Care Partnership have now launched a suite of unique teaching resources to encourage conversations with young adults about issues of responsibility, alcohol and pregnancy as well as wider sexual health issues. The materials are designed for students in Years 9, 10 and 11. The central resource is a 45 minute film, titled Birthday, that can be watched as a whole or in three shorter segments with accompanying lesson plan guides. Birthday is an important part of the Greater Manchester Health and Social Care Partnership programme to raise awareness of alcohol harm to unborn babies and to end new cases of FASD. Birthday draws on the real-life experiences of families affected. Birthday is a unique approach and has the potential to influence the future choices that young adults make regarding their drinking behaviour. As well as a link to Birthday the website provides a wealth of information and resources on preventing alcohol harm in pregnancy and FASD.
<https://www.drymester.org.uk/>

Improving Mental Health Services in Manchester

Watch a [new film](#) showing how organisations, including voluntary, community and social enterprise (VCSE), in the Greater Manchester Integrated Care System have worked creatively and innovatively to improve mental health services for their young people.

Police and Crime Commissioner Community Action Fund – Cheshire

Community organisations in Cheshire who are working to prevent crime and anti-social behaviour are being urged to apply for a new fund. Police and Crime Commissioner John Dwyer has launched his Community Action Fund making more than £100,000 available for projects which make a real difference to their local community. The funding is aimed at new projects or initiatives which will deliver community safety or crime prevention activities. This could include, but is not limited to, projects that support victims, protect vulnerable people, tackle anti-social behaviour or drug issues, improve road safety or promote a safe night-time economy. Individual bids of up to £5,000 can be submitted by applicants who are working with their local policing team to address local priorities. All bids must be match-funded to provide maximum benefit to local communities.
<https://www.cheshire-pcc.gov.uk/what-i-do/making-cheshire-safer/community-action-fund/>

GUIDANCE CONSULTATIONS / CALL FOR EVIDENCE

The National Institute of Health and Care Excellence (NICE) have announced a consultation of draft guidance for disabled children and young people with severe and complex needs. The consultation closes on 14.9.21
<https://www.nice.org.uk/>

Call for evidence Behaviour management strategies, in-school units and managed moves

A consultation seeking views to understand how schools utilise their behaviour strategies to manage common behavioural challenges (closes on 10 August 2021).
[Behaviour management strategies, in-school units and managed moves: call for evidence - GOV.UK \(www.gov.uk\)](#)

Draft Core Capabilities Framework for the Transition of Young People into Adult Services in England

The Framework articulates the core capabilities describing the knowledge, skills and behaviours required by all healthcare staff working with young people who are transitioning to adult services.

Consultation closes 22.8.21

Link to more information and a survey:

[Have your say on the Transition of Young People into Adult Services Core Capabilities Framework | Skills for Health](#)

SPEECHES AT ADCS CONFERENCE – 8.7.21

Children and Families Minister – Vicky Ford

[Children and Families Minister speech at ADCS annual conference - GOV.UK \(www.gov.uk\)](#)

HM Chief Inspector of Education, Children's Services and Skills – Amanda Spielman

[Amanda Spielman at the 2021 ADCS conference - GOV.UK \(www.gov.uk\)](#)

FOCUS: AUTISM STRATEGY 2021 - 26

The Dfe and DHSC have published a new autism strategy for children, young people and adults, which builds on [Think Autism](#), the preceding adult strategy published in April 2014. The focus of this new strategy and implementation plan has been informed by the government's [call for evidence on the review of Think Autism](#), which received over 2,700 responses from autistic people, their families and carers and organisations. In addition, the strategy has been informed by independent research from the Policy Innovation Research Unit to undertake into [the impact of the Covid-19 pandemic on autistic people and their families](#).

The government also commissioned Skills for Care, the National Development Team for Inclusion, and the National Autistic Society to produce a [guide to help commissioners to identify local demand and develop the right services and support for autistic people](#), which is published alongside this strategy.

[More](#)

INFORMATION

SEND National Trial

The Minister has written to Directors of Children's Services to confirm that the extended powers given to the SEND Tribunal to hear appeals and make non-binding recommendations about health and social care aspects of education, health and care (EHC) plans, provided those appeals also include education elements, will continue. These extended powers are currently being tested under a National Trial, which began in April 2018 and ends on 31 August 2021, when the powers will continue.

DfE commissioned IFF Research and Belmana to carry out an evaluation of the National Trial; the [final report](#) has been published.

Briefing on SEND and integrated care systems

CDC has produced a [briefing](#) on the potential opportunities that Integrated Care Systems can bring to improving outcomes for children and young people with SEND and their families. It draws on guidance already published, as well as experiences and reflections from the workforce and CDC's work on integration and SEND.

RESEARCH AND REPORTS

Adoption Barometer report

[Adopted children facing mental health emergency, charity warns | Adoption UK Charity](#)

The National Senco Workforce Survey: time to review 2018-2020

[National SENCO Workforce Survey 2020 \(bathspa.ac.uk\)](#)

International Early Learning and Child Well-being Study – Young Children’s development and deprivation in England

[IELS thematic report young childrens development and deprivation in England \(publishing.service.gov.uk\)](#)

Speaking Up for the Covid Generation

[Report \(ican.org.uk\)](#)

Early evaluation of the Children and Young People’s Mental Health Trailblazer

The [BRACE Rapid Evaluation Centre](#) and [Policy Innovation and Evaluation Research Unit](#) have published initial [findings](#) from the early evaluation of the [Children and Young People’s Mental Health Trailblazer programme](#) – a national programme aiming to improve support for mental health and wellbeing within schools and further education colleges. A [summary](#) of the interim report is available along with [further information](#) about the evaluation. The final report from the early evaluation will be published in summer 2022.

TRAINING OPPORTUNITIES

Deaf Awareness: Online Training for Teachers

UCL Institute of Education (IOE) and the UCL Deafness Cognition and Language Research Centre have created a free online deaf awareness course for teachers. The course covers topics such as the importance of deaf awareness in the classroom setting, different perspectives of deafness, strategies for communicating with deaf pupils, and how to create a deaf-supportive learning environment. It is anticipated to be 2-4 hours of study, at your own pace.

[Deaf Awareness: Online Training for Teachers | Short courses - UCL – University College London](#)

Sleep training for professionals

[Home \(sleeptrainingforprofessionals.co.uk\)](#)

No Cost Online Courses

The top 10 course choice this month

- Mental health
- Event planning
- IT User skills
- Principles for Digital Skills
- Understanding autism
- Allergy awareness
- Bullying in children and young people
- Safe handling of medication
- Dementia Care
- Children and young people’s mental health

These courses are free for those over 19 as of 31.8.21 and not on an Apprenticeship.
Visit www.wefindanylearner.co.uk

WEBINARS

CDC on-line national event – Focus on integration

The agenda included:

An introduction from Dame Christine Lenehan

A presentations

- The Integration Policy Context for SEND: what's the national picture? By Amanda Allard, CDC
- Rochdale's SEND Alliance by Chrlotte Mitchell (Head of Commissioning – Children's and Maternity at HMR CCG) and Steve Kay (Assistant Director – Early Help and Schools, Rochdale Borough Council)
- Camden's journey towards an integrated model of care by Sarah Hulme (Head of Children, Young People and Family Services)

You can access the recording and slides from the webinar on CDC's website [here](#).

Recording of Autistic School Staff webinar

[Webinar 2021 – Autistic School Staff Project](#)

RESOURCES

The window of tolerance

Supporting the wellbeing of children and young people (Information and ideas for families and schools reconnecting after lockdown)

[ID The Window of Tolerance 20 06 16.pdf \(gov.ie\)](#)

Integrated Care Systems

This resource is intended to support local commissioners, Designated Medical/Clinical Officers and SEND Leads to consider how legislative changes will impact on, and support their roles, in improving outcomes for children and young people with SEND. It draws on guidance already published, as well as experiences and reflections from the workforce and CDC's work on integration and SEND.

<https://councilfordisabledchildren.org.uk/help-resources/resources/integrated-care-systems>

Guidance for the inclusion of students with Special Educational Needs for online learning

[Microsoft Word - EARLI guidelines_Final\[1\].docx](#)

Liberty Protection Safeguards – LA System Readiness Tool

The purpose of this tool is to support local authorities in ensuring effective implementation of statutory duties in the Mental Capacity (Amendment) Act 2019: the [Liberty Protection Safeguards](#) as they apply to children and young people aged 16 and 17.

The tool is in Microsoft Excel. To receive a copy of the tool download the Memorandum of Understanding (MoU) here: <https://councilfordisabledchildren.org.uk/help-resources/resources/liberty-protection-safeguards-%E2%80%93-system-readiness-tool>

PELICAN – Promoting Emotional Literacy In Children with Additional Needs

PELICAN is a set of free, web-based materials for children and young people with complex learning needs and/or learning disabilities and people who support them.

Peli and **Tou** introduce you to the **PELICAN** Framework through a simple visual story. **Peli** is scared to fly but **Tou** is on hand to help! So, **Peli** changes from **Peli can't ...** to **Peli can!**

Through the story and linked activities, you are guided through the Framework as you introduce:

- I CAN **Feel**
- I CAN **Relax**
- I CAN **Think**
- I CAN **Do**

If Peli can and Tou can, then you can!

To find out more about PELICAN and to access all of the PELICAN resources, go to: [PELICAN | Foundation for People with Learning Disabilities](#)

Developmental Language Disorder (DLD)

Developmental Language Disorder is the new term being used for the 7% of children who struggle with understanding or using spoken language, an average of 2 per school class. If this term is new to you then watch Afasic's short link on the link below to find out more about DLD.

[\(274\) The Language Problem Language Problem: Building consensus on Developmental Language Disorder - YouTube](#)

Transfer to Secondary School: Moving on Moving up

This resource pack aims to help families and schools support pupils with speech, language and communication needs as they face the key transfer from primary to secondary education. The pack is designed for all pupils and includes a Pupil Profile Form for children with additional learning needs including speech, language and communication needs.

School inspection handbook

Ofsted guidance on inspecting mainstream schools and academies in England under the education inspection framework -

[School inspection handbook - GOV.UK \(www.gov.uk\)](#)

Early years staff wellbeing resource

A resource for promoting staff wellbeing in nurseries, preschools and early years settings made by the Anna Freud centre and early years practitioners across the UK

[Early years staff wellbeing: a resource for managers and teams \(annafreud.org\)](#)

Please free feel to share with other early years practitioners and settings in your area.

Whole School SEND Resources and Training

Over the last few months Whole School SEND have published several free to access resources (SEND Gateway: Resources and Publications) and blogs (SEND Gateway: Blog posts listing) to support the school workforce to deliver high quality provision for pupils with SEND. [Resources listing | SendGateway](#)

These include: • The Autism Resource Suite including guides on transition and resources developed by autistic young people for use in classrooms [The Autism Resource Suite | SendGateway](#)

• A guide on effectively Deploying Specialists in mainstream settings to improve outcomes for learners with SEND [Deploying Specialists in Mainstream Settings to Improve Outcomes for Learners with SEND | SendGateway](#)

• A Developmental Language Disorder (DLD) guide to support teachers to identify and support DLD in the classroom [DLD Guide | SendGateway](#)

- An updated version of the Preparing for Adulthood from the Earliest Years Review Guide, to support settings to review and improve their provision [Preparing for Adulthood from the Earliest Years Review Guide | SendGateway](#)
- A guide on Recovery, Re-introduction and Renewal: Safe and Successful Returns to School after a period of disruption or trauma [Recovery, Re-introduction and Renewal: Safe and Successful Returns to School | SendGateway](#)
- Resources for families on Ask, Listen, Do: Understanding SEN Support, Ask, Listen, Do: Transition Planning for Year 11 [Ask, Listen, Do: Understanding SEN Support | SendGateway](#) and Ask, Listen, Do: Returning to school after a period of absence [Ask, Listen, Do: Returning to school after a period of absence | SendGateway](#)
- A Securing Good Transitions: A resource pack to support the next steps of Key Stage 4 pupils with SEND to support the next steps of Key Stage 4 pupils with SEND, including templates and activities [Securing Good Transitions: A resource pack to support the next steps of Key Stage 4 pupils with SEND | SendGateway](#)
- A vast range of recorded Whole School SEND past webinars on topics such as remote learning, using data to inform best practice, PE, and development support for SENCOs [WSS past events | SendGateway](#)
- You will need to sign up as a member to access the free resources, and you can opt in to receive newsletters to stay up to date. You can also find upcoming CPD events on the Nasen website • Whole School SEND is hosted by Nasen and is funded by the Department for Education.

FOCUS: MENTAL HEALTH

Teaching about mental wellbeing

Practical materials for primary and secondary schools to use to train staff about teaching mental wellbeing.

[Teaching about mental wellbeing - GOV.UK \(www.gov.uk\)](#)

Podcast – Mental health during the Covid-19 pandemic

[Health Talks by PHE | Podcast on Spotify](#)

The NHS Community Mental Health Transformation

This [5-minute animation](#) is a visual walk through of the NHS Long-Term Plan commitment on community mental health transformation. It includes an overview of the vision behind new integrated models of primary and community mental health, the priorities from the EI phase, and the roles of the different stakeholders who need to work together to design and implement these models. The video is intended to inform a broad range of stakeholders, including systems working on transformation; stakeholders that mental health services need to partner with, including primary care, voluntary care sector organisations, and local authorities; and service users, families and carers. This animation was developed with input from experts by experience, clinical leads, and programme leads working on transformation. An easy-read version to make the content accessible to a broad range of audiences is under development.

STUDIES / SURVEY OPPORTUNITIES:

Surviving through Story: stories from the pandemic

Surviving through Story: sharing experiences of children and adults with learning disabilities and autism during the global pandemic.

Can you send a story, a picture or a film? You can do this through the website:

[www.survivingthroughstory.com](#) ¹

In October they are going to organise a meeting to gather your ideas for making the world a better place for people with learning disabilities and autism after the pandemic. To find out more go to the website above or <https://www.facebook.com/survivingthroughstory>

School Support for Parents of Children with Learning and Developmental Difficulties

This study is being conducted to gain a better understanding of the support that parents are given to help them to understand their children's learning disability and the associated support that they and their child received from schools. A further aim is to identify areas where school support could potentially be improved. This will be done through an interview that will take approximately 45 minutes to an hour.

To find out more about this study based at Northumbria University and to take part, please go to: https://nupsych.qualtrics.com/jfe/form/SV_2tcqPiKbAAosHYx

Opportunity for young disabled adults – Making Ourselves Heard Participation Forum

This study is a new research project on personal assistance, gender and sexuality. The study asks how sexuality and gender shape the support young disabled adults (age 18 – 30) get from personal assistants (PAs). It also asks how well PAs feel they provide this kind of support.

All young disabled adults, whatever your sexuality or gender, are welcome to take part. You must be aged between 18 and 30. You should live in England and have over 6 months experience of managing your support arrangements.

If you think you might want to take part in this research or want more information please contact Rhi at Northumbria University, Email: rhi.humphrey@northumbria.ac.uk

What will the research involve?

Participants can take part in different ways, depending on what is right for them.

- A creative arts-based journal for you to fill out in your own time. The researchers will provide a set of prompts for you to respond to creatively (like using drawing, fictional writing, poetry).
- An interview (a conversation about your support experiences in relation to gender and sexuality) via your choice of communication method – such as face-to-face, video-chat, email, instant messenger, or phone call. This will last about 60 minutes.

Participants can say which parts they do or do not want to do. All participants will get a £20 pound voucher as a thank you for taking part.

Survey on treatment of specific phobias among young people with learning disabilities

A research team based at the University of Warwick are conducting a study on treatment of specific phobias in children and young people with moderate to severe learning disabilities. They are inviting parents to participate in a survey about children and young people with moderate to severe learning disabilities and specific phobias. Specific phobia is an extreme fear of a specific object, animal or situation which is so overwhelming that it interferes with everyday life. For instance, somebody with a needle phobia might be too frightened to have a routine blood test or vaccination and become extremely anxious or distressed in the presence (or sometimes even mention) of a needle. Some other examples include phobia of dogs, heights, small spaces and dentist. They want to find out what treatments are routinely offered to children and young people with moderate to severe learning disabilities and a specific phobia.

An on-line survey should take you between 10 and 45 minutes. In the survey they will ask you about support and treatment that was offered to your child for their specific phobia. If your child was NOT offered any treatments or support for their specific phobias, they would still like you to complete the survey and tell us about this.

If you are interested in taking part in the survey you can click on the link below.

http://warwick.co1.qualtrics.com/jfe/form/SV_56xFTPSDdAwSISe

If you would prefer to do the survey as an interview over the phone or online, please email us at SPIRIT@warwick.ac.uk and we will arrange it.

If you would like more information, please contact the study team at SPIRIT@warwick.ac.uk or visit our website: [SPIRIT](#)

OTHER NEWSLETTERS

Autism e-newsletter:

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

Centre for Youth Impact news:

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

Child Development and Learning Difficulties lab news:

[CDLDnewsletter_spring2021final.pdf \(mcusercontent.com\)](#)

Council for Disabled Children newsletter:

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

Dingley's Promise summer newsletter:

[Dingley's Promise Spring Newsletter 2021 - Dingley's Promise](#)

Early years in mind news:

[Early Years in Mind - Latest news and events \(mailchi.mp\)](#)

Foundation Years news:

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

Kidz to Adultz magazine:

[Kidz to Adultz Magazine Issue 13 by Disabled Living - issuu](#)

Making ourselves heard news:

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

Mental health, Learning Disability and Autism bulletin:

[Mental health, learning disability and autism news](#)

National Autistic Society news:

[Our conference is back! \(nas-email.org.uk\)](#)

NFER Assessment Digest:

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

NFER Direct for schools:

<https://news.nfer.ac.uk/4R3K-JAD4-0D065828ACCCD17D10I01TF51483C5097E1B8A/cr.aspx>

Ofsted news:

[Ofsted News - Issue 102 - June 2021 \(mailchi.mp\)](#)

RCPCH&Us news:

[RCPCH Engagement Collaborative July 2021](#)

Teacher Bulletins:

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

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

Whole School SEND news:

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