



# NW SEND Regional Network Newsletter

## September 2019

The network is keen to profile effective practice developed in the North West and other regional contributions. Do please consider sending your examples for inclusion in future editions.

If there are particular areas of work or themes that you would like support with, activities or events then do let us know. We would also welcome any good news you have to share, or challenges you'd like to work with others to find solutions for, in order that we can share the learning across the North West. We welcome contributions to network activities, requests for connections for support, information about forthcoming events for future editions of this newsletter and new additions to the newsletter circulation list.

Also, do check out our website [www.nwsend.network](http://www.nwsend.network) which has everything you might want to know in one place, including previous newsletters.

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

### **REGIONAL NETWORK EVENTS**

**3.10.19 Preparing for Adulthood/Transition network meeting**  
**NB This meeting has now been rearranged to 20.11.19. See below.**

**16.10.19 The Children and Families Act 2014: SEN and Disability – Decision Making and the Law. 9.30 for 10 – 4pm**

**Earl Business Centre, Earl Mill, Dowry Street, Oldham, OL8 2PF**

All North West Local Authorities are invited to attend this DfE and IPSEA led workshop facilitated by Mott MacDonald. **NB** This is a repeat of the event on 24.9.19.

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. Issues that will be covered include: decisions to assess and

to issue EHC plans; the content and format of EHC plans; early learning from the redress trail; naming provision; the visiting guidance; and annual reviews.

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

- 1 senior SEN officer from each local authority with responsibilities for 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.

NB 1 regional representative from the National Network of Parent Carer Forum (NNPCF) will also be present.

The SEN Leads in each local authority are responsible for identifying the relevant SEN officer, health, and social care representative to attend - it is important that attendees have key responsibilities in the decision making process. Please note that whilst some of the contents of the day will be similar to the previous workshops delivered in Autumn 2018, there will be updates in the light of recent relevant developments and caselaw. Discussion and Q&A will also be a key feature of the day, in response to feedback from previous attendees. Bookings can be made until the 2<sup>nd</sup> October via this link:

<https://www.eventbrite.com/e/dfeipsea-send-decision-making-and-the-law-workshop-north-west-region-tickets-65022509075>.

### **18.11.19 From advice to action: Supporting Coproduction with children and young people in the North West. 10.30 for 11 – 2pm. The Living Well, Willowbrook, Borough Road, St Helens WA10 3RN**

One child/young person and one practitioner from each NW Local area are invited to this event to:

- Learn how your voice can have the biggest possible impact
- Meet with, and collaborate with, people from other areas
- Share ideas and success stories
- Use performance to explore coproduction

To book places as a pair please email Cathy Hamer: [cwh01@hotmail.co.uk](mailto:cwh01@hotmail.co.uk)

### **19.11.19 Early years/SEND Regional Action Learning Set 9.30 for 10 – 3.30 St Thomas Centre, Ardwick Green N, Manchester M12 6FZ**

Lunch will be provided. The Early Years SEND Partnership invite you to the third in our series of North West regional action learning sets (ALSs) to improve access and inclusion in the early years.

The third ALS is designed to support you with the review and development of local plans that were developed at ALS1 (**December 2018**) and reviewed at ALS2 (**June 2019**). We will also share information about the ongoing programme of training and continue to hear from local areas who have received specialist support to their local action learning sets from the EYSEND Partners.

**For more information and to register** please follow the link to the Eventbrite page: <https://www.eventbrite.co.uk/e/improving-access-inclusion-in-the-early-years-als-3-north-west-tickets-66469988525>

**Please note:** Part of the day will involve reviewing the development of local action plans. If you require a copy of your plan or a new copy of the toolkit, **or need any further information** please get in touch with Georgia Zimmer at [eysend@ncb.org.uk](mailto:eysend@ncb.org.uk)

### **20.11.19 Preparing for Adulthood network meeting 9.30 for 10 – 1 The Edge Conferencing, Riveredge, Wigan WN3 5AB**

This session will focus on outcomes and working together to identify what indicates that we are making an impact across the four PfA Outcomes.

The session will provide some information, and an opportunity to share current practice. If you have a local PfA dataset, dashboard or Key Performance Indicators please can you bring these with you.

We will be sharing ideas how we can demonstrate impact in relation to the four PfA outcomes.

The session is aimed at the NW PfA network members, SEN leaders, Post 16-25 education and training providers and children and adult commissioners from across education, health and care.

To book a place: The password should you need it is: nwpfanetwork

<https://www.eventbrite.co.uk/e/north-west-preparing-for-adulthood-network-tickets-73424983101?aff=>

### **29.11.19 SEND peer reviewer training, Manchester**

To express an interest email: [cwh01@hotmail.co.uk](mailto:cwh01@hotmail.co.uk)

### **5.12.19 North West regional workshop: Exploring the building blocks of joint working to improve outcomes for children and young people with SEND**

**10:00 – 15:30, DW Stadium, 15 Loire Dr, Robin Park Rd, Wigan WN5 0UH**

The Council for Disabled Children invites strategic managers working across education, health and social care and parent carer representatives to attend this full-day workshop on how joint working can support improved outcomes for children and young people with SEND. Attendees will have the opportunity to:

- Hear the most recent news from Dame Christine Lenehan
- Consider different programmes related to SEND e.g. Transforming Care
- Participate in a deep dive on Aligning Different Programmes, drawing on:
  - The national context of Feedback from inspections o
  - Specific examples of good practice
- Consider the development of a regional action plan related to Aligning Different Programmes by:
  - Sharing on-going work from across the region
  - Working with colleagues in local area or sub-regional groups –
  - Consider establishing a community of practice for future work

Who should attend?

- LA SEN leads, Disabled Children's Service Managers, Social Care leads, Post-16 and Transition leads and Public Health leads
- CCG commissioners with responsibility for SEND agenda
- Designated Medical and Clinical Officers
- Parent carer forum representatives

\*In order to get the most out of this session it is recommended that attendees come along with at least one colleague from another agency and/or service area within your local area. If you have any questions please contact: [rnibloe@ncb.org.uk](mailto:rnibloe@ncb.org.uk)

Register for the event here: <https://bit.ly/33VQCDI>

### **16.1.20 Preparing for Adulthood/Transition network meeting 9.30 for 10 – 12.30**

The Edge Centre, Riveredge, Wigan WN3 5AB

To book a place email [Barry.Jones@ndti.org.uk](mailto:Barry.Jones@ndti.org.uk)

### **26.3.20 Preparing for Adulthood/Transition network meeting 9.30 for 10 – 12.30**

The Edge Centre, Riveredge, Wigan WN3 5AB

To book a place email [Barry.Jones@ndti.org.uk](mailto:Barry.Jones@ndti.org.uk)

## **OTHER EVENTS RELATING TO THE NORTH WEST**

### **26.9.19 The benefits of Advocacy for Children and Young People, Manchester**

<https://www.events.england.nhs.uk/events/the-benefits-of-advocacy-for-children-young-people-62497>

## **27.9.19 The Interface between The Children Act, the Mental Health Act and The Care Act, for Children & Young, 11 – 4pm**

**The Met Hotel, King Street, Leeds, LS1 2HQ, United Kingdom**

A day's training delivered by specialist disability Barrister Steve Broach from Monckton Chambers, The Inns of Court, London

### **Target Audience**

CCG Commissioners

Local Authority Children's Services Departments

SEND Teams

Community CAMHs (Tier 3)

Residential Care and Education Providers

30 places are available

Plus 4 additional places available for Parent Carers per session

### **Indicative Session Content**

This training is being offered to support and enhance hands-on multi-agency practice in understanding:

- The obligations to support children under the Children Act (89) and Sect2 of the Chronically Sick and Disabled Persons Act (1970)
- The obligations to support young in Transition and as adults under the Care Act 2014
- Mental Health Sect117 Aftercare for children and young people
- NHS Continuing Care obligations for children and young people

<https://www.events.england.nhs.uk/events/the-interface-between-the-children-act-the-mental-health-act-and-the-care-act-for-children-young>

## **1 – 4.10.19 Transition Awareness week, Alder Hey, Liverpool**

Alder Hey are planning a transition awareness week and would love you to join them with stands, and posters about the fantastic work you are doing in your organisation.

For further information contact [Jacqui.Rogers@alderhey.nhs.uk](mailto:Jacqui.Rogers@alderhey.nhs.uk)

## **10.10.19 Music and Drama Education expo. Old Trafford, Manchester**

Boost your music and drama provision for young learners with SEN. Benefit from the 20 inspiring, free, CPD-certified sessions this expo has to offer throughout the day. The sessions will help demonstrate how using music and drama teaching methods in your practice can benefit your students' creative and overall development

To view the programme and register:

<http://email.musicanddramaeducationexpo.co.uk/q/17JPTwwCLjCnweBOoFkVZk/wv>

## **10 & 11.10.19 Two day Youth Mental Health First Aid (MHFA) training, Manchester**

Youth Mental Health First Aid (MHFA) training is for anyone who works with, lives with or supports young people aged 8-18. This training helps the adults in a young person's life to have the skills and confidence to step in, offer first aid and guide them towards the support they need.

<http://www.nasen.org.uk/professional-learning/events-listing.2-day-youth-mental-health-first-aid--mhfa--training-manchester.html>

## **11.10.19 Tribunal Northern User Group. 11.30am, Manchester Civil Justice Centre, 1 Bridge Street West, Manchester M60 9DJ**

If you wish to attend please let Susan Harrison (PA to Judge Meleri Tudur – Deputy Chamber President (HESC) – SEND, Care Standards & PHL) know by email:

[susan.harrison@justice.gov.uk](mailto:susan.harrison@justice.gov.uk)

## **15.10.19 Accommodation and Housing, 10 – 1, Leeds**

This workshop will provide;

- An update on commissioning progress for new accommodation for young people.
- Positive case examples of young people in the community.
- Pathways and who can support with placements.
- Co-production model to plan for independent living - IGNITE programme
- Benefits available to young people an opportunity to discuss local gaps and support available including Capital funding opportunities.

Target Group: Children's Commissioners in LA and CCG, Children's Social Workers

Requirements: Working with young people up to the age of 25 who have a learning disability and/or who are autistic.

<https://www.events.england.nhs.uk/events/accommodation-and-housing>

### **18.10.19 The 10 Year Forward Plan - What does it mean for children and young people with learning disabilities or who are autistic?10 – 1, Manchester**

Exploring how local areas can take forward best practice in line with the 10 Year Plan for Children with Learning Disabilities and/or who are autistic. This workshop will include:

- Progression with Dynamic Risk Stratification Process
- Exploring the Keyworker role
- Commissioning for quality outcomes; STOMP-STAMP, CETR impact
- Increasing GP Annual Health Checks for Learning Disabilities age 14 + and integration with other Children's Plans
- Service users' feedback; Commissioning a diagnostic pathway for children who are autistic

Target Group: Professionals working with young people up to the age of 25 who have a learning disability and/or who are autistic

<https://www.events.england.nhs.uk/events/10-year-forward-plan-62257>

### **22.10.19 Engaging and working directly with children and young people 10 for 10.30 – 4.30, Friends Meeting House, Manchester**

This is a practical and interactive training session delivered by NCB and two trainers with lived experience of accessing services for children and young people. This training is open to IASS staff and volunteers only. Particularly welcome are those whose role is working directly with children and/or young people or those recruiting and planning for working with children and/or young people.

<https://www.eventbrite.co.uk/e/engaging-and-working-directly-with-children-and-young-people-tickets-62971111289>

### **22.10.19 Personal Health Budgets for Children and Young People 10 – 1, Manchester**

8 elements of the Personal Health Budget process requiring accountability and governance, we will have an opportunity to share your own stories and learn what works

- Assessment of Need
- Indicative budget authorisation
- Personalised care and support plan sign off
- Final Budget authorisation
- Agreeing flexible budget spend
- Personalised care and support plan review
- Budget review
- Financial audit

Target Group: Anyone who works with children and young people with Learning Disability, or who are Autistic. NB This is for the North of England professionals only.

<https://www.events.england.nhs.uk/events/personal-health-budgets-for-children-young-people-basic-starter-level-62232>

### **24.10.19 Accommodation and Housing, 10 – 1, Manchester**

This workshop will provide;

- An update on commissioning progress for new accommodation for young people.
- Positive case examples of young people in the community.
- Pathways and who can support with placements.
- Co-production model to plan for independent living - IGNITE programme
- Benefits available to young people an opportunity to discuss local gaps and support available including Capital funding opportunities.

Target Group: Children's Commissioners in LA and CCG, Children's Social Workers

Requirements: Working with young people up to the age of 25 who have a learning disability and/or who are autistic.

<https://www.events.england.nhs.uk/events/accommodation-and-housing-62273>

### **24.10.19 The benefits of Advocacy for Children and Young People, Manchester**

<https://www.events.england.nhs.uk/events/the-benefits-of-advocacy-for-children-young-people-62503>

### **10.11.19 & 11.11.19 2 day Youth Mental Health First Aid (MHFA) training - Manchester**

[http://www.nasen.org.uk/professional-learning/events-listing.2-day-youth-mental-health-first-aid--mhfa--training-manchester.html?utm\\_campaign=2379716\\_nasen%20newsletter%20May%202019&utm\\_medium=email&utm\\_source=Nasen&dm\\_i=2F68,1F078,7KZLHG,4P98Y,1](http://www.nasen.org.uk/professional-learning/events-listing.2-day-youth-mental-health-first-aid--mhfa--training-manchester.html?utm_campaign=2379716_nasen%20newsletter%20May%202019&utm_medium=email&utm_source=Nasen&dm_i=2F68,1F078,7KZLHG,4P98Y,1)

### **12.11.19 Autism, a hands on approach, Stockport**

Email: [autismahandsonapproach@gmail.com](mailto:autismahandsonapproach@gmail.com)

### **14.11.19 Kidz to Adultz Exhibition**

Event City, Manchester 9 – 4.30 <https://www.kidzexhibitions.co.uk/kidz-north/>

### **27.12.19 Jack and the beanstalk 1pm Southport Theatre**

A special performance tailored to those on the autistic spectrum, those with learning difficulties or a sensory/communication syndrome. Elements of surprise will be reduced and there will be no pyrotechnics or loud bangs. The house lights will stay on and the audience are able to make noise and move around if they wish to. These changes help to provide a comfortable atmosphere so that all audience members can feel welcome and included

To book visit [www.imaginetheatre.co.yk](http://www.imaginetheatre.co.yk)

### **22.1.20 Dealing with difficult people and situations, courageous conversations, Warrington**

<https://www.pccevents.co.uk/pcc/frontend/reg/thome.csp?pageID=1148870&eventID=2165>

## **HOT PRESS:**

### **Major review into support for children with special educational needs**

Five years on from reforms introduced to better support children and young people with special educational needs and disabilities (SEND), the review aims to improve the services available to families who need support, equip staff in schools and colleges to respond effectively to their needs as well as ending the 'postcode lottery' they often face. Education Secretary Gavin Williamson said: "I want parents to know that we're committed to boosting outcomes and ensuring the right support is in place for children with special educational needs, by breaking down the barriers to a good education and making sure the system

works for families. That is why the Prime Minister committed to providing an extra £700 million next year, an 11% increase, to make sure these children can access the education that is right for them. The new review will look at the how the system has evolved since then, how it can be made to work best for all families and ensure quality of provision is the same across the country. Recognising the importance of joined-up support, it will also explore the role of health care in SEND in collaboration with the Department of Health and Social Care.” Read more about the review and what it will look at.

<https://www.gov.uk/government/news/major-review-into-support-for-children-with-special-educational-needs>

### **Support for pupils with special educational needs and disabilities in England – National Audit Office (NAO) report**

This report assesses how well pupils with SEND are being supported. The NAO examined:

- the system for supporting pupils with SEND and the outcomes it is achieving (Part One);
- funding, spending and financial sustainability (Part Two);
- and the quality of support and experiences of pupils and parents (Part Three).

#### **Report conclusions**

“How well pupils with SEND are supported affects their well-being, educational attainment and long-term life prospects. Some pupils with SEND are receiving high-quality support that meets their needs, whether they attend mainstream schools or special schools. However, the significant concerns that we have identified indicate that many other pupils are not being supported effectively, and that pupils with SEND who do not have EHC plans are particularly exposed.

The system for supporting pupils with SEND is not, on current trends, financially sustainable. Many local authorities are failing to live within their high-needs budgets and meet the demand for support. Pressures – such as incentives for mainstream schools to be less inclusive, increased demand for special school places, growing use of independent schools and reductions in per-pupil funding – are making the system less, rather than more, sustainable. The Department needs to act urgently to secure the improvements in quality and sustainability that are needed to achieve value for money.”

<https://www.nao.org.uk/report/support-for-pupils-with-special-educational-needs-and-disabilities/>

## **CONSULTATIONS**

### **SEND Information, Advice and Support Services.**

National Children’s Bureau (NCB) has been commissioned by the Department for Education to conduct a customer satisfaction survey collecting feedback from all those who have sought the help of SEND Information, Advice and Support (IAS) Services. This includes children and young people, their parents, carers, friends and family and professionals. SEND IAS Services provide information, advice and support to disabled children and young people (and those with Special Educational Needs), and their parents/carers. All local authorities are required to make sure these services are available on a free, impartial and confidential basis.

NCB is encouraging anyone who has used, or tried to use, these services in the last 12 months to take part in a short survey which should take around seven minutes to complete. The survey can be accessed [here](#).

### **DfE consultation on school transport**

The Department for Education is carrying out a consultation about [updating the statutory guidance for local authorities on home to school travel and transport](#).

The consultation runs from now until 31 October. You are encouraged to share more widely with people with an interest in the implications for pupils with SEN, disabilities or medical conditions to submit responses.

School transport generally is clearly of major importance to pupils with SEND. In addition, specific issues touched on in the guidance and the consultation document include:

- Travel training
- Behaviour during travel
- Support for pupils with medical conditions

DfE have asked for your help to ensure that the decisions that will be taken by Ministers following the consultation are informed by consideration of the full implications for pupils with special educational needs, disabilities and medical conditions.

<https://consult.education.gov.uk/home-to-school-transport-and-admissions-team/home-to-school-travel-and-transport-statutory-guid/>

## **Restraint guidance and consultation**

On 27 June, the Department for Education (DfE) jointly published non-statutory **guidance** with the Department for Health and Social Care (DHSC) on reducing restraint and restrictive intervention in health and social care services and special education settings. The guidance aims to help settings adopt a preventative approach to supporting children and young people whose behaviour challenges as a result of learning disabilities, autistic spectrum conditions or mental health difficulties.

It sets out relevant law and guidance and provides a framework of core values and key principles to support a proactive approach to supporting children and young people who have behaviour challenges; and a reduction in the need to use restraint and restrictive intervention.

At the same time, the DfE published a consultation to gather views on whether there is a need for guidance on reducing restraint and restrictive interventions for mainstream schools, mainstream post-16 settings and Alternative Provision; and whether guidance should apply to a wider cohort of children and young people with special educational needs and disabilities.

<https://consult.education.gov.uk/send-alternative-provision-and-attendance-unit-sapau-analysis/guidance-on-reducing-restraint-and-restrictive-int/>

The consultation closes on 17 October 2019.

## **RESEARCH**

### **Do you work with children and young people aged 0 – 25 with an EHC plan in one of the Greater Manchester Authorities?**

The Council for Disabled Children is supporting the Greater Manchester Combined Authority in its Complex Needs Service Review by conducting 1:1 interviews or small focus groups with children and young people. They are looking for schools, colleges, clubs and other settings who would be interested in a member of CDC staff talking to their children and young people to find out their experiences of the services they use, in order to make improvements across the GMCA. The interviews and small focus groups will be conducted by a member of CDC staff who is experienced in accessible activities, and working with CYP who are non-verbal and/or have low literacy. The activities and interview questions will be adapted appropriately for the CYP taking part.

If you are interested in supporting this valuable project and would like to find out more, please contact Philippa Watts at [pwatts@ncb.org.uk](mailto:pwatts@ncb.org.uk)

### **The READY study: Recording Emerging Adulthood in Deaf Youth**

Manchester University are just starting the recruitment of over 500 young deaf participants for a six year longitudinal study to investigate transition from schooling to young adulthood.

The Recording Emerging Adulthood in Deaf Youth study (READY study) will help better understanding of how to support young deaf people to achieve their goals on their way to becoming independent adults. Please pass on information to any young people or professionals who may be interested in finding out more.

The following link will take you to the study

page <https://sites.manchester.ac.uk/thereadystudy/>

### **Autism, bilingualism and childhood. Does your child speak or hear more than one language at home?**

The University of Edinburgh are looking for caregivers with children aged between 5 and 12 who have an autism diagnosis to take part in their research exploring how hearing or speaking more than one language affects development.

To find out more, visit [www.dart.ed.ac.uk](http://www.dart.ed.ac.uk)

Or get in touch! Email: [autism@ed.ac.uk](mailto:autism@ed.ac.uk)

## **REPORTS:**

### **It takes leaders to break down siloes.**

A CDC report on integrating services for disabled children. Supported by the True Colours Trust, this report draws upon considerable expertise and consultation with professionals and parent carers to identify key factors that are helping and hindering the integration of services around special educational needs and disability (SEND).

Key findings from the report include:

- The system of disabled children's services, nationally and locally, is highly complex and fragmented. Those who work in it face multiple practical barriers to integration;
- Leadership is the most important factor in enabling or hindering integration; service leaders play a pivotal role in uniting agencies around a whole-system approach to SEND and wider vulnerable children's services;
- Good quality population data is vital to developing a whole-system approach, and the measurement of shared outcomes;
- Local Areas' efforts to integrate services in the complex SEND system must be part of a wider strategic vision. The report has an accompanying parent guide to integrated commissioning.

<https://councilfordisabledchildren.org.uk/sites/default/files/uploads/It%20takes%20leaders%20to%20break%20down%20siloes%20-%20CDC%20%20True%20Colours%20report.pdf>

### **Healthwatch and SEND: Working with Partners**

Healthwatch have recently published a network briefing, produced with Contact and National Network of Parent Carer Forums, which details their recent activities on SEND.

The report specifically focuses on how Healthwatch works with partners to increase their impact and influence in areas outside of health and social care. Information and tips are provided about how Healthwatch can work with SEND and Parent Carer Forums locally to improve services for their community. Examples of successful joint working in practice are also shared, as are a list of useful resources.

The full network briefing can be accessed at <https://bit.ly/2luHKmQ>.

### **Children's Commissioner's report on Childhood Vulnerability**

<https://www.childrenscommissioner.gov.uk/publication/childhood-vulnerability-in-england-2019/>

### **Children's Commissioner's report on Exclusions from Mainstream Schools**

<https://www.childrenscommissioner.gov.uk/publication/exclusions-from-mainstream-schools/>

## **Special or Unique – Young People’s Attitudes to Disability**

Researchers are calling for guidelines for tackling disability-related bullying to be boosted by the Department for Education, after a study found frustration with the way the problem is tackled within schools.

Wide-ranging recommendations are made for tackling disability-related school bullying in a report by disability programme Drill. [Drill is a five-year programme](#) funded by The National Lottery Community Fund, aiming to build better evidence about approaches to disability and to inform future policy and service provision, as well as give a greater voice to disabled people in decisions that affect them.

## **RESOURCES:**

### **Improving access to Learning Disability annual health checks for young people aged 14 and over.**

Contact has published a series of co-produced resources as part of a small project to pilot an approach to improving access to Learning Disability annual health checks for young people aged 14 and over.

They have been working with Bromley Parent Carer Voice to increase parent carer awareness of GP learning disability registers and annual health checks, and have co-produced resources aimed at GP and practice staff and a factsheet for parent carers.

All of the resources can be downloaded here: <https://contact.org.uk/get-involved/parent-carer-participation/improving-health-services/engaging-with-local-health-partners/#GP's>

### **Evidence-based topic guide on Intellectual Disabilities**

This topic guide has been created to describe what an Intellectual Disability (ID) is, the historical influences, the terminology issues and the diagnostic criteria. It outlines how an ID is suspected and identified and also the areas to consider when creating a care plan. It includes an alphabetical framework to assist professionals in screening for and identifying an Intellectual Disability:

<https://www.acamh.org/topic/intellectual-disabilities/>

### **Early years SEND resources**

Webcasts: a range of webcasts covering all aspects of SEND.

Miniguides: a set of 4 miniguides, each aimed at a different part of the sector and all covering the same essential information.

Focus on SEND training: a structured course of approx.. 9 hours of learning including online content and practical exercises to try out.

Face to face training materials: A whole suite of materials which are primarily aimed at EY leaders and managers to use in direct delivery with their staff. However, they are open to everyone, so you can look at them yourselves.

<http://www.nasen.org.uk/early-years-send-resources/>

#### **Early Years SEND Review Guide**

The EY SEND Review Guide has been developed by AfA and nasen, as part of the [EY SEND Partnership](#), to support leaders in Early Years settings to review their setting’s practice for children with SEND. Nasen strongly recommend that you undertake training so that this guide can be used as effectively as possible – they are currently offering [DfE-funded training for EY settings](#) in the West Midlands, East Midlands, North West, North East and Yorkshire and Humberside.

 [EY Review FINAL.pdf](#)

The guide is also available as a 'white label' PDF, which can be printed without images etc:

 [EY SEND Review Guide for printing without images](#)

An editable word version of the tables within the guide is also available, and should be read in conjunction with the full guidance:

 [EY SEND Review Guide editable version](#)

### **Defibrillators**

Schools and other education settings are encouraged to purchase a defibrillator as part of their first-aid equipment. Schools and other education settings can access a deal with the NHS Supply Chain to buy defibrillators at a reduced cost. Government guidance on buying, using and installing automated external defibrillators is at [Automated External Defibrillators \(AEDs\) in Schools](#).

### **Know Your Human Rights**

The British Institute of Human Rights (BIHR) have launched a new online tool, “Know Your Human Rights”. The tool is particularly relevant for people with mental capacity issues, and those who advocate on their behalf, including formal advocates, families and carers. You can access the tool here: <https://knowyourhumanrights.co.uk>

## **FOCUS: Young People**

### **16-25 years old? This is for you!**

Young people and young adults from BAYouth worked together with RCPCH &Us to think about what keeps them healthy, happy and well.

They realised that easy to access tips for young adults aged 16-25 moving into independent living was needed, so they created it!

You can download the resource [here](#)

[https://i.emlfiles4.com/cmpdoc/4/6/0/5/8/1/files/40500\\_rcpchus\\_how2adult\\_booklet\\_july-2019-web.pdf?dm\\_t=0,0,0,0,0](https://i.emlfiles4.com/cmpdoc/4/6/0/5/8/1/files/40500_rcpchus_how2adult_booklet_july-2019-web.pdf?dm_t=0,0,0,0,0)

### **Help to share your story**

The NHS Youth Forum have created new resources to help support young people to share their health story.

You can download a [postcard](#) that has tips on how to talk about your experiences, plus questions to think about.

They have also created a [poster and video](#) about how important peer support is if you have a health condition and how to talk to your doctor or health worker to find out what is available in your area.

You can find out more about the NHS Youth Forum and their other resources [here](#).

### **Youth group visits to Parliament available**

Youth groups are being offered free visits to Parliament during school holidays.

Slots are available for young people aged between six and 18, through membership of youth clubs and uniformed organisations.

The next youth group bookings are open for visits during October half term (28 October-1 November).

The 90 minute Story of Parliament session involves watching a 360° immersive film and a guided tour of the Palace of Westminster.

There must be at least seven people in the group and [transport subsidies](#) are available depending on eligibility, to help with the costs of travelling to and from London.

[View available slots](#) and email [engage@parliament.uk](mailto:engage@parliament.uk) or call 0207 219 4496.

## **INFORMATION:**

### **Greater scrutiny in future SEND inspections**

The next round of special educational needs and disability (SEND) provision could have greater involvement of social care services, according to Ofsted.

### **Developmental Language Disorder – Achieving a consensus and raising awareness of DLD**

<https://www.youtube.com/watch?v=OZ1dHS1X8jg>

### **Blue Badge extension to those with ‘hidden disabilities’**

People with hidden disabilities, such as dementia and anxiety disorders, can now access blue badge parking permits from tomorrow, thanks to the roll out of new guidance to councils.

The blue badge scheme helps disabled people to park closer to their destination, for example, by allowing them to park in specific car parking spaces.

Who is eligible for a blue badge?

Some people are automatically able to get a blue badge. You'll be able to get one if you:

- Are registered as blind.
  - Get the higher rate of the mobility component of disability living allowance (DLA).
  - Get personal independence payment (PIP) and scored eight points or more in the 'moving around' area of your assessment – check your decision letter if you're not sure.
  - Get war pensioners' mobility supplement.
  - Received a lump sum payment as part of the armed forces compensation scheme (tariffs one to eight), and have been certified as having a permanent and substantial disability.
- If you don't meet this criteria you might still be able to get a badge, but you'll have to fill in an extra part of the application to show why you need one. Under the new guidance, eligibility for permits will be extended to those with hidden disabilities, including:
- People who cannot travel without risk of serious harm to their health and safety or someone else's (such as young children with autism).
  - People who cannot travel without "very considerable psychological distress".
  - People who have very considerable difficulty when walking, meaning "both the physical act and experience of walking".

A full description of the rules can be found on the [Government website](#).

How do you apply for a blue badge?

You can apply for a new badge or renew one on the [Government website](#).

A blue badge costs up to £10 in England.

Your application will be sent to your council and it makes the decision on your eligibility.

### **Guidance around children with SEND in the NHS Long Term Plan implementation framework - Requirements**

5.10 - System plans should clearly set out:

“How proposals for people with learning disabilities and/or autism align with their plans for mental health, special educational needs and disability (SEND), children and young people’s services and health and justice”

[Page 18 of the [Long Term Plan implementation framework](#)]

Moreover, the Mental Health guidance states:

“CYP mental health plans will align with those for children and young people with learning disability, autism, special educational needs and disability (SEND), children and young people’s services, and health and justice [from 2022/23]”

[Pages 5/6 of the [Mental Health implementation framework](#)]

## **FOCUS: INVOLVING PEOPLE WITH A LEARNING DISABILITY**

Ways you can involve people with a learning disability in your work:

- Make links with local self-advocacy groups. These are organisations run by and for people with a learning disability. [Contact your local council for voluntary services](#) to find out about groups near you.
- Have meetings with people with a learning disability. Read [tips on making meetings accessible for people with a learning disability](#).
- Complaints systems and how you ask for feedback need to be accessible to people with a learning disability. There is a project called [Ask Listen Do](#) which is making feedback, concerns and complaints easier for people with a learning disability, autism or both and their family carers.
- Employ people with a learning disability. Find out more about [employing people with a learning disability](#).
- Use [quality checkers](#) – people with a learning disability who can check if your service is accessible
- You could use '[Always Events](#)' as a way to make your services better. [Bitesize guide to getting feedback from people with a learning disability](#).

## **FOCUS: High needs funding**

Need to know: How does high-needs SEND funding work? Helen Ward, TES

Councils get extra funds to ensure children with high needs have the support they need, but what powers do they have? Here is what you need to know about how much control local authorities have over how they spend high-needs money.

How is education funding given to local authorities?

Local authorities receive a block grant from the Department for Education called the Dedicated Schools Grant, or DSG. Within the DSG there are four blocks: the schools block, high-needs, central services and early years.

A new national funding formula is being used to calculate the core school funding in 2018-19 and future years. There are separate funding formulas for high-needs, central services and early years.

The central school services block (CSSB) was introduced in 2018-19 to fund local authorities for the statutory duties they hold for both maintained schools and academies.

What does high-needs funding need to cover?

[High-needs funding](#) is for pupils and students aged 0 to 24 who need high levels of support.

It includes place-based funding for pre-16 and post-16 places in:

- Special units and resourced provision in mainstream schools, including maintained, academies and free schools;
- Post-16 high-needs places in mainstream schools, including maintained, academies and free schools;
- Special schools, both maintained and academies;
- Pupil-referral units (pre-16 places only);
- Alternative provision academies and free schools (pre-16 places only);
- Further education and independent learning providers (post-16 places only).

High-needs funding also covers pupil-based top-up funding for pupils and students in places in these institutions. And it is used for top-up funding for pupils with high needs in special post-16 institutions, non-maintained special schools and all funding for children and young people with high needs placed in independent schools, independent alternative provision and hospital education.

What is the high-needs funding formula based on?

In September 2017, the Department for Education set out the new high-needs funding formula. Half of the block is based on historic local authority spending for high needs and the

rest takes into account a range of factors such as population, deprivation, school attainment and poor health.

Can funding be moved between blocks?

Local authorities may allocate up to 0.5 per cent of money designated as school block to other blocks, with the consent of the schools' forum.

If the local authority does not have the consent of the schools' forum, or wants to move more than 0.5 per cent (even with the consent of the schools forum), it must apply for permission to do so from the education secretary.

The DSG grant conditions for 2019-20 say that if the education secretary agreed to the allocation of more than 0.5 per cent in 2018-19, the local authority may allocate the same percentage with the consent of the schools' forum.

For the financial year 2019-20, [38 authorities applied to the education secretary to move money](#) and 27 were given permission to do so.

Hasn't there been some extra funding?

In July 2017, the government announced an [extra £1.3 billion](#) of funding for schools over 2018-19 and 2019-20.

In December 2018, Damian Hinds, then education secretary, announced [a further £350 million for SEND](#) – which consisted of £250 million over two years to be distributed to local authorities on top of their existing high-needs budget and £100 million for more specialist places.

And recently, Boris Johnson announced that there would be [£700 million](#) for SEND in 2020-21, as part of a £14.4 billion package for schools.

Is it enough?

The [Commons Education Select Committee](#) reported on its inquiry into school funding in July 2019 and said that “special educational needs and disability funding is completely inadequate. There is simply not enough money in the system to provide for the scale of demand”. It estimated that local authorities were expected to face a funding shortfall in excess of £1 billion by 2021.

What happens if a council overspends?

From 2018-19, all local authorities with a cumulative DSG deficit of 1 per cent or more at the end of the 2018-19 financial year must submit a recovery plan to the Education and Skills Funding Agency showing how they will bring the deficit into balance in a three-year time frame. The plans were due to be submitted by the end of June and the ESFA is due to give feedback to local authorities on their plans by the end of September 2019.

The guidance on the plan says that where the deficit has resulted from high-needs pressures, the evidence should include an assessment of why local factors have driven up costs beyond the funding allocations – and “there should also be a plan to change the pattern of provision where this is necessary, as well as to achieve greater efficiency and better value for money in other ways, together with evidence of the extent to which the plan is supported by schools and other stakeholders.”

## **LINKS TO OTHER NEWSLETTERS:**

### **Contact and NNPCF news:**

<https://mailchi.mp/cafamily/news-for-parent-carer-forums-from-contact-a-family-and-the-nnpcf-1818989?e=08dbbea055>

### **Council for Disabled Children: Summer Digest**

<https://mailchi.mp/ncb/cdc-summer-digest-1297361?e=59c28d4a77>

### **Early years/SEND partnership news**

<https://mailchi.mp/efdfcb218d49/eysend-partnership-june-newsletter-1297297?e=59c28d4a77>

**Foundation Years newsletter**

<https://mailchi.mp/ncb.org.uk/foundation-years-newsletter-april-1297385?e=59c28d4a77>

**Kidz to Adultz magazine: 4<sup>th</sup> Issue**

[https://issuu.com/disabledliving/docs/kidz\\_to\\_adultz\\_magazine\\_4th\\_issue?fr=xKAE9\\_zU1NQ](https://issuu.com/disabledliving/docs/kidz_to_adultz_magazine_4th_issue?fr=xKAE9_zU1NQ)

**Ofsted news: July news**

<https://mailchi.mp/ofsted/j0j13n9u3d-123137?e=ecd8ab8f8b>

**RCPCH & Us August news**

<https://r1.dmtrk.net/t/3YSO-QFQE-4325J8G69C/cr.aspx>

**The Centre for Youth Impact August newsletter**

<https://mailchi.mp/3ddb00205c75/centre-for-youth-impact-newsletter-september-559419?e=c44aa6d09f>

**Transition network news: My future choices**

<https://mailchi.mp/ncb/newsflash-new-issue-of-my-future-choices-out-now-1297345?e=59c28d4a77>

**Whole school SEND community of practice news**

<https://dmtrk.net/2F68-1G245-527KZLHGDE/cr.aspx>