



NW SEND Regional Network Newsletter

Winter 2017/18

The network is keen to profile effective practice developed in the North West. There are examples in this newsletter from Cheshire East and Lancashire. Do please consider sending yours 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 which has everything you might want to know in one place, including previous newsletters.

Dr Cathy Hamer
NW SEND Regional Network lead
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Mob: 0778 357 7284

REGIONAL NETWORK EVENTS

8.3.18 Social Care and SEND

This session follows on from the Autumn training for social workers and social care staff working with disabled children and young people and those with SEN. This workshop is hosted by the NW SEND Regional Network and will be facilitated by the Council for Disabled Children.

For more information please email: Sharon@pointoldham.co.uk

9.3.18 Outcomes in Education Health and Care

12.30 – 4 The Edge Conference Centre, Riveredge, Wigan WN3 5AB

This session is hosted by the NW Regional Network and will be facilitated by the Council for Disabled Children. It will explore outcomes in EHC plans based on the Council for Disabled Children's analysis of plans, learning from local areas and SEND local area inspections.

Attendees will have the opportunity to think about how outcomes in EHC plans are formulated and how their local processes could be adapted to make this simpler.

Audience: professionals from education, health and care who are involved in the EHC process, parent carer forum reps.

A light lunch will be provided.

To express an interest in attending email: sharon@pointoldham.co.uk

23.3.18 Preparing for Adulthood / Transitions network meeting

This meeting will focus on strategic priorities for the North West.

To book a place contact Linda Jordan linda.jordan@ndti.org.uk

OTHER EVENTS IN THE NORTH OF ENGLAND

24.1.18 Who cares what you think? Why children and young people's voice matters. Dr Tara Jones University of West Scotland

5.30 – 6.30, Room HA320, UCLan Harrington Building, Main Campus - Adelphi Street, Preston

Free event. All welcome.

<https://www.eventbrite.co.uk/e/who-cares-what-you-think-tickets-40839412783>

25.1.18 Supporting Children with Challenging Behaviour

9.30 – 4 Redbank House, Cheetham M8 8QA

What's it all about? What catches us out? Positive risk taking and clinical reasoning. Difficult scenarios/issues.

Case studies used to discuss issues. Improve your understanding. Practical tips and tricks to aid safer handling of patients. Work with experts to problem solve and find solutions to care for, enable, rehabilitate and live well.

Email: training@disabledliving.co.uk

2.2.18 Safeguarding Children Conference

Manchester

This Safeguarding Children Conference brings together national leaders and experts in safeguarding and child protection. Through attending workshops and hearing from highly regarded keynote speakers, delegates will explore key safeguarding issues for schools and academies.

<https://www.oneeducation.co.uk/events/cpd/safeguarding/safeguarding-conference-2018/>

15.2.18 One child, every child: meeting the unique needs of children in early years

8.30 – 4, The Royal Suite, The Park Royal Hotel, Stretton Road, Stretton, Cheshire, WA4 4NS

Warrington Early Years Team are hosting this one day conference to offer childcare providers and partners across Warrington and the North West the chance to listen to leading experts in the field present on topics high on the early years agenda. Delegates can then take part in interactive workshops delivered by highly respected trainers.

<http://myearlyyears-services.co.uk/Event/54553>

21.2.18 Early Childhood Intervention without TEARS seminar

1.30 – 4.30 Liverpool Quaker Meeting House L1 3BT

Interconnections has initiated an international project looking at mental /psychological / emotional health in families who have a baby or pre-school child with disabilities. They are concerned for the child, parents and close family members. Their concern embraces children with serious illness and children with short or uncertain life expectancy. The questions they are asking at the seminar include:

What are the implications for bonds of attachment?

When does prolonged parental stress and fatigue tip over into mental ill-health?

How far do our interventions get in the way of normal baby and child activity?

How can we protect and nurture child and family's quality of life?

For further information **Contact:** Peter Limbrick, Interconnections. Tel: 01497 831550.

E-mail: peter.limbrick@teamaroundthechild.com

22.2.18 Update for Named and Designated Professionals in Health

Manchester

This Level 4 and 5 (intercollegiate document) conference is aimed at assisting named and designated professionals discharge their responsibilities with regards to safeguarding the welfare of children. "All health care staff need education, support and leadership both locally and nationally in order to fulfil their duties to safeguard and protect children and young people"

<https://www.baspcan.org.uk/event/update-named-designated-professionals-health/>

27.2.18 Special Educational Needs and Disability – Looking beyond the reforms

Park Plaza, Leeds

CDC's exceptional line-up of speakers includes senior representatives from the Department for Education, Ofsted and the Care Quality Commission, and the SEND Tribunal.

CDC's annual conferences offer a unique opportunity to understand, debate and influence the future direction of policy, practice and legislation affecting disabled children and young people and those with SEN.

Why attend?

- **Influence** the direction of policy with government officials, young disabled people, CDC's expert staff and other professionals
- **Understand** the latest developments in case law, best practice, and the first year of SEND joint area inspections
- **Discover** the latest thinking from the key decision makers in SEN and disability policy
- **Participate** in interactive workshops on the issues that will affect you, your service, and the young people you support

Workshop options:

- **Improving the exclusions process and reforming alternative provision** with Katy Weeks, Assistant Director, Department for Education
- **Joint commissioning – maximising the impact of your work with health services:** A session led by Designated Medical and Clinical Officers
- **Children and Families Act 2014 – implications of the latest case law** with Lorna Pape, Barrister, OPH Chambers
- **Involving young people in strategic decision-making:** A session run by young people with a focus on joint area inspections
- **Getting it right in the early years – a focus on access and inclusion** with Philippa Stobbs, Council for Disabled Children

CDC welcomes parents and young people to our conferences. There are five free places for parents and young people who are unaffiliated with an organisation or who would be otherwise unable to attend. These places will be selected by ballot.

For more information please contact Tristan Shorrock: tshorrock@ncb.org.uk or call 020 7843 6303.

<https://councilfordisabledchildren.org.uk/our-services/events/special-educational-needs-and-disability-looking-beyond-reforms-leeds>

6.3.18 Tribunal Northern User Group

2pm Darlington Magistrates Court, Parkgate, Darlington DL1 1RU

To confirm attendance please email: susan.harrison@hmcts.gsi.gov.uk

7.3.18 The Best Start in Life

Manchester

This Institute of Health Visiting (iHV) conference provides an excellent opportunity for UK-wide health visitors, practice educators, SCPHN lecturers, early years workers and student health visitors to develop their role in supporting the “**Best Start in Life**” for all children. The iHV has gathered national speakers to provide practice-related updates from the latest research evidence, specialist practice, NICE guidance and beyond. There will also be papers and posters from health visitor peers, and academics sharing their recent research and innovation.

Building on Hall 4, Health for All Children 5 will be published in the late spring or early summer – this conference will be an opportunity to be introduced to some of the new guidance that will be included, as some of the sessions will be delivered by chapter authors.

<https://ihv.org.uk/events/evidence-based-health-visiting-conference-2018/>

7.3.18 An introduction to critical realism and childhood

10.00-4.30, at the University of Central Lancashire, Preston

Topics include:

- basic concepts in critical realism;
- interdisciplinary research in the social and life sciences;
- connecting micro to macro, qualitative to quantitative;
- reality, truth and values in childhood research;
- relevance to policy and practice;
- mapping transformative change over time.

Aims of the day: to show beginners, and those who want to refresh their knowledge, practical ways to use critical realism in their research, practice or study about childhood.

For details see https://critical_realism_childhood_change.eventbrite.co.uk/

13.3.18 Dealing with difficult people and situations – courageous conversations

Manchester

This session looks at workplace challenges and fears, what causes stress in these difficult situations, and how to build personal resilience and develop assertiveness skills, followed by a session on courageous conversations. The session is interactive and outcomes-focused. It includes practice advice and encourages self-reflection but also benefits from the group’s shared experience.

Outcomes:

- Increased awareness of stress triggers, responses and coping mechanisms
- Knowledge of personal resilience
- Improved ability to hold courageous conversations
- Increased confidence in ability to manage difficult people, situations and conversations

<https://www.pccevents.co.uk/pcc/frontend/reg/thome.csp?pageID=934490&eventID=1740&traceRedir=2&eventID=1740>

20.3.18 Early Childhood Intervention without TEARS seminar

1 – 4pm Friends Meeting House, Manchester M2 4NS

Interconnections has initiated an international project looking at mental /psychological / emotional health in families who have a baby or pre-school child with disabilities. They are concerned for the child, parents and close family members. Their concern embraces children with serious illness and children with short or uncertain life expectancy. The questions they are asking at the seminar include:

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For further information **Contact:** Peter Limbrick, Interconnections. Tel: 01497 831550.

E-mail: peter.limbrick@teamaroundthechild.com

AN OPPORTUNITY: YOUTH COMBINED AUTHORITY

The Mayor of Greater Manchester and the portfolio holder for Young People and Social Cohesion are seeking applications from organisations who work with young people that are keen to be members of the Youth Combined Authority. Organisations must be able to support their members to play an active role, and develop and deliver a work programme that will make a real difference to the lives of the city-region's young people.

The Youth Combined Authority will:

- Advise the Mayor and GMCA on key issues and concerns of young people, and provide solutions;
- Provide a critical voice and scrutinise the work of the Mayor and GMCA;
- Undertake specific pieces of work, such as developing the Opportunity Pass and Curriculum for Life.

The Youth Combined Authority's membership will consist of 40 young people: 20 representatives from local authority youth councils and 20 from other youth groups across the city-region. Each member will serve for up to two years.

To apply to join the Youth Combined Authority, applicants should download the application form at <https://www.greatermanchester-ca.gov.uk/yca> and submit this to youth.gmca@greatermanchester-ca.gov.uk by 9am on Monday 29th January 2018.

CONSULTATIONS:

Consultation on restraint and restrictive intervention

The Department of Health is consulting on draft guidance on reducing the need for restraint and restrictive intervention for children and young people with learning disabilities, autistic spectrum disorder and mental health needs. The guidance applies to health and care settings and special educational settings. Closing date: 24 Jan 2018

<https://www.gov.uk/government/consultations/restraint-and-restrictive-intervention-draft-guidance>

Consultation on SEND mediation

There is a consultation survey on the practice standards, system for accreditation and the approval of training courses in relation to SEND mediation. This is an opportunity for anyone with an interest in SEND mediation to influence the introduction of voluntary standards and an accreditation/approval process for SEND Mediation.

The online survey can be accessed at <https://www.surveymonkey.co.uk/r/NVMZDJK> and closes on Friday 2nd February 2018.

The draft standards can be accessed at <http://www.sendpathfinder.co.uk/professional-standards-for-mediators-working-with-send>.

Transforming children and young people's mental health provision.

The government is asking people for their views on a green paper setting out measures to improve mental health support for children and young people. The green paper focuses on earlier intervention and prevention, especially in and linked to schools and colleges. The proposals include: ♣ creating a new mental health workforce of community-based mental health support teams ♣ every school and college will be encouraged to appoint a designated lead for mental health ♣ a new 4-week waiting time for NHS children and young people's mental health services to be piloted in some areas.

Closing date: 2nd March 2018 <https://engage.dh.gov.uk/youngmentalhealth/>

CONSULTATION OUTCOME:

The Lenehan review into Residential Special Schools

This consultation ran from 23 January to 17 March 2017 and sought evidence on the experiences and outcomes of children and young people in residential special schools and colleges. The evidence from this consultation informed Dame Christine Lenehan's independent review of residential special school and colleges 'Good intentions, good enough?'

The review found that:

- Some children and young people in specialist residential placements can have negative experiences earlier in their education prior to seeking residential placements
- Some LAs are reluctant to use residential provision, even when they lack a viable alternative placement. This is partly because it can be more expensive, but also because some are hostile toward independent/non-maintained providers. As a result, families felt they had to fight to access these placements
- While experiences in residential placements tend to be good, outcomes are sometimes not as good as they could be, with some providers prioritising wellbeing over educational progress.

The report contains a series of recommendations for government and other agencies, focusing on:

- ensuring children and young people with SEND get the services and support they need in their local community (in mainstream or special provision)
- ensuring that local areas have planned and commissioned provision strategically, so that it is available when required
- ensuring the accountability and school improvement systems enable schools and colleges to achieve the best possible outcomes.

In her letter of response to the

review, https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/657419/SoS_letter.pdf, the Secretary of State welcomed its findings, and committed to publishing a full response to its recommendations in Spring 2018. In the interim, to demonstrate the department's commitment to the findings of the review, she announced that:

- As recommended by the review, the department will establish a national leadership board for children and young people with high needs
- As recommended by the review, the department is publishing updated visiting guidance for local areas (see below for more information)
- To help schools and colleges support children and young people with SEND, the department is announcing the publication of a new interactive 'what works' resource for those working with these children and young people (see below for more information).

<https://councilfordisabledchildren.org.uk/help-resources/resources/good-intentions-good-enough-lenehan-review-residential-special-schools>

The SCIE Expert Group on Children's mental health have published their report.

This was sponsored by DfE and DH as a response to the Education and Health Select Committees Reports about children in care <https://www.scie.org.uk/children/care/mental-health/report>

PROFILING PRACTICE IN THE NORTH WEST:

Cheshire East Toolkit for Special Educational Needs and Disability

The Cheshire East Toolkit for Special Educational Needs and Disability (SEND) is aimed at all educational providers and settings supporting Cheshire East children and young people aged 0-25 years.

It outlines the provision and support that Cheshire East Council expects to be in place in all educational settings which support Cheshire East children and young people with SEN , and forms an important part of the [Cheshire East Local Offer for SEND](#).

Its purpose is to provide detailed guidance on how educational settings can identify children and young people with different types and levels of need, and information on appropriate steps and strategies to support them. It provides clear information about when a request for an Education, Health and Care needs assessment, or specialist services, may be required. The document is intended to assist educational settings in supporting children and young people with SEN. It has been developed in co-production with local Special Educational Needs Coordinators (SENCO), Post-16 representatives, parent/carers and a wide range of specialist education, care and health services.

<http://www.cheshireeast.gov.uk/livewell/local-offer-for-children-with-sen-and-disabilities/education/supporting-send-in-education/send-toolkit.aspx>

Pan-Lancashire Transforming Care Partnership: Supported Living Framework

A framework agreement for the provision of supported living to people with a learning disability and/or autism who display behaviour that challenges

<https://www.local.gov.uk/sites/default/files/documents/Pan-Lancashire%20Transforming%20Care%20Partnership%20supported%20living%20framework.pdf>

GUIDANCE:

Guidance on statutory visits to children with special educational needs and disabilities or health conditions in long-term residential settings

On 6th November 2017 Statutory Guidance was published on visiting children with special educational needs and disabilities or health conditions in long term residential care, <https://www.gov.uk/government/publications/visiting-children-in-residential-special-schools-and-colleges>. The guidance is aimed primarily at local authorities, health bodies and health or educational establishments.

Based on The Visits to Children in Long-Term Residential Care Regulations 2011, the guidance covers safeguarding and promoting the welfare of children and young people placed in residential schools, hospitals, and other residential establishments for consecutive periods of three months or more.

Developing support and services for children and young people with a learning disability, autism or both

This document provides guidance for Transforming Care Partnerships (and their local partners Clinical Commissioning Groups/Local Authorities) in commissioning support and services for children and young people with a learning disability, autism or both.

<https://www.england.nhs.uk/publication/developing-support-and-services-for-children-and-young-people-with-a-learning-disability-autism-or-both/>

REPORTS:

Early language development: Needs, provision, and intervention for preschool children from socio-economically disadvantage backgrounds

This report commissioned by the Education Endowment Fund in partnership with Public Health England (PHE) examines the most effective ways to support young children with delays in their early language development. For more information visit:

https://educationendowmentfoundation.org.uk/public/files/Law_et_al_Early_Language_Development_fin_al.pdf

Off the Radar

This report sheds light on the myriad challenges facing children and families, particularly those with multiple disadvantages

<https://www.ncb.org.uk/sites/default/files/uploads/Off%20the%20Radar%20full%20report.pdf>

On-line mental health support for young people

Online counselling has the potential to revolutionise the way in which we provide support to children and young people. It opens up access out of traditional working hours and allows teenagers to contact counsellors from their own home. Online forums and advice also empower young people by helping them to learn more about the problems they are facing and facilitating the sharing of experiences with others going through the same difficulties. This report provides a unique insight into current literature on online counselling as well as data from online counselling service, Kooth. It shines a light on what makes online counselling different to face-to-face services. The report provides valuable evidence on this exciting new way of providing support to children and young people. For example, it demonstrates how young people value the anonymity and control it provides. It also sets out key challenges, such as how to include this new provision in data collection to recognise the potential it has to increase access. Finally, the report sets out where further research is needed to build an evidence base to demonstrate the impact of online counselling provision.

<http://epi.org.uk/wp-content/uploads/2017/11/Xenzone-EPI-report-on-digital-support-for-mental-health-1.pdf>

Special educational needs: Support in England

This House of Commons Library briefing sets out the system of support for children and young people in England aged 0-25 with special educational needs (SEN). The briefing provides an overview of the new system introduced in 2014, the transitional arrangements, and how the new system differs from that which preceded it. It also includes a brief history of the movement towards reform that preceded the 2014 changes, and information on the impact of the new system available to date.

<http://researchbriefings.parliament.uk/ResearchBriefing/Summary/SN07020>

Reports on the National Award for SEN Co-ordination

A project to support the National Award for SEN Co-ordination and review the SEN Co-ordination role in the early years and post 16 sectors Achievement for All was funded by the Department for Education in 2016-17. The project focused on the National Award for SEN Co-ordination (NASENCO). The project had three strands and resulted in three reports:

- Evaluation of the impact and effectiveness of the NASENCO
- Review the SEN co-ordination function in the early years and further education settings with recommendations for the NASENCO
- Review of the NASENCO Provider Group's Quality Assurance Processes

The reports are available to read and download at: <https://afaeducation.org/projects-and-services/>

FOCUS: PREPARING FOR ADULTHOOD – EMPLOYABILITY AND EMPLOYERS

Employability

Stanley-Duke & Stringer (2017), What is the meaning of 'employability' and how can educational psychologists' involvement at post 16 embrace it? Debate, 164

This publication discusses the importance of thinking about skills for employment. The following information is taken from the article:

Skills required for employment

Motivation to be employed

Time management skills

Problem solving skills

Collaborative working/social skills

Understanding specifics of a business

Functional number skills

Functional language skills including reading

Functional IT skills

Work experience

Questions to be asked

Does the young person (YP) have an aspiration to work?

If not, what are the barriers and what interventions could improve motivation could improve motivation around employment?

Does the YP know days of the week, months?

Can the YP tell the time?

Does the YP have an awareness of how long a known task should take (minutes, hours, etc.)?

Does the YP understand the importance of punctuality?

Can the YP think creatively to solve a problem?

Can the YP reflect on their learning?

Is the YP a flexible thinker?

Can the YP work with others (even if they don't like them)?

Can the YP speak clearly to others?

Can the YP listen to answers?

Is the YP aware of their skills?

Does the YP understand the specifics of a job and how their own skills can be used?

Does the YP have the number skills required for the desired job (measuring, calculating, recording, understanding quantities)?

Can the YP communicate through writing?

Can the YP use current technology?

What work experience opportunities has the YP had? Are they wide and varied (and in areas of the YP's interest)?

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Education and Employers

Education and Employers is a charity that connects primary and secondary schools and colleges with employers and individual volunteers who work together on a range of in-school activities that can improve the futures of young people.

<https://www.educationandemployers.org/>

FOCUS: EDUCATION HEALTH AND CARE PLANS

Myth busting – nine myths busted!

<https://contact.org.uk/news-and-blogs/nine-myths-busted-about-special-educational-needs-in-england/>

FOCUS: AUTISM

Autism spectrum disorder in under 19s: recognition, referral and diagnosis.

This guideline covers recognising and diagnosing autism spectrum disorder in children and young people from birth up to 19 years. It also covers referral. It aims to improve the experience of children, young people and those who care for them.

<https://www.nice.org.uk/guidance/cg128>

Diverse perspectives. The National Autistic Society

An All Party Parliamentary Group report on the challenges for families affected by autism from Black, Asian and Minority Ethnic communities.

Download the report at <http://www.appga.org.uk/>

RESOURCES:

New resources and information about better access to medical care for people with learning disabilities

<http://campaign.r20.constantcontact.com/render?m=1103863233297&ca=7853671a-b9d6-4763-a91d-19f94ddfb8ce>

PMLD Care standards

If you support someone with profound and multiple learning disabilities (PMLD), you are invited you to join this group. The aim is to 'raise the bar' on what best care looks like. Find us on Facebook: Raising the bar – Code of Practice for the PMLD care standards.

<https://www.facebook.com/groups/138188023527963/>

<http://www.pmlmlink.org.uk/wp-content/uploads/2017/11/Standards-PMLD-h-web.pdf>

SEN support: research evidence on effective approaches and examples of current practice in good and outstanding schools and colleges

This new interactive 'what works' resource for those working with pupils and students with SEN provides school and college leaders, teachers and practitioners with information and evidence-based practice that can be effective for SEN support.

School and colleges leadership teams, SENCOs and classroom teachers are encouraged to review their provision against the seven key features of effective support. Practitioners can look at the detail of interventions and approaches and consider what would be most beneficial for meeting the needs of children and young people with special educational needs in their settings.

Both the development of the resource and the underpinning research were undertaken by ASK Research and Coventry University. The resource is hosted on [nasen's SEND Gateway](#) and the [Education & Training Foundation Excellence Gateway](#).

Examples of effective practice include:

- Reorganising lesson structure, learning environments and curriculum
- Measures to address attendance issues
- Effective transition support and preparation for adulthood
- Effective progress monitoring

Early Years webcasts and miniguides

Webcasts are available on NASEN's Early Years SEND page. New titles are:

- A graduated approach
- Listening to every child
- Understanding and supporting transitions
- What inclusion is, and how to support it
- 'Team around the child and family': Working together to support the child
- Understanding the wider world of the child and family

Each webcast is accompanied by a supporting document which contains a transcript and some short reflection activities to enhance learning. These can be downloaded from below each webcast, either before or after viewing.

Miniguide titles:

- Identifying and Supporting Children with SEND in the Early Years: PVI and Governor-led Early Years Settings
- Identifying and Supporting Children with SEND in the Early Years: Childminders
- Identifying and Supporting Children with SEND in the Early Years: Maintained EY settings
- Identifying and Supporting Children with SEND in the Early Years: Reception Classes

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

SEND DATA

The Department for Education has worked with the LGA's LG Inform team to identify and upload over 80 SEND data items to the LG Inform database. This means users can now compare local authority performance against these metrics and create their own SEND report, choosing from this range of data. These are drawn from existing data in key SEND publications and are intended to support local areas use of data and intelligence to measure progress and success.

The SEND data items have been compiled into a new SEND report [here](#).

A list of the new SEND data items available in LG Inform can be found [here](#).

WORKFORCE DEVELOPMENT

Early years

As part of their early years SEND initiative NASEN have made available everything you need to deliver 5 hours worth of training. The titles of the sessions are:

- The role of the SENCo and the key person in the early years
- Putting the child at the centre of inclusive practice
- High quality inclusive teaching and learning in the early years
- A whole setting approach to SEN Support and the graduated approach
- Practitioners and parents working together to support all children

The training materials are free to access and download, all you need to do is [set up a FREE bronze account](#) with NASEN, you will then get access to all their new Early Years resources.

<https://dmtrk.net/2F68-16VVX-527KZLHGDE/cr.aspx>

OTHER NEWSLETTERS:

Autism and Intellectual Disability in Criminal Justice newsletter

<http://nas-email.org.uk/YA3-59DGY-A1KUG4LR64/cr.aspx>

Children's Commissioner newsletter

<https://www.childrenscommissioner.gov.uk/2017/12/04/in-brief-news-and-updates-from-childrens-commissioner-anne-longfield/>

Contact news

<http://mailchi.mp/cafamily/news-and-information-from-contact-1818449?e=08dbbea055>
<http://mailchi.mp/cafamily/news-and-information-from-contact-1818433?e=08dbbea055>

Council for Disabled Children: Autumn Digest

https://councilfordisabledchildren.org.uk/sites/default/files/field/attachemnt/Autumn%20Digest%20October%202017%20final_0.pdf

Council for Disabled Children news

<http://mailchi.mp/ncb/november-cdc-newsletter?e=59c28d4a77>

ICAN news

<http://mailchi.mp/4072fec86234/i-can-communicate-september-219877?e=417996feb0>

National Children's Bureau news

<http://mailchi.mp/ncb/national-childrens-bureau-newsletter-december-2017?e=59c28d4a77>

National Children's Bureau Early Childhood Unit

https://gallery.mailchimp.com/93ca41ab24380caf57761bd37/files/36e7e367-a51a-4986-bd5f-d384e27dd906/ECU_Bulletin_14_December_2017.pdf

NHS England new easy read Learning Disabilities newsletter

<https://www.england.nhs.uk/publication/learning-disability-newsletter-winter-2017/>

NNPCF and Contact: Joint Bulletin

https://contact.org.uk/media/1172139/nnpcf_contact_joint_bulletin_december_2017.pdf

Special World news

<http://campaign.r20.constantcontact.com/render?m=1102099479447&ca=a008d93e-10b1-4b11-929c-1b925fa2157b>

<http://campaign.r20.constantcontact.com/render?m=1102099479447&ca=cf6df02e-7091-4351-9b8c-a8daf8ae0a35>

The Communication Trust news

<http://mailchi.mp/b62c833ef076/the-communication-trusts-newsletter-we-have-launched-a-new-web-page-focused-on-identifying-speech-language-and-communication-needs?e=879177a2b4>

<http://mailchi.mp/ce1adb28a473/what-works-winter-2017-newsletter?e=879177a2b4>

Youth Justice SEND newsletter

<http://mailchi.mp/afaeducation/youth-justice-send-newsletter-issue-14?e=58e6d0ec6f>

<http://mailchi.mp/afaeducation/youth-justice-send-newsletter-issue-13?e=58e6d0ec6f>