



NW SEND Regional Network Newsletter

April 2020

The network is keen to provide support for children, families and practitioners during the Covid-19 pandemic. Please don't hesitate to get in touch with any queries you may have. If you would like to be added to the newsletter circulation list just send an email to the address below.

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Webinars

20.4.20 Council for Disabled Children webinars

9.00 – 9.50: Outcomes Based Commissioning.

10 – 10.50: Personalisation. Sandwell's Integrated Budget offer for children with SEND.

11 – 11.50: Data and information sharing

12 – 12.50: Alignment. Steve Broach, Barrister, will talk through his new briefing on how to ensure that those appending the NHS number to a child's Education, Health and Care Plan stay within the law governing use of personal data. Bedford Borough's approach to data sharing.

Please sign up by going to the EventBrite page: <https://www.eventbrite.co.uk/e/awg-sharing-webinar-tickets-101887636664>.

NB There are links to sign up to each of the separate webinars on the EventBrite page.

Please do sign up **both** for the webinar(s) and to the general EventBrite page.

22.4.20 Inclusive ClassVR: Virtual Reality in the Classroom

https://register.gotowebinar.com/rt/6081089156725222155?utm_source=Inclusive+Technology+%26+HelpKidzLearn&utm_campaign=ea36ff2ac1-

[EMAIL CAMPAIGN 2019 03 26 02 32 COPY 04&utm_medium=email&utm_term=0_27aa929edc-ea36ff2ac1-15499707&mc_cid=ea36ff2ac1&mc_eid=b1f24d273a](https://register.gotowebinar.com/rt/6081089156725222155?utm_source=Inclusive+Technology+%26+HelpKidzLearn&utm_campaign=ea36ff2ac1-EMAIL+CAMPAIGN+2019+03+26+02+32+COPY+04&utm_medium=email&utm_term=0_27aa929edc-ea36ff2ac1-15499707&mc_cid=ea36ff2ac1&mc_eid=b1f24d273a)

23.4.20 Restorative Justice

<https://inclusive-solutions.com/training/restorative-justice/>

24.4.20 Building Community Circles

<https://inclusive-solutions.com/training/creating-community-circles/>

27.4.20 Peer Mediation

<https://inclusive-solutions.com/training/peer-counselling-as-an-anti-bullying-strategy/>

28.4.20 Person Centred Mindset

<https://inclusive-solutions.com/training/person-centred-thinking-extreme/>

29.4.20 Ask the children – the power of pupil participation

<https://inclusive-solutions.com/training/pupil-participation-listening-to-the-powerful-voice-of-young-people/>

30.4.20 Creating Circles of Friends

<https://inclusive-solutions.com/training/circle-of-friends-training/>

Open Letter from Vicky Ford, Parliamentary Under Secretary for State for CYP, to CYP with SEND their families and others who support them

https://mcusercontent.com/93ca41ab24380caf57761bd37/files/528299a7-8194-441f-9300-c294b70bc718/Minister_Ford_s_open_letter_to_the_SEND_sector.pdf?utm_source=EY+SEND+Partnership&utm_campaign=a1110419d1-EMAIL_CAMPAIGN_2020_03_26_09_52&utm_medium=email&utm_term=0_707116925a-a1110419d1-321529569&mc_cid=a1110419d1&mc_eid=59c28d4a77

Care Act easements

<https://www.gov.uk/government/publications/coronavirus-covid-19-changes-to-the-care-act-2014/care-act-easements-guidance-for-local-authorities>

Guidance: Covid-19

Govt. Dept. or agency	CYPS policy area	Link to guidance and advice note	Publication/ date of latest update
DfE	Adoption	Covid-19 adoption support fund scheme to help vulnerable families	4/10/2020
PHE	Care	Guidance on residential care provision	3/19/2020
DfE	CSC	Covid-19 guidance for children's social care services	4/3/2020
DfE	Early years	Early years and childcare closures	4/1/2020
DfE	Education	Covid-19: School & college accountability and performance measures	4/8/2020
DfE	Education	Isolation for residential educational settings	4/8/2020
DfE	Education	Exceptional costs associated with Covid-19 (March - July)	4/7/2020
DfE	Education	Covid-19: List of online education resources for home learning	4/7/2020
DfE	Education	Covid-19 guidance on initial teacher training (ITT)	4/7/2020
DfE	Education	Implementing social distancing in education and childcare settings	4/7/2020
DfE	Education	Temporarily closing schools	4/7/2020
DfE	Education	Free school meals guidance for schools	4/7/2020
DfE	Education	Closure of settings: for parents and carers	4/7/2020

DfE	Education	Covid-19 guidance for apprentices, employers and training providers	4/6/2020
DfE	Education	Maintaining further education provision	4/3/2020
DfE	Education	Cancellation of GCSEs, AS and A levels in 2020	4/3/2020
DfE	Education	Attendance recording for educational settings	4/3/2020
Ofqual	Education	GCSEs, AS and A levels awarding: summer 2020	4/3/2020
Ofqual	Education	Awarding grades 2020: guidance for teachers, students, parents and carers	4/3/2020
DfE	Education	Guidance on vulnerable children and young people for education settings	4/1/2020
DfE	Education	Covid-19 induction for newly qualified teachers	4/1/2020
DCMS	Education	Culture at your fingertips from homes (access to museums and art)	3/28/2020
DfE	Education	Safeguarding in schools, colleges and other providers	3/27/2020
Ofqual	Education	Further update on 2020 exams	3/26/2020
DfE	Education	Travel advice for educational settings	3/25/2020
Ofqual	Education	Statement on vocational and technical qualifications in 2020	3/25/2020
DfE	Education	Universities told by Minister not to alter offers for two weeks	3/23/2020
DfE	Education & CSC	DfE helpline: 0800 046 8687, 8am - 6pm weekdays, 10am - 4pm weekends	3/2/2020
HMCTS	Family Justice	Coronavirus update: Agreed family court priorities	4/14/2020
HMCTS	Family Justice	Coronavirus update: Making C100 applications via the family courts	4/6/2020
HMCTS	Family Justice	Guide to applying for a DV (Family Law Act) injunction for unrep applicants	4/3/2020
Judiciary	Family Justice	Remote access to the Family Courts	4/3/2020
Judiciary	Family Justice	Compliance with family court child arrangement orders (PFD)	3/31/2020
Cafcass	Family Justice	Advice on Covid-19 by the Family Justice Young People's Board	3/27/2020
HMCTS	Family Justice	Courts and tribunals tracker (open, staffed, closed)	3/27/2020
HMCTS	Family Justice	Telephone and video hearings during the coronavirus outbreak	3/27/2020
Judiciary	Family Justice	Temporary amendments to international child abduction practice guidance	3/27/2020
Cafcass	Family Justice	Co-parenting and child arrangements in a global pandemic	3/20/2020
Judiciary	Family Justice	Covid-19: National guidance for the Family Courts (PFD)	3/19/2020
PHE	General advice	Total UK Covid-19 cases (daily update by LA)	Daily
PHE	General advice	Guidance for employers and businesses on Covid-19	4/7/2020
MHCLG	General advice	Covid-19 guidance hub of useful information for local government	4/11/2020
Cabinet Office	General advice	Coronavirus information service launched via WhatsApp	3/25/2020
MHCLG	General advice	Hotel accommodation for key workers and vulnerable people	3/25/2020
PHE	General advice	Guidance on self-isolation	3/24/2020
Cabinet Office	General advice	Full guidance on staying at home and away from others	3/23/2020
MHCLG	General advice	Business rates: Nursery (childcare) discount 2020/21: coronavirus response	3/20/2020

PHE	PPE	Cross-government Personal Protective Equipment (PPE) plan	4/10/2020
PHE	Health	Discharging Covid-19 patients from hospital to home settings	4/9/2020
PHE	Health	Covid-19 personal protective equipment guidance (PPE)	4/2/2020
PHE	Health	Shielding extremely vulnerable people on health grounds from C19	3/24/2020
PHE	Health	Multilingual guidance on social distancing and for vulnerable people	3/24/2020
PHE	Health	Multilingual guidance for households with possible infection	3/24/2020
PHE	Health	Easy read information on C19	3/23/2020
PHE	Health	Coronavirus (COVID-19) action plan	3/3/2020
PHE	Health	Guide to cleaning in non-healthcare settings	3/26/2020
Home Office	Immigration	Advice for UK visa applicants and temporary UK residents	4/3/2020
Ofsted	Inspection	Rolling update of regulatory developments from Ofsted	4/7/2020
Ofsted	Inspection	Guidance on deferring inspections	3/13/2020
Min. of Justice	Justice	Measures announced to protect NHS from coronavirus risk in prisons	4/4/2020
DoH&SC	Mental health	Covid -19: Looking after people who lack mental capacity	4/9/2020
NHS	Mental health	Mental wellbeing while staying at home - top tips	4/9/2020
PHE	Mental health	Guidance for the public on MH and wellbeing aspects of Covid-19	3/29/2020
PHE	Mental health	Guide for parents and carers on supporting children's MH and wellbeing	3/29/2020
Home Office	Safeguarding	Covid-19: Support for victims of domestic abuse	4/11/2020
DfE	SEND	Supporting disabled people through the coronavirus outbreak (EHCP flex)	3/31/2020
Judiciary	SEND	Practice direction on the first tier and upper tier tribunals	3/19/2020
SW Eng.	Workforce	Social Work Together' launches with 8000 former SWs contacted	4/2/2020
DBS	Workforce	Roles eligible for free Covid-19 fast track services from 30/3/2020	3/27/2020
SW Eng.	Workforce	Coronavirus information and advice for social workers	3/27/2020
DoHSC	Workforce	What will the Coronavirus Bill do for the health and social care workforce?	3/26/2020
Min. of Justice	Youth justice	Guidance for prisons and other prescribed places of detention	3/26/2020
Min. of Justice	Justice	Guidance for friends and family of those in prison	4/9/2020
Home Office	Safeguarding	Domestic abuse: How to get help for you or someone you know	4/11/2020
Home Office	Safeguarding	Home Secretary launches new domestic abuse campaign	4/11/2020

Doctors of the World

Doctors of the World has translated the latest Public Health England advice on Covid-19 into 45 languages. <https://www.doctorsoftheworld.org.uk/coronavirus-information/>

Coronavirus

The Council for Disabled Children, following the Minister's request, has launched two new email inboxes aimed to answer questions, collate resources and share information on Coronavirus and the impact on children and young people with Special Educational Needs and Disabilities (SEND). They are designed to be used by professionals, practitioners, parent carers and families of children and young people with SEND.

The new 'CDC questions' inbox, CDCquestions@ncb.org.uk, provides the opportunity to ask questions about how coronavirus will impact on children and young people with SEND as well as other questions relating to the impact on families; the education, health, social care sectors; and the voluntary and community sector. CDC will collate Frequently Asked Questions (FAQs) and share them with the Department for Education and Ministers as appropriate, in order to publish a FAQs newsflash each Friday. To receive the FAQs newsflash please sign up to their mailing list, selecting the 'CDC Digest'

option: <https://councilfordisabledchildren.org.uk/about/subscribe-newsletter>

The 'CDC resources' inbox, CDCresources@ncb.org.uk, is designed to enable parent carers, sector professionals and practitioners to share resources, to support families of children and young people with SEND and practitioners across the disabled children's sector. CDC will add these resources to their COVID-19 Support and Guidance webpage, which you can find here: <https://councilfordisabledchildren.org.uk/news-opinion/news/covid-19-support-and-guidance>.

The webpage is kept under continuous review.

You can ask your questions by emailing: CDCquestions@ncb.org.uk

You can send resources to: CDCresources@ncb.org.uk

Children's guide to coronavirus – Children's Commissioners' Office

<https://mailchi.mp/9e4b0ced6c53/childrens-guide-to-coronavirus?e=2e1429be57>

Corona Virus Information In Different Languages On YouTube

A small task and finish group within Leeds City Council have been working to provide translated and audio materials in 11 different languages: Polish, Romanian, Urdu, Arabic, Czech, Punjabi, Tigrinya, Farsi, Slovak, Kurdish Sorani and Bengali.

There are three different videos which focus on:

Spot the signs - This short film contains information to help people spot the signs of coronavirus and gives advice for households with possible coronavirus infection.

Handwashing advice - This short film contains information about how you can help stop the spread of viruses, like coronavirus, by practising good respiratory and hand hygiene.

Essential advice - This short film contains information for households with possible coronavirus infection. Please be aware that this is an evolving situation and public advice may change.

Please find the link for the videos playlist

<https://www.youtube.com/playlist?list=PLggQFjpTLgplq0r7-nFO9mT6j8Yk2vKbt>

Nosy Crow – A free information book illustrated by The Gruffalo illustrator

<https://nosycrow.com/blog/released-today-free-information-book-explaining-coronavirus-children-illustrated-gruffalo-illustrator-axel-scheffler/>

FREE kits to support children with sensory needs at home

Variety has teamed up with DPD, Rompa & Sensory Direct to provide Sensory Starter Kits to families who need help in managing their child's sensory needs.

Parents and professionals can apply at <https://www.variety.org.uk/free-kits-support-children-sensory-needs-home>

Fun things to try with disabled children - Written by a parent of a disabled child

Here are some tips and fun things to do with your child if they have a disability or additional needs. These tips are kindly provided by a parent for parents.

- **Texture book** - Make a texture book using different textures – like wall paper, sand paper, bubble wrap, washing scourers, foam wash cloth etc
- **Smell tour** - Take a 'Smell tour' in different rooms and the garden
- **Foil play mat** - Use a foil emergency blanket as a play mat. Great for sensory stimulation.
- **Dance competition** - Put on music and have a dance competition!
- **Dress yourself** - Using either a large piece of card or lining paper, draw around each other to create life-size figures. Then cut up old clothes to dress your portraits up.
- **Sensory flour games** - Mix cornflour and water together and it makes a great sensory play tool. Also put flour into a plastic bag and seal it with some food colouring. As it gets squished round it will change colour.
- **Graffiti wall** - Stick some blank paper on a wall and turn it into a 'graffiti wall'. You can also paint a wall with blackboard paint or put up a big white board for graffiti fun.
- **Home skittles** - Use guttering to make a chute to play skittles.
- **Sensory tent** - Kit out a play tent with everyday items, such as old CDs, tinsel, fairy lights – for a great sensory space.
- **Sensory indoor tray play**- Use a plastic box, filled with different things, like dried beans, sand, shaving foam, even toothpaste, for sensory play.
- **Matching pairs game** - Use a digital camera to photograph and make your own matching pair cards, eg: your dog, your home, family.
- **Aromatherapy** - Put on some relaxing music and have a home-made aromatherapy session. Dilute aromatherapy oils in a special carrier massage oil. Different people like different aromas so experiment a bit according to personal sensory needs.
- **Favourite memories scrapbook** - Use a camcorder or camera phone and make a scrapbook to record special moments, that you can look at together at the end of the day.
- **Smelly socks game** - Use old socks. Scent some cotton wool balls with different smells like tea, coffee, lemon, apple or tomato ketchup etc. When the cotton balls are dry, put them in the socks, tie them up with a ribbon, and play a game of 'Guess the smell'.

Coronavirus resources

Department for Education online resources for home education – SEND

<https://www.gov.uk/government/publications/coronavirus-covid-19-online-education-resources/coronavirus-covid-19-list-of-online-education-resources-for-home-education#special-educational-needs-and-disabilities-send>

Covid hospital passport

<https://www.bristol.gov.uk/web/bristol-local-offer/hospital-passport>

Beyond Words is developing a short wordless picture story about Coronavirus, freely available for download.

The story will help people to understand what to do if you have Coronavirus and how to keep yourself and those who you care about safe. It also shows how to safely help others who may be self-isolating. Supplementary text at the end of the story gives information on where people can seek help if they are unwell and signposts to other useful resources.

The story has been designed to prompt conversations with people with learning disabilities about the virus, talk about their fears and reassure them.

You can download the resource, here: <https://booksbeyondwords.co.uk/downloads-shop/beating-the-virus>

Coronavirus Support Plan

<https://www.assessme.uk/welcome/covid-19>

Resources for special needs

National Council for Special Education in Ireland - Online Resources for Children with Special Educational Needs

<https://ncse.ie/online-resources>

SEN Resources Blog – Ways to learn through play at home – You Tube videos

<https://senresourcesblog.com/2020/03/16/weve-launched-home-learning-videos-on-youtube-to-help-if-schools-close-due-to-coronavirus/>

Bereavement resources

Coronavirus and bereavement – Support for Schools / Settings and Parents / Carers

The following comprehensive document has been written by Bracknell Forest EPS in collaboration with Innovate Services.

<https://eur04.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.dropbox.com%2F%2Ftblmvc1evgklar6%2FCoronavirus%2520and%2520Bereavement%2520%2528V4%2529%2520%25281%2529.pdf%3Fd%3D0&data=02%7C01%7C%7C3490ca7ae2ff4669fab108d7e13a0324%7C84df9e7fe9f640afb435aaaaaaaaaaaa%7C1%7C0%7C63722511578757198&data=aBwKdS7EO0QVgyuQsitVI5Y3FZNiSaPzxoqrDhQUbWU%3D&reserved=0>

SeeSaw

A pack for schools produced in Oxfordshire

<https://schools.essex.gov.uk/pupils/Educational%20Psychology%20Service/Documents/SeeSaw%20bereavement%20pack.pdf>

Cruse

Bereavement care including coronavirus dealing with bereavement and grief.

<https://www.cruse.org.uk/get-help/coronavirus-dealing-bereavement-and-grief>

Child Bereavement UK

Help children and young people (up to age 25), parents and families, to rebuild their lives when a child grieves or when a child dies.

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

Winston's Wish – Giving hope to grieving children

<https://www.winstonswish.org/supporting-you/supporting-a-bereaved-child/>

The Lullaby Trust

Bereavement support to anyone affected by the sudden and unexpected death of a baby or young child

<https://www.lullabytrust.org.uk/bereavement-support/>

Grief encounter

Child bereavement support

<https://www.griefencounter.org.uk/about-us/>

Helping people to cope with coronavirus

Coping with corona, maintaining wellbeing, helping people to cope, FACE COVID

<http://www.adamspychologyservices.co.uk/coronavirus.html>

Advice for those with serious life limiting conditions

<https://www.togetherforshortlives.org.uk/get-support/supporting-you/family-resources/coronavirus-qa/>

Care for Caregivers

<https://iscainfo.com/Self-Care-for-Caregivers>

Support for kids with ADHD during the coronavirus crisis: managing attention (yours and theirs) will help kids thrive (Child Mind Institute)

Families everywhere are struggling to care for (and homeschool) children cut off from their normal routines and activities during the coronavirus crisis. Kids with ADHD may need extra structure and support to manage attention and behavior challenges and keep on track with learning in this challenging situation. This article provides suggestions from ADHD experts for helping kids with ADHD weather this storm.

https://childmind.org/article/giving-kids-with-adhd-support-and-structure-during-the-coronavirus-crisis/#163961_20200415095626

Safeguarding Advice for those assisting their community

The government has issued a Safeguarding Factsheet for community volunteers during COVID-19 outbreak. [Read more](#)

Stay fit while social distancing with Woodlands virtual challenges

Woodlands Hospice is promoting two virtual fitness challenges that could help you to get your daily exercise, while conforming to social distancing guidelines. [Read more](#)

Youth Work Support

This website is designed to bring together relevant advice, guidance, support and tools for youth workers, young people and organisations during the COVID 19 pandemic.

<https://youthworksupport.co.uk/>

Giving parents strategies to build resilience and have reassuring conversations with their child(ren)

This sample letter to parents can be used or modified to fit a school's needs

[https://eur05.safelinks.protection.outlook.com/?url=https%3A%2F%2Fiscainfo.com%2Fresources%2FISCA%2520Coronavirus%2520Suggestions%2520to%2520Parents%2520\(1\).pdf&data=02%7C01%7C%7C91e3ec7a737f4d291a9308d7ca8dc2e0%7C84df9e7fe9f640afb435aaaaaaaaaaaa%7C1%7C0%7C637200582510123302&data=C2nUkmuxbUok%2BkUZ7iTW6XxYOrYqR0yBkEEXBVUuVdY%3D&reserved=0](https://eur05.safelinks.protection.outlook.com/?url=https%3A%2F%2Fiscainfo.com%2Fresources%2FISCA%2520Coronavirus%2520Suggestions%2520to%2520Parents%2520(1).pdf&data=02%7C01%7C%7C91e3ec7a737f4d291a9308d7ca8dc2e0%7C84df9e7fe9f640afb435aaaaaaaaaaaa%7C1%7C0%7C637200582510123302&data=C2nUkmuxbUok%2BkUZ7iTW6XxYOrYqR0yBkEEXBVUuVdY%3D&reserved=0)

Focus: Mental Health

Guidance for parents and carers on supporting children and young people's mental health and wellbeing during the coronavirus (Covid-19) outbreak

This advice is to help adults with caring responsibilities look after the mental health and wellbeing of children or young people, including those with additional needs and disabilities, during the Covid-19 outbreak.

<https://www.gov.uk/government/publications/covid-19-guidance-on-supporting-children-and-young-peoples-mental-health-and-wellbeing/guidance-for-parents-and-carers-on-supporting-children-and-young-peoples-mental-health-and-wellbeing-during-the-coronavirus-covid-19-outbreak>

Young Minds

Advice on what to do if you're anxious about coronavirus. There is also further information about how young people can [look after their mental health if self-isolating](#).

<https://youngminds.org.uk/blog/what-to-do-if-you-re-anxious-about-coronavirus/>

Taking CARE To Promote Mental Health in Schools and Colleges

The CARE animation is a short animation for all school and college staff that recognises the importance of supporting children and young people's mental health in schools and colleges, and offers a simple principle for staff to remember: CARE (Curious, Approachable, Refer, Empathy)

https://www.annafreud.org/what-we-do/schools-in-mind/resources-for-schools/taking-care-to-promote-mental-health-in-schools-and-colleges/?utm_source=Royal%20College%20Of%20Paediatrics%20and%20Child%20Health&utm_medium=email&utm_campaign=11270314_RCPCH%20Engagement%20Collaborative%20Jan%202020&dm_i=12S1,6PK8A,S3W13E,QS6SI,1

For Parents and Carers supporting a young person with mental health problems

This website aims to help parents and carers to help their young person by directing them to sources of support, advice and information.

http://www.helpforparents.org.uk/?utm_source=Royal%20College%20Of%20Paediatrics%20and%20Child%20Health&utm_medium=email&utm_campaign=11270314_RCPCH%20Engagement%20Collaborative%20Jan%202020&dm_i=12S1%2C6PK8A%2CS3W13E%2CQS6SJ%2C1

Anxiety and world news

<https://www.heysigmund.com/anxiety-in-children-after-world-trauma/>

Managing anxiety age by age

A guide about what to expect age by age around anxiety, strategies and tips on when to get help

<https://www.heysigmund.com/age-by-age-guide-to-fears/>

How to talk to kids and teens about world trauma

<https://www.heysigmund.com/how-to-talk-to-kids-and-teens-about-world-trauma/>

Coronavirus Anxiety: 4 Ways to cope with Fear

<https://psychcentral.com/blog/coronavirus-anxiety-4-ways-to-cope-with-fear/>

Coronavirus: Psychologists offer advice for maintaining positive mental health article

<https://www.psychology.org.au/About-Us/news-and-media/Media-releases/2020/Coronavirus-psychologists-offer-advice-for-mainta>

8 Different Podcasts to listen to regarding Anxiety

<https://www.calmer-you.com/feeling-anxious-or-worried-listen-to-these-8-podcasts/>

Brain Pop Video and activities

Explains the virus and how to stay healthy

<https://www.brainpop.com/health/diseasesinjuriesandconditions/coronavirus/>

Mindfulness for Kids

Smiling mind – app and website

<https://www.smilingmind.com.au/>

Supporting Students Experiencing Childhood Trauma: Tips for Parents and Educators from the National Association of School Psychologists

<https://www.nasponline.org/resources-and-publications/resources-and-podcasts/school-climate-safety-and-crisis/mental-health-resources/trauma/supporting-students-experiencing-childhood-trauma-tips-for-parents-and-educators>

Other Resources

Children coming to hospital

This resource aims to make hospital visits better for children. The resource is made up of an animation and comic strip for children and young people, an animation for health professionals and a leaflet for parent/carers.

https://www.edgehill.ac.uk/childrencomingtohospital/?utm_source=Royal%20College%20Of%20Paediatrics%20and%20Child%20Health&utm_medium=email&utm_campaign=11270314_RCPCH%20Engagement%20Collaborative%20Jan%202020&dm_i=12S1,6PK8A,S3W13E,QS6SH,1&cn-reloaded=1

Epilepsy toolkit

Developed in partnership with Epilepsy Action, SUDEP Action and Young Epilepsy, this Epilepsy Toolkit will support systems to understand the priorities in epilepsy care and key actions to take. It provides opportunity to assess and benchmark current systems to find opportunities for improvement. It is produced with reference to an expert group of stakeholders and is supported by NICE.

You can access the toolkit via the NHS Rightcare Pathways webpage: <https://bit.ly/2TuRs63>.

Webinar recordings

Outcomes in Education Health and Care plans

<https://attendee.gotowebinar.com/recording/2254823876436587782>

Joint Strategic Needs Assessments

[DBOT Webinar #1 – JSNAs](#)

Outcomes-Based Commissioning

[DBOT Webinar #2 – Outcomes-Based Commissioning](#)

Training opportunities

Safeguarding during COVID-19

If you work in education, you may be interested in a new training course "Safeguarding during COVID-19", which has been created by the Child Protection Company and is based around the latest government guidance, released on 27 March. It is available free of charge to all schools.

If you would like to utilise this training, just follow the instructions on the link below:

<https://eur04.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.childprotectioncompany.com%2FCPC%2FL%2FCOVID19&data=02%7C01%7C%7C1b607ecb0c7d4ae4c62908d7db00b22e%7C84df9e7fe9f640afb435aaaaaaaaaaaa%7C1%7C0%7C637218668685375128&data=HeAxwl15GwCeHle%2Ffg0DcrXk0J2w8LRr3JM6istLNbE%3D&reserved=0>

CPD online short course: An introduction to speech, language and communication

<https://www.thecommunicationtrust.org.uk/projects/professional-development/online-short-course/>

CE International Free Introductory Course to Trauma-Informed Practices

an [online micro-course](#) in partnership with the Center for Learning in Practice at the Carey Center for Global Good.

Free online course about Integrated Healthcare for Children with Developmental Disabilities

A course from the International Centre for Evidence in Disability at the London School of Hygiene & Tropical Medicine. Register for the course: <https://www.futurelearn.com/courses/children-with-developmental-disabilities>

Focus on SEND training

A free course of 6 modules aiming to help teachers and educational practitioners working across the 0 – 25 years age range to develop high quality practice in order to better meet the needs of their learners with SEND. It is based on the evidence of what constitutes good continuing professional development (CPD) and so takes a practice-led, enquiry-based and collaborative approach.

<https://nasen.org.uk/training-and-cpd/online-learning.html>

SEND Group

FREE access to all its previous SEND webinars – You need to sign up and then they send you a link to access 90 webinars.

<https://www.sendgroup.co.uk/free-cpd-membership/>

British Dyslexia Association – Teaching for Neurodiversity

This webinar training package aims to improve identification and understanding of dyslexia and other SpLD. It is for teachers and support staff, dyslexic individuals and their families.

<https://www.bdadyslexia.org.uk/advice/educators/teaching-for-neurodiversity/webinar-training-teaching-for-neurodiversity>

Anti-Bullying Alliance – All together – whole school anti-bullying programme

<https://www.anti-bullyingalliance.org.uk/aba-our-work/our-programmes/all-together-whole-school-anti-bullying-programme>

Complex Needs – Training materials for teachers of learners with severe, profound and complex learning difficulties

<http://www.complexneeds.org.uk/>

Pdnet – Raising Awareness of Physical Disability

<https://pdnet.org.uk/online-learning/>

THE SENDCAST – THE PODCAST FOR SPECIAL EDUCATIONAL NEEDS (SEN)

Developmental Language Disorder, Sensory issues and their impact on school life, Life with Dyslexia and Corona and SEND.

There will be a new podcast released each week.

<https://www.thesendcast.com/>

PRISM – Preterm Birth Information for Education Professionals

<https://www.nottingham.ac.uk/helm/dev/prism/>

Future Learn – Explore online courses to continue studying, build professional skills, and connect with experts

<https://www.futurelearn.com/>

Open Learn – Free courses from the Open University

<https://www.open.edu/openlearn/education/free-access-courses-teachers-and-student-teachers>

Free accredited CPD for teachers and support staff

<https://prosperoteaching.com/free-accredited-cpd-for-teachers/>

Real Training - Effective SEN Support Provision – Middle Leaders course

We Find Any Learner

Courses include: Behaviour that Challenges, Understanding Autism, Children and Young People's Mental Health, Understanding Safeguarding and Prevent, Falls Prevention Awareness, Care and Management of Diabetes, Care Planning, Common Health Conditions, Dignity and Safeguarding, End of Life Care

To qualify for funding so your course is free you simply need be aged 19 or over as of 31st of August 2019, reside in England and have been living in the EU for the last three years or more and not currently completing another government funded course.

For a full list of what courses are available please visit www.wefindanylearner.co.uk. For more information or to book instantly please call **01226 958 888** or email nick@wefindanylearner.co.uk.

Free accredited Youth Work training courses available in the Liverpool City Region, Cheshire and Greater Manchester:

The Level 3: Certificate in Youth Work Practice aims to support the skills and knowledge needed to become a competent Youth Support Worker. The Level 3 Certificate in Youth Work Practice is the minimum qualification required for those wishing to work as a JNC qualified Youth Support Worker. These qualifications are designed for people who are already working in a youth work environment (public, voluntary or private sector, paid or unpaid) and who deliver operational youth work; undertake duties on their own initiative and who may carry supervisory responsibility for small projects. Workers with these responsibilities will receive leadership and operational guidance from professionally qualified youth workers.

The Level 2 Award and Certificate in Youth Work Practice: aim to support the skills and

knowledge needed to become an Assistant Youth Support Worker. These qualifications are designed for people who are already working in a youth work environment (public, voluntary or private sector, paid or unpaid) in an assisting or supportive role and who are supervised. Youth workers work typically with young people aged between 11 and 25. Their work seeks to promote young people's personal and social development and enable them to have a voice, influence and place in their communities and society as a whole. The Award and the Certificate are suitable for those who are 14+, and who may have limited experience of youth work and want an access route to a qualification.

To apply for a free place or get more information please contact Sharon at Youth Focus: s.watts@youthfocusnw.org.uk or call Youth Focus North West on 01744 810838.

Focus: Autism

Autism education trust – video – learn about autism

<https://list-manage.agile1.cc/onlinelink/5344415103123456/5636256507625472/PBXHWo1PHDnoJ?ns=autismeducationtrust>

Right from the start – A guide to autism in the early years

<https://www.ambitiousaboutautism.org.uk/right-from-the-start>

Managing capacity and demand within inpatient and community mental health, learning disabilities and autism services for all ages, Version 1, 25 March 2020

While recognising the current COVID-19 guidance means the way C(E)TRs are undertaken may need to be adapted, all local areas are expected to continue to ensure that a process remains that fulfils this role.....Based on the findings from a recent C(E)TR pilot on new approaches to key lines of enquiry (KLOEs), the key elements that should always be considered, even for adapted C(E)TRs, are the following questions:

- Am I safe?
- Am I in the right place for my care (education) and treatment?
- Are my plans for my future going well?
- Is everything supporting me to have the best life I can have now, and in the future?
- An additional specific question should now be included in C(E)TR processes that considers the individual's risk of COVID-19 and what is in place to support and protect them.

<https://www.england.nhs.uk/coronavirus/publication/guidance-managing-capacity-and-demand-within-inpatient-and-community-mental-health-learning-disabilities-and-autism-services-for-all-ages/>

Eye Care Champions

SeeAbility has recently appointed Eye Care Champions in the North West. Their role is to help people with learning disabilities and autism to look after their eyes and access eye care services. The Champions have lived experience of learning disabilities, autism and sight loss. The Champions can deliver eye care training and stands at exhibitions and can work with people with learning disabilities and autism, carers and professionals. If you would like to know more about what the Champions can do, please contact Stephen

Kill s.kill@seeability.org

Research and Reading

Warnock, 40 Years On: Challenges for Special Educational Needs

<https://www.frontiersin.org/research-topics/8366/warnock-40-years-on-challenges-for-special-educational-needs#overview>

Supporting parent carers - A paper by Joanna Griffin on emotional wellbeing in parents of disabled children

<https://thepsychologist.bps.org.uk/supporting-parent-carers>

Teacher resilience during coronavirus school closures

<https://www.bps.org.uk/sites/www.bps.org.uk/files/Member%20Networks/Divisions/DECP/Teacher%20resilience%20during%20coronavirus%20school%20closures.pdf>

Understanding the Mental Health and Social Impact of the Coronavirus: Finding the Middle Path

This article explains the science behind our reactions to epidemics and practical ways we can find balance

<https://www.restorativecommunityconcepts.com/blog/understanding-the-mental-health-social-impact-of-the-coronavirus-finding-the-middle-path>

Reports

Special Educational Needs in Mainstream Schools: Guidance Report –

Education Endowment Foundation, March 2020

<https://educationendowmentfoundation.org.uk/tools/guidance-reports/special-educational-needs-disabilities/>

Approaches to Supported Internship delivery

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/868461/Supported_Internships_Research_Report_February_2020.pdf

Reducing Restrictive Intervention of Children and Young People

<https://www.challengingbehaviour.org.uk/learning-disability-assets/rireportfinal.pdf>

This report was followed by a formal enquiry, by the Equality and Human Rights Commission, into how schools are monitoring and recording their use of restraint. This can be accessed at

<https://www.equalityhumanrights.com/en/our-work/news/schools-targeted-inquiry-use-restraint>

Bullying in UK Schools

This briefing paper discusses the prevalence of bullying amongst pupils in schools across the UK, and policies to prevent and tackle bullying in English, Welsh, Scottish and Northern Irish schools.

<https://researchbriefings.parliament.uk/ResearchBriefing/Summary/CBP-8812>

<https://researchbriefings.parliament.uk/ResearchBriefing/Summary/CBP-8812#fullreport>

The multi-agency response to child sexual abuse in the family environment

This report summarises findings from joint targeted area inspections of 'the multi-agency response to child sexual abuse in the family environment'.

<https://www.gov.uk/government/publications/the-multi-agency-response-to-child-sexual-abuse-in-the-family-environment>

CRIDE report on 2018/19 survey on educational provision for deaf children in England

<https://www.ndcs.org.uk/media/5684/cride-2019-england-report-final.pdf>

The Royal College of Paediatrics and Child Health State of Child Health Report

RCPCH have published their report *State of Child Health*. The report provides an updated snapshot of children and young people's health across the UK.

The section 'long term conditions' highlights that children with disabilities and learning difficulties are identified through the education system and supported with learning provision, but there are different thresholds across the UK.

The report recommends that NHS England should deliver commitments from the Long Term Plan for children and young people's learning disability and autism services.

To read the full report please follow the link below.

<https://stateofchildhealth.rcpch.ac.uk/evidence/long-term-conditions/disability-and-additional-learning-needs/#page-section-8>

Hospitalized children with intellectual disability: Parents as partners in their care

Limited evidence exists of what hospital care is like for parents of children and young people with intellectual disability. Effective collaboration is often missing, with parents lacking trust in professionals, with feelings of being expected to care and consequently unable to leave their child. This open access article focuses on what parents want from their relationship with healthcare professionals:

<https://onlinelibrary.wiley.com/doi/full/10.1111/jar.12713>

Information

Service – Liverpool CAMHS

The Liverpool Child and Adolescent Mental Health Service (CAMHS) Partnership has adapted as coronavirus has begun to impact our everyday lives. Partners are working hard to ensure children, young people and families get the support they need during this time. [Read more](#)

Joint Strategic Needs Assessments: Analysis, summary and good practice

<https://councilfordisabledchildren.org.uk/sites/default/files/uploads/JSNA%20Analysis%20.pdf>

North West Boroughs Healthcare NHS Foundation Trust

has launched a crisis line to provide support 24 hours a day, seven days a week to people of all ages, including children and young people, who need urgent mental health support. More details are below.

What to do if you need urgent help for your mental health:

If you are in a mental health crisis and you need urgent help, please call the new crisis line on 01925 275 309 and NHS staff will support you to get the help you need.

The crisis line is available 24 hours a day, seven days a week and is open to people of all ages, including children and young people.

Surveys

Childline

The National Children's Bureau (NCB) have been commissioned by the NSPCC to carry out a piece of work to gain a better understanding of how Childline is perceived by professionals who work across the children's sector in different capacities.

Responses to the survey are anonymous and the survey should take approximately 10 minutes to complete.

If you work in an **'operational' role** (for example, in social services, police, health, child protection, a children's charity or in an educational setting), please complete this survey:

Operational survey: <https://www.surveymonkey.co.uk/r/JZ5TSGX>

If you work in a **'strategic' or commissioning role** (for example, in central or local government, for one of the children's commissioners, for a health provider, law enforcement, or children's charity), please complete this survey:

Strategic survey: <https://www.surveymonkey.co.uk/r/JPF5NP>

Sensory toys in the classroom

Institute of Education in collaboration with research at Kingston University London, would like to know more about what parents and teachers think about the use of sensory toys in the classroom. Please complete their short questionnaire:

For parents: http://kingston.eu.qualtrics.com/jfe/form/SV_ezJGTGRJLMGUqhL

For professionals: http://kingston.eu.qualtrics.com/jfe/form/SV_411o8Maq625gma1

Helping parents to access IASS

The Information, Advice and Support Services Network has created a leaflet for professionals to help them support families to access information, advice and support services. Although produced specifically for professionals in the London Borough of Bromley, the leaflet contains useful general information.

<https://councilfordisabledchildren.org.uk/sites/default/files/field/attachemnt/IASS%20leaflet%20for%20professionals.pdf>

Message on behalf of Liza Jarvis, NHSE:

I know you are all extremely busy, but please can you complete the survey below to help us shape children and young people's social prescribing approach, which is particularly relevant given it will be a significant part of the NHS's offer to people in this crisis. The survey can be accessed here: <https://www.smartsurvey.co.uk/s/CYPsocialprescribing/>

The use of Educational Technologies in special and inclusive education – survey for teachers

Debs Harter (communication lead at Shaftesbury High School in the UK, MSc student in special and inclusive education) and Dr Jo Van Herwegen (Associate professor UCL Institute for Education) are conducting a research project into the use of Educational Technologies (EdTech) for students. The study includes Teachers' digital knowledge and skills, current everyday practice and beliefs regarding the benefits and barriers to the use of EdTech in mainstream and special education, across all primary and secondary schools nationwide.

Survey Link: https://uclioe.eu.qualtrics.com/jfe/form/SV_cARy6DBQuKDFBvn

Survey – Educational Psychologists and schools

South Tyneside Educational Psychology Service is conducting a piece of research seeking to explore and understand the impact that the COVID-19 pandemic is having on school staff across the UK. The research aims to use the information gathered to help Educational Psychology Services plan the most helpful support in the immediate aftermath as well as adding to our understanding of what may be helpful in the future.

For further information

visit: <https://eur04.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwh.snapsurveys.com%2Fs.asp%3Fk%3D158625591766&data=02%7C01%7C%7Cf5d01d343f9c458d8bb408d7daf3b2bc%7C84df9e7fe9f640afb435aaaaaaaaaaaa%7C1%7C0%7C637218612510795293&sdata=qlaJ9aI5klnFsqb9p9qmwpjZwaiaBqp9UPRDJR7YCu2A%3D&reserved=0>

Links to other newsletters

Afasic March & April updates

<https://mailchi.mp/9ca4b178d49b/afasic-march-update-free-resources?e=99e418390f>
<https://mailchi.mp/4c31691cbceb/afasic-april-update-we-are-with-you?e=99e418390f>

Anti-bullying alliance news

<https://mailchi.mp/ncb/anti-bullying-week-and-more-1298493?e=59c28d4a77>

Council for Disabled Children new

<https://mailchi.mp/ncb/your-september-newsletter-is-here-1297829?e=59c28d4a77>

Contact news

<https://mailchi.mp/cafamily/news-for-parent-carer-forums-from-contact-a-family-and-the-nnpf-1819181?e=08dbbea055>

Contact & NNPCF news

<https://mailchi.mp/cafamily/news-for-parent-carer-forums-from-contact-a-family-and-the-nnpf-1819161?e=08dbbea055>

Early years/SEND

The current coronavirus situation is changing daily and this will be having an impact on the services you provide for young children with SEND and their families. If you haven't already, the best way to keep up-to-date with the work of the EYSEND programme is by [**subscribing to our newsletter**](#).

ICAN Communicate news

<https://us13.campaign-archive.com/?e=417996feb0&u=7a8f7b55170feb79eed45ea7f&id=b2f76d15fa>

Kidz to Adultz news

https://issuu.com/disabledliving/docs/kidz_to_adultz_magazine_march_2020?fr=sY2VmZTEzMzcz&utm_source=Disabled+Living&utm_campaign=611bd61423-Kidz+to+Adultz+Magazine+-+6th+edition12%2F3%2F20+1%3A36&utm_medium=email&utm_term=0_538f180eb1-611bd61423-387706821

Making Ourselves Heard news

<https://mailchi.mp/ncb/september-making-ourselves-heard-newsletter-1298385?e=59c28d4a77>

Nasen news

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

Ofsted news

<https://mailchi.mp/ofsted/j0j13n9u3d-123677?e=ecd8ab8f8b>

Positive about autism news

<https://mailchi.mp/99200ac250ab/autism-newsletter?e=acbe2531b0>

WholeSchool SEND nasen news:

<https://dmtrk.net/2F68-1KF61-527KZLHGDE/cr.aspx>