



NW SEND Regional Network Newsletter

December 2020 / January 2021

Happy new year to all readers. May 2021 be a healthy and happy one for everyone.

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

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NW SEND Regional Network co-ordinator
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Guidance:

The return to school in January 2021

On Wednesday 30 December, in response to rapidly rising case rates due to the new, more transmissible variant of coronavirus, the Government triggered the [education contingency framework](#)

<https://www.gov.uk/government/publications/coronavirus-covid-19-contingency-framework-for-education-and-childcare-settings>

The details set out by CDC below are based on the current guidance. However, they are aware this is a rapidly changing situation and will update the page as further information is received.

<https://councilfordisabledchildren.org.uk/news-opinion/news/return-school-january-2021>

North West regional network events

19.1.21 9.15 – 1 Annual Review workshop, MS Teams

Your Local Area is invited to attend a virtual Annual Review workshop, intended to help local areas apply the requirements of the Children and Families Act 2014 to the process of Education, Health and Care Plan Annual Reviews. This will be delivered by colleagues from the Department for Education SEND Adviser Team, alongside a local representative and facilitated by Mott MacDonald.

The workshop will review the legal requirements for local areas, enable local reflections on progress to date, and enable local areas to develop annual review improvement plans and good practice.

This event is focused on local area responsibilities for the process, and is targeted towards:

- 1 SEN officer from each local authority with responsibilities for EHCP annual reviews
- 1 SENCO representative from each local area with the ability to influence practice in local schools/ colleges
- 1 health care representative from each local area
- 1 social care representative from each local area

Further information:

- A regional representative from the National Network of Parent Carer Forum (NNPCF) will also be invited.
- You will need a smart phone/ smart device during this event to be able to access www.menti.com which is a polling website. All responses are anonymous. Polls will be used for activities and engagement.

To register for this event, please complete the order form via the following Eventbrite link: <https://www.eventbrite.com/e/annual-reviews-managing-the-process-effectively-north-west-region-tickets-130379000099>

If your local area is no longer listed on the drop down menu of the order form, the allocation for your local area will have been filled. If your local area would like additional places, please email SENDdeliverysupport@mottmac.com and provide the additional names you would like to add to the waiting list, along with their contact details.

Your booking should be placed by **12th January 2021**, after this time spare places will be reallocated.

Should you have any difficulties with the booking process, please contact Mott MacDonald at SENDdeliverysupport@mottmac.com.

Planning for early years SLCN support – using new national resources seminars

[Register here](#) for a place on one of the following dates:

- **13th January 2021**
- **29th January 2021**
- **4th February 2021**

This free three-hour workshop will be jointly facilitated by CDC, I CAN and The Communication Trust. It will focus on helping local areas to use key elements from the range of new national guidance and tools that relate to speech, language and communication in the early years, and to support them to develop a robust and integrated local strategy and live action plan that can sustain.

You can find out more by contacting eysend@ncb.org.uk

25.1.21 10.00 to 13.00 North of England Preparing for Adulthood (PfA) Networks Event. What's positive and possible during the pandemic?

The global pandemic has brought unprecedented challenges. Despite this, good practice continues to develop and evolve. The aim of this event is to share good practice, to connect, reflect and collaborate.

What are we going to do at the Workshop?

The regional PfA Coordinators will be joined by the three SEND national centre for excellence leads from the Education Training foundation. At this collaborative and interactive workshop will we explore:

- Why the four preparing for adulthood outcomes are as important now as they have ever been
- How to ensure organisations take care of their staff and all learners with a particular focus on their mental, social and emotional needs.
- How to ensure that the curriculum always has a clear purpose so that learners with SEND have potential to achieve their aspirations.
- How to ensure that learners with SEND are progressing into and being present within communities who recognise and embrace their potential. With a specific focus on employment.

Who should attend the Workshop?

It is hoped that this workshop will attract a wide variety of people from across the three regions, so we can share, learn and reflect together. We believe that the people who come are the right people to be in the room. It is therefore an open invite workshop that we hope will be of interest to:

- young people, parents and carers,
- curriculum leads / SENCo / SLT members from the FE Sector
- Careers / connexions advisors,
- school improvement services
- SEN services,
- DCO / DMOs and
- mental health support teams.

If I want to attend, what do I need to do?

Booking is essential – you can do so here:

https://booking.etfoundation.co.uk/course/details/997/What-s-positive-and-possible-during-the-pandemic?sh=&ci_id=4446

NB This session will be repeated on **5.2.21**

Other events

11.1.21 Early Years Webinar: Meeting the needs of every child

This free to access 2 hour webinar will provide Early Years Practitioners with a thorough understanding of inclusive practice for SEND in Early Years settings.

<https://nasen.org.uk/events/early-years-webinar-meeting-the-needs-of-every-child-5.html>

11 – 13.1.21 Safeguarding Children in the Digital Age

<http://www.safeguardingdigital.co.uk/home>

14.1.21 4 – 5.30 SEND Policy in Practice – What you really need to know about SEND Policy.

This is the first of two events (Every Teacher a Teacher of SEND, Every Leader a Leader of SEND) designed to help teacher and leaders priorities SEND within their settings. Both sessions are suitable for aspiring and experienced teachers, SENCOs and senior leaders. This session will guide you through the Golden Nuggets of Special Educational Needs Policy and what that means in reality for your daily practice in the classroom.

The second event is

28.1.21 4 – 5.30 Inclusion in Action

Drawing on national guidance as well as findings from research, this webinar will explore inclusive practices in schools with plenty of practical ideas for colleagues to take away.

https://us02web.zoom.us/webinar/register/6616075957140/WN_8TU5uUczSVuTu92isb3qNA?utm_campaign=2819708_CoP%20e-news%20December&utm_medium=email&utm_source=Nasen&dm_i=2F68,1OFP8,7KZLHG,5POXL,1

18 – 21.1.21 ADOS2 Administration and Coding, Manchester

<https://positiveaboutautism.co.uk/ados2.html>

19.1.21 Early Years Webinar: Meeting the needs of every child

This free to access 2 hour webinar will provide Early Years Practitioners with a thorough understanding of inclusive practice for SEND in Early Years settings.

<https://nasen.org.uk/events/early-years-webinar-meeting-the-needs-of-every-child-4.html>

19.1.21 9.30 – 4.30 A professional development session for chairs, clinical experts and professionals who undertake or intend to undertake Care (Education) and Treatment Reviews (C(E)TRs).

These sessions will support you to deliver high quality outcome driven C(E)TRs for children, young people and adults with a learning disability, autism or both, regardless of the setting of the C(E)TR (community or hospital).

<https://www.eventbrite.co.uk/e/cetr-development-session-for-chairsclinical-advisorsprofessionals-tickets-125487972905>

NB This session is repeated on **9.2.21**

<https://www.eventbrite.co.uk/e/cetr-development-session-for-chairsclinical-advisorsprofessionals-tickets-130443386681>

and **16.3.21**

<https://www.eventbrite.co.uk/e/cetr-development-session-for-chairsclinical-advisorsprofessionals-tickets-131908904083>

20.1.21 and 23.2.21 10.30 – 1pm NW Health - Preparing for Adulthood (PfA) Person Centred Planning Training

The aim of the training is to improve the quality of conversations, increase confidence to use good practice and improve information and advice into annual reviews. Which, in turn, should contribute to an improvement in PfA in EHCPs and support PfA Outcomes improving over time.

Person-centred planning is a holistic, joined up, problem solving approach which supports people to have the lives they want. It assumes that everybody has gifts and talents and can make a contribution. It explores what is important to a person from their own perspective, what is important for them to keep healthy and safe and what needs to happen to enable the person to make changes that lead to their best life.

Who should attend the Workshop?

There are 60 places and we welcome attendance from strategic leads (to ensure ownership and leadership of the work), health commissioners and health practitioners

The programme will include 2 half day sessions with a gap between each session.

Participants will be expected to use the time in between sessions to reflect on their learning, practice some of the approaches and tools, discuss with their teams and managers what this means for their practice and use some of the tools with young people and families they work with.

The second session will reflect and consolidate learning, dig a little deeper into some of the tools and provide space to action plan how participants will embed learning into practice.

Booking is essential – please book your tickets for both events.

The dates of the two sessions are.

20th January 2021 10.30-13.00 <https://www.eventbrite.co.uk/e/nw-health-pfa-person-centred-planning-training-tickets-129037766433>

23rd Feb 10.30-13.00 <https://www.eventbrite.co.uk/e/nw-health-pfa-person-centred-planning-training-2-tickets-129053198591>

20.1.21 SEND casework award

With training on 10.3.21, 21.4.21, 19.5.21, 23.6.21, 14.7.21, 6.10.21, 1.12.21, 28.1.22

This BTEC level 3 or 4 Award is the only on-the-job training and accreditation written specifically for those directly involved in SEND casework.

<https://nasen.org.uk/events/send-casework-award-1.html>

20.1.21 10 – 11 Speech, language and communication in the early years

This webinar explores the identification and provision for children with Speech, Language and Communication needs (SLCN) in the Early Years. It is relevant for Early Years SENCOs and practitioners from PVI settings, childminders and Early Years Foundation Stage teachers and teaching assistants in maintained schools.

<https://nasen.org.uk/events/speech-language-and-communication-needs-in-the-early-years.html>

21.1.21 Introduction to social, emotional mental health

This session, suitable for SENCOs, teachers and support staff, will introduce SEMH, the many ways in which children and young people might experience need in this area and some ideas for support.

<https://nasen.org.uk/events/introduction-to-social-emotional-mental-health.html>

23.1.21, 20.2.21, 20.3.21 11 – 2.30 with a break for lunch SEND Youth Voice, Vibe

For young people aged 11 – 17 who identify with having SEND who want to make a difference – gain new skills, meet new people, discuss issues that are important to YOU, take action.

Find out more and book online: <https://vibeuk.org/book-online>

25.1.21 – 28.1.21 + 2 & 3.2.21 & 3.3.21 Introduction to Training in Systematic Instruction (TSI)

The course is aimed at all staff who have the opportunity to support people with learning disabilities develop their skills through targeted training and support. A minimum of 2 places per booking as each participant must work with a young person or adult with learning disabilities or complex needs that they support on 2nd and 3rd February.

Aims & Objectives:

- To introduce participants to the principles of Systematic Instruction and its application in supported employment and community-based activities for people who have learning disabilities
- to provide participants with an opportunity to practice using systematic instruction in a teaching environment and in community activities
- to provide a forum to discuss the philosophy behind helping people with disabilities to develop competencies
- to discuss different approaches to training and learning
- to outline roles and responsibilities of trainers

All participants will receive a training package that will include:

- A minimum of 3 Ventura bike brakes or one per participant
- A slip mat per participant
- Antibacterial hand gel and wipes to clean hands, training equipment and surface.
- One smartphone tripod
- A handout pack per participant
- A training manual per participant.
- Payment and letter for Consultant Learners
- Consultant Learner payment receipt sheet

On completion of the TSI 3+1 programme participants will receive a certificate of attendance.

A welcome pack, learning agreement and booking form are available at

<https://tsi-online.co.uk/upcoming-workshops/>

26.1.21, 11.2.21, 2.3.21, 16.3.21, 19.3.21 1 - 2:30pm Strategic development for SENCOs: Part 2

These sessions (including a live group discussion/shared practice session) are suitable for more experienced SENCOs, or those who have completed Part 1 of this series, who want to continue to develop their strategic approach to SEND.

<https://nasen.org.uk/events/strategic-development-for-sencos-part-2.html>

27.1.20 10 – 4.30 Therapeutic work with children and young people suffering child sexual abuse and exploitation

<https://edpsy.org.uk/event/therapeutic-work-with-children-and-young-people-suffering-child-sexual-abuse-and-exploitation-01-20/>

28.1.21 Introduction to Dyscalculia

<https://nasen.org.uk/events/introduction-to-dyscalculia.html>

1.2.21 1 – 2.30 Early years SENCO Masterclass

Exploring the increased demands and ever-changing landscape within the Early Years sector in relation to meeting the needs of children with SEND and their families.

<https://nasen.org.uk/events/early-years-senco-masterclass-11.html>

This session is repeated on **11.2.21** 10 – 11.30

<https://nasen.org.uk/events/early-years-senco-masterclass-10.html>

11.2.21 1 – 2.30 National Community of Practice for Personal Health Budgets in Learning Disability and Autism Services webinar

For information and to confirm your attendance contact: toby.holder1@nhs.net

16.2.21 Making Participation Work's 3rd Children and Young People's Conference

This is a conference with a difference – designed and delivered by young people for young people this year's conference is all about Youth Voice. The conference will focus on empowering young people with SEND to feel heard, giving them the tools to effectively amplify their voices.

This will be an interactive online, all-day conference for children and young people with special educational needs and disabilities. The conference is about **Youth Voice** and is an incredible opportunity for children and young people to build on their participation skills, develop their voice and feel empowered to participate in decision making at a local, national and strategic level.

Registration is at <https://www.eventbrite.co.uk/e/youth-voice-matters-children-and-young-peoples-send-conference-tickets-128101415783>

There is a limit to 10 young people per group so [sign up](#) quickly before all the spaces are gone! Please only reserve the number of tickets you actually need so as to allow as many groups as possible to attend.

At the moment group leaders only need to register their group and indicate how many tickets you need. Further details of delegates (including support needs) will be required in January. [Registration](#) will close on 11th December, or sooner if all tickets are allocated.

17.2.21 1.30 – 2.30 Sensory needs in the early years

This webinar explores the identification and provision for children with sensory needs in the Early Years. It is relevant for Early Years SENCOs and practitioners from PVI settings, childminders and Early Years Foundation Stage teachers and teaching assistants in maintained schools.

<https://nasen.org.uk/events/sensory-needs-in-the-early-years.html>

25.2.21 10 – 12.30 Free course for practitioners working with children with SEND and their families

Contact's accessible and jargon-free course will give practitioners practical ideas about how they can support disabled children and their families, and skill them up to understand parents' concerns and how best to help them.

26.2.21 CDC 3rd National event – Save the date

11.3.21 10 – 12.30 Free course for practitioners working with children with SEND and their families

Contact's accessible and jargon-free course will give practitioners practical ideas about how they can support disabled children and their families, and skill them up to understand parents' concerns and how best to help them.

<https://www.eventbrite.co.uk/e/working-with-parentscarers-of-children-with-send-tickets-129474823683>

18.3.21 10 – 12.30 Free course for practitioners working with children with SEND and their families

Contact's accessible and jargon-free course will give practitioners practical ideas about how they can support disabled children and their families, and skill them up to understand parents' concerns and how best to help them.

<https://www.eventbrite.co.uk/e/working-with-parentscarers-of-children-with-send-tickets-129475808629>

25.3.21 Next steps for the Ofsted inspection framework – adapting to the impact of Covid-19 and the return to school, remote learning and regulation of apprenticeship providers and FE colleges

<https://www.westminsterforumprojects.co.uk/book/Next-steps-for-the-Ofsted-Inspection-Framework>

8.4.21 1 – 2.30pm National Community of Practice for Personal Health Budgets in Learning Disability and Autism Services webinar

For information and to confirm your attendance contact: toby.holder1@nhs.net

FOCUS: SEND INSPECTION

HMCI commentary: the future of area special educational needs and disabilities inspections
Ofsted's Chief Inspector, Amanda Spielman, discusses the challenges facing the SEND system, along with Ofsted and CQC's role going forward. Nicholas Whittaker

<https://www.gov.uk/government/speeches/hmci-commentary-the-future-of-area-special-educational-needs-and-disabilities-inspections>

FUNDING – Deadline 5.1.21 THE WOLFSON FOUNDATION'S SPECIAL SCHOOLS & COLLEGES GRANTS PROGRAMME

There is a 2-stage application process & next stage 1 closing date is 5th January 2021. Applications successful at this stage will have until the 1st March 2021 to complete the stage 2 application. Details: Special needs schools and colleges can apply for grants of £15,000-£75,000. Funding is available for projects that are focused towards helping pupils to develop skills which would help them to gain employment or live independently after leaving school or college. Funding covers capital costs such a buildings & equipment. The applicant organisation should meet all of the following criteria: be a registered charity, local authority; be registered with the relevant regulatory authority, where applicable & have at least a good rating. Projects requesting £50,000 or more need to have matched funding in place. The project should be for a new building, refurbishment work or equipment & aim to produce one or more of the following outcomes: • Increased access to services for new and existing users; • Improved quality and range of services; • Improved financial stability of the organisation.

How to apply: <https://www.wolfson.org.uk/funding/funding-for-places/funding-for-special-schools-and-colleges/>

RESOURCES

Dysphagia in people with a learning disability

A single page repository of dysphagia resources for easy accessibility by practitioners and carers and any others who may find them useful. Also included is a dysphagia risk assessment and risk guide developed for the National Patient Safety Agency.
<http://psychology-resources.wlvpsych.co.uk/dchadwickdysphagiareources/> 2

A sleep hygiene tool for children with developmental disabilities

This article describes a co-design study to develop a sleep hygiene education tool for children with developmental disabilities and behavioural sleep problems. The tool is underpinned by a programme theory, which explains how sleep hygiene education should work to improve children's sleep. In three co-design workshops, eight parents and six practitioners debated a preliminary sleep hygiene education tool, using themes developed from an earlier evidence review and exploratory study into parent and practitioner experiences of sleep hygiene education. This participatory research established stakeholder acceptability of the SHE tool and confirmed the often-hidden contextual factors that can help or hinder its success, informing the underpinning programme theory.

<https://cdn.ps.emap.com/wp-content/uploads/sites/3/2020/12/201202-A-sleep-hygiene-tool-for-children-with-developmental-disabilities.pdf>

SEND Star toolkit

An extensive teaching toolkit to equip, enable and empower educators with the relevant knowledge they need to support young people with special educational needs and disability (SEND).

https://www.childnet.com/resources/star-send-toolkit?utm_campaign=2819708_CoP%20e-news%20December&utm_medium=email&utm_source=Nasen&dm_i=2F68,1OFP8,7KZLHG,5QUFU,1

New resources to promote parent participation in your area

Contact has produced two short films about parent participation to help raise awareness about the role and work of forums, why you should join a forum and the importance of working in partnership.

[Make a difference: Why I should join my local parent carer forum.](#)
[What is a parent carer forum and what do they do?](#)

Free resources on trauma-informed approaches

This online course is a summary of the four cornerstones of a trauma-informed approach, intended to be able to be read in an hour, which provides a summary of the key messages from neuroscience and psychology regarding the practical actions that we can take to support children and young people at this extraordinary time. These can be used in conjunction with our recorded webinars to support ongoing learning and the embedding of trauma-informed approaches within daily practice.

[Session one recording](#)

[Session one slides](#)

[Session two recording](#)

[Session two slides](#)

[Session three recording](#)

[Session three slides](#)

https://i.emlfiles4.com/cmpdoc/6/7/9/2/1/1/files/70106_summary-of-mission-possible-trauma-informed-approaches-pdf.pdf?utm_campaign=2819708_CoP%20e-news%20December&utm_medium=email&utm_source=Nasen&dm_i=2F68,1OFP8,7KZLHG,5POYZ,1

Supporting language development in children with Down Syndrome

These resources include [online advice sessions for parents and practitioners educating students with Down syndrome at home](#) and an article for the RCLST's Bulletin magazine

which summarises the evidence base around language intervention for children with Down syndrome.

Find out more <http://lucid.ac.uk/news-events-blog/news/new-resources-around-supporting-language-development-in-children-with-down-syndrome/>

Child development podcast series

Salford Cognitive Development Lab recently launched a child development podcast series. Each episode explores a different aspect of child development from language to eating behaviours to supporting children with long-term medical conditions.

Listen to the podcasts. <http://lucid.ac.uk/news-events-blog/news/listen-to-the-new-child-development-podcasts-from-salford-cognitive-development-lab/>

Digital inclusion in mental health services guide

The Mental Health Network and Association of Mental Health Providers have co-produced a digital inclusion guide which will give practical tips for mental health providers to make their digital mental health services more inclusive. Through practical advice, ideas and case studies, the guide aims to help mental health service providers ensure all individuals in need of mental health services have choice in the care they receive, and nobody is excluded due to a lack of digital access, confidence or skills.

Developed for service leads and organisation boards, [the digital inclusion in mental health services guide](#) covers four key themes: improving user access, building skills and confidence, supporting your workforce, and governance and accountability to help you evaluate where your organisation is currently in relation to achieving digital inclusion.

Download the guide [here](#).

Expert Parent Programme: Two new e-learning modules now available

CDC has announced two new e-learning modules as part of the Expert Parent Programme: Planning for an Uncertain Future and Support Decision-making and the Mental Capacity Act (2005)/ These have been developed as part of the new Complex Health Needs element of the programme, which is funded by Together for Short Lives.

This programme is aimed at the parent carers of children and young people with complex health needs and a learning disability which means that they do not have the capacity to make significant decisions for themselves. However, these e-learning modules are freely available to all, including any professionals supporting these families.

Planning for an Uncertain Future looks at some of the key challenges families my face when their son or daughter, who has complex health needs and a learning disability, moves into adulthood and prepares to move on to adult services.

Supported Decision-making and the Mental Capacity Act builds on the knowledge of each person's human right to make a decision about themselves, and how legislation supports and protects this. It also provides insight about the part that parent carers have once their child turns 16.

<https://councilfordisabledchildren.org.uk/our-work/whole-child/practice/expert-parent-programme>

ACTIVITIES FOR FAMILIES AT HOME

<https://3pppsychologies.com/2020/03/23/resources-52-covid-19-10-more-activities-for-home-you-are-not-alone/>

<https://3pppsychologies.com/2020/03/30/resources-53-even-more-activities-to-do-at-home/>

INFORMATION

CDC 2nd national event – December 2020

On the 11th December 2020, CDC ran a national virtual event for SEND Leads, DCO/DMOs and Commissioners from across the country. The aim of the event was to update the sector, share knowledge and best practice and learn from each other. The main plenary session consisted of:

- An update on the work across health and social care within DfE from Janet Collins from DfE
- Update on Learning Disability and Autism and Mental Health Workstreams from Sue North, Head of CYP, NHSE/I & David Lockwood, Deputy Head for Perinatal and CYP Mental Health, NHSE/I
- A briefing on local areas' special educational needs and disabilities provision from Nick Whittaker Specialist Adviser, SEND, Ofsted

A recording of the main session can be viewed [here](#).

Attendees at the event were also given the opportunity to attend 2 workshops on a variety of topics. Please find the workshop recordings below:

- Supporting employment pathways for young people with send during and post covid
- [Leadership in Challenging Times](#)
- [HeadStart Hull](#)
- [SENDIASS Joint Commissioning – the West Sussex Journey](#)
- [Early Help, SEN support and the Local Offer](#)
- [Development of a SEND Outcomes Framework](#)
- [Using innovative robot technology to support home education](#)
- [Learning from the National Trial of SEND Tribunal](#)
- [Quick wins](#)
- [Creative online participation methods for children and young people](#)
- [Embracing telehealth technology – Covid and beyond](#)
- [Supporting parents with children who are Clinically Extremely Vulnerable](#)

Virtual therapy rooms

What are Virtual Therapy Rooms?

You create rooms in Google Slides or Powerpoint and insert your Bitmoji in the presentation. There are a few technical hurdles associated with getting the technology right initially, but it does then become second nature and designing the rooms become easier.

<https://3pppsychologies.com/2020/09/13/resources-56-bitmoji-therapy-rooms/>

<https://learning.3pppsychologies.com/courses/free-live-event-virtual-therapy-rooms-2-an-amazing-resource>

WORKFORCE DEVELOPMENT

Delivering sensory health services

This programme aims to equip professionals with knowledge and understanding about children and young people with complex learning disabilities and autism and special residential schools and colleges that meet their educational needs.

The video led interactive resource seeks to introduce professionals undertaking oral health, eye care and audiology services to the environment of a special residential school or college.

Participants will benefit from knowledge and understanding of the children and young people who they will be supporting and advice and guidance on how to personalise their service to meet their needs to facilitate sensory checks.

<https://www.e-lfh.org.uk/programmes/delivering-sensory-health-services/>

REPORTS

Integrating Care – The next steps to building strong and effective integrated care systems across England.

This document builds on previous publications that set out proposals for legislative reform and is primarily focused on the operational direction of travel. It builds on the route map set out in the [NHS Long Term Plan](#), for health and care joined up locally around people's needs.

<https://www.england.nhs.uk/wp-content/uploads/2020/11/261120-item-5-integrating-care-next-steps-for-integrated-care-systems.pdf>

‘Feeling heard’: partner agencies working together to make a difference for children with mental ill health

A summary of findings from joint targeted area inspections (JTAs) of how multi-agency partnerships identify and respond to children with mental ill health.

<https://www.gov.uk/government/publications/feeling-heard-partner-agencies-working-together-to-make-a-difference-for-children-with-mental-ill-health>

“Who are they, where are they?”

This report by Anne Longfield, Children's Commissioner for England shines a light on some of the most vulnerable children in the country – those children who are living 'behind closed doors', including those locked up in secure hospitals, prisons or children's homes.

The report shows that although children end up in different types of setting, they often have very similar and overlapping needs – nearly half the children in custody have been in care, and three quarters have mental health needs. Half the children locked up for their own welfare have mental health needs, and 80% have also been charged with a criminal offence.

<https://www.childrenscommissioner.gov.uk/report/who-are-they-where-are-they/>

OTHER NEWSLETTERS

Autism newsletter

<https://mailchi.mp/7af5155f8190/autism-enewsletter-4810774?e=acbe2531b0>

Child Development and Learning Difficulties Lab, Institute of Education, UCL, news

https://mcusercontent.com/d155dd3868ae027bf56443605/files/422a47d3-386c-4fc1-a661-8b295ad1d537/CDLDnewsletter_winter2020final.pdf

Council for Disabled Children newsletter

<https://mailchi.mp/ncb/your-september-newsletter-is-here-1300122?e=59c28d4a77>

EEF news:

<https://mailchi.mp/eefoundation/news-alert-dec-2669758?e=c63232fdb1>

Making ourselves heard newsletter

<https://mailchi.mp/ncb/september-making-ourselves-heard-newsletter-1300002?e=59c28d4a77>

NFER Direct for Schools

<https://news.nfer.ac.uk/4R3K-FKEQ-0D065828ACCD17D10I01TF51483C5097E1B8A/cr.aspx>

RCPCH&Us news

<https://sends.rcpch.ac.uk/3YSO-185UZ-EF72246CC6DD7DB175EUNQ50C76865CA699CF0/cr.aspx>

Whole school SEND nasen news

<https://dmtrk.net/2F68-1OFP8-A7F108258D40C45E7KZLHGA1970D98BCC3D71E/cr.aspx>