



# NW SEND Regional Network Newsletter

## February 2023

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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### **NORTH WEST EVENTS**

#### **1.2.23 12.30-2pm Working Together with Lived Experience, MS Teams**

VOICES TRANSFORM AND INSPIRE CHANGE

THE CHILDREN AND YOUNG PEOPLE'S TRANSFORMATION PROGRAMME




### **Working Together With Lived Experience**

If you are interested in hearing about Coproduction and Participation in children and young people's services


**Date: 1<sup>st</sup> February**  
**Time: 12:30-14:00**  
**Where: Microsoft Teams**  
**Book: [england.nwcyp@nhs.net](mailto:england.nwcyp@nhs.net)**

Join our 90 minute workshop with North West National Network Parent Carer Forums and Youth Focus North West. You can explore with us:

- What good coproduction looks like
- The difference between Coproduction and Participation
- Practical examples of coproduction/participation in Children services
- Strategic Coproduction within NHS England North West CYP Transformation Programme
- Further support and take away resources
- Keeping children safe through lived experience involvement



NHS England



To book: Email [england.nwcyp@nhs.net](mailto:england.nwcyp@nhs.net)

## **6 Week Autism Acceptance Training Programme**

After a lot of planning, Spectrum Gaming are now ready to launch our first ever autism training programme: <https://www.spectrumgaming.net/autism-acceptance>

Their series of 6 webinars has been coproduced with autistic young people, with the focus on helping professionals, parents/ carers and more improve their understanding of autism. These webinars will not be like any training you have attended before and will challenge a lot of how autism is typically described.

All 6 sessions take place on Fridays, 7-9pm:

3<sup>rd</sup> February – Understanding the wider autism lens

10th February - Autism from our perspective (delivered by autistic young people)

17th February - Autism and trauma

24th February - Supporting young people with meltdowns

3rd March - Understanding sensory differences

10th March - Understanding anxiety and wellbeing

For more information, please visit: <https://www.spectrumgaming.net/autism-acceptance>

If you would like to book a place, you can do so through the above link, or

here: <https://www.eventbrite.co.uk/e/autism-acceptance-6-week-course-tickets-484574083127>

A recording will be made available for 2 weeks after each session if you cannot make it on the day, for anyone who is booked onto the training.

## **OTHER EVENTS**

### **1.2.23 9.30 – 4.30 How we can support early years and primary school settings to develop language provision (for EPs and SLTs)**

Why is language and communication important for child development and learning at school?

How can you support your schools and EY settings in developing a stronger language provision for all children?

This one-day workshop is aimed at Educational Psychologists and Speech & Language Therapists who want to increase their knowledge of the approaches that can be used to support early years and primary school settings to develop their language provision and support for all children. The session will be delivered by Dr. Ioanna Bakopoulou, an APS Associate Educational Psychologist with specialist research expertise in the area of language development and experience of supporting schools to develop their provision in this respect. If you would like to find out more, please visit:

[Supporting Spoken Language - Aspen Psychology Services](#)

### **2.2.23 9.30 – 12.30 COVID recovery and young children with SEN and disabilities (Council for Disabled Children)**

This national seminar brings together different perspectives on the impact of the pandemic on children with SEN and disabilities and their families, from research, from families, from the data and from different experiences.

This seminar is for:

- Local authority staff and specialist services.
- PVI and nursery settings.
- Parents/carers of children with Special Educational Needs and Disabilities.
- Researchers interested in how COVID-19 has impacted young children with SEN and Disabilities.

[EYSEND: COVID recovery and young children with SEN and disabilities Tickets, Thu 2 Feb 2023 at 09:30 | Eventbrite](#)

### **2.2.23 10 – 1.30pm Putting Voice at the Heart of Strategic Commissioning, a CDC National Online event**

This event is aimed at SEND Leads, Commissioners, DSCOs, DMOs and DCOs – we would also welcome attendance from Parent Carer Forum regional representatives. Priority will be given to these roles.

The event will consist of a **main plenary session** and a range of workshop choices (attendees will be given the chance to sign up to 2x workshops)

You can register here [Putting Voice at the Heart of Strategic Commissioning - CDC National Event Tickets, Thu 2 Feb 2023 at 10:00 | Eventbrite](#)

You will receive an email with information on how to sign up for workshops. You will also receive Teams invites for all the sessions. CDC will contact you through the email address you've provided to register so **please make sure you enter the correct email address**. You should receive a confirmation email from Eventbrite after registering. If you haven't received one, please email Adeeba at [akhan@ncb.org.uk](mailto:akhan@ncb.org.uk).

### **6 – 12.2.23 Children's Mental Health Week**

Each year, Place2Be run the national Children's Health Week.; This year's these is Let's Connect.

Find out more at [About - Children's Mental Health Week \(childrensmentalhealthweek.org.uk\)](https://childrensmentalhealthweek.org.uk)

### **8.2.23 Now and Beyond festival**

Now in its third year, the festival has reached over one million young people, educators and parents/carers providing free lesson plans, live online workshops and live celebrity content. [Head to the website to register](#) to take part.

### **9.2.23 9.30 – 12.30 'Assess, Plan, Do, Review, it's the only way through!' (nasen)**

Nasen's national seminar spans many topics from Local Authority strategic planning, through to leadership in Early Years settings and the systems and processes used by Early Years practitioners to meet the needs of our youngest children with SEND. This is a must for all Early Years LA staff, SENCOs, setting managers and practitioners.

[nasen's Early Years SEND Seminar 'Assess, Plan, Do, Review' It's the Only Way Through | Nasen](#)

### **15.2.22 12 – 1pm Lunch and Learn: Short Breaks**

NHSE are hosting two Lunch and Learn Webinars to share good practise approaches with local areas developing their plans to respond to the Long Term Plan commitments focussed on increasing community services to prevent avoidable hospital admissions, reduce lengths of stay and to keep children in their communities. (*Details of the second webinar will be out soon*).

This webinar will showcase Cambridgeshire's Intensive Short Breaks Hub, leads will share the approach they took to pull large scale and cross system transformation together, the session will cover:

- A brief overview of the model
- What the local area did
- How they did it
- How they secured buy in and funding

This hour-long session is aimed at:

- ICB Children's Commissioners
- Local Authority Commissioners and Heads of Disabled Children's social care teams
- Provider Collaboratives
- Designated Clinical Officer
- Parent Carer Forums
- CAMHS/IAPT teams focused on Autism & Acute ward settings.

To sign up to this Webinar, please click this link [Webinar registration | Microsoft Teams](#)

If you have any difficulties accessing the registration form, please email [england.cypevents@nhs.net](mailto:england.cypevents@nhs.net)

### **22.2.23 9.30 – 12.30 Behaviour, exclusions, delayed entry and the Equality Act (Council for Disabled Children)**

This national seminar will explore the connections between equality considerations, behaviour and exclusions from settings for children 5 and under. A rights-based approach to behaviour management of early years children will be applied.

[EYSEND: Behaviour, Exclusions, Delayed Entry & The Equality Act Tickets, Wed 22 Feb 2023 at 09:30 | Eventbrite](#)

### **23.2.23 Cost of living: supporting families in the early years – Hosted by Early Years in Mind**

[Cost of Living: Supporting Families in the Early Years | Training | Anna Freud Centre](#)

### **24.2.23 Social Care-SEND champion Train the Trainer workshop – North West**

This programme of training is designed to support operational social care-SEND champions in local areas to deliver training and to support the workforce in relation to 3 key areas:

- Module 1 – The legal framework for SEND and Social Care
- Module 2 – The role of Social Care in the SEND system
- Module 3 - Providing good quality social care advice and information

The regional train the trainer workshop will support participants to develop their skills in developing and facilitating social care-SEND training. On completion of the course participants will receive:

- PowerPoint slides of all 3 modules
- Facilitator guides for all 3 modules
- Participant handbooks for those being trained in local areas

The DSCO (Designated Social Care Officer for SEND) or other senior Social Care/SEND manager should identify a small group of 4-8 Social Care-SEND champions per local area who will be responsible for ongoing workforce development and who will be able to deliver the training for the local area.

All participants will need to complete the CDC Social Care and SEND e-learning in advance. This is a free, online event, participants will receive a link with joining instructions in advance.

**To register** - If you are a DSCO, senior Social Care or SEND Manager in a local area and would like to nominate a small team to be involved in the training for your region please contact Tamara Moncada at [tmoncada@ncb.org.uk](mailto:tmoncada@ncb.org.uk).

Please note this is a repeat of the national sessions that CDC ran in March 2022 so if you have already participated please do not register to attend this one. It is possible for other participants from the same local area to attend the regional session.

### **2.3.23 EYSEND Partnership Regional event – Leeds. Save the date**

### **8.3.23 Transition - Improving the Care of Young People. The Burdett National Transition Nursing Network, hybrid event. Save the date**

### **6 – 9.3.23 ADOS2, face to face, Manchester**

[ADOS2 Training Manchester March 2023 \(123formbuilder.com\)](#)

### **8.3.23 Making Participation Work national practitioners' conference. Zoom.**

This event brings together participation, co-production, engagement practitioners and strategic managers to discuss how SEND youth voice and engagement plays a role in developing quality local area provision.

The deadline for sign-ups is Friday 10<sup>th</sup> February 2023.

You can register for the conference via this link: [Making Participation Work Practitioner's Conference Tickets, Wed 8 Mar 2023 at 10:00 | Eventbrite](#)

**16.3.23 9.30 – 12.45 Improving early childhoods in the face of deepening uncertainty – Learning from A Better Start – virtual event. Save the date.**

**16.3.23 10 – 4 Delivering and evaluating effective mental health and wellbeing interventions in school: ‘applying learning from ‘HeadStart’, Manchester**  
[Delivering and evaluating effective mental health and wellbeing interventions in school - Manchester 16 March \(corc.uk.net\)](#)

**20 – 24.3.23 Social Work week**

Social Work Week is a programme of events from Social Work England, the social work sector, and people with lived experience of social work.

[About Social Work Week - Social Work England](#)

**21.3.23 10 – 1 Coproduction, Engagement, Empowerment, Measuring Successful Outcomes (Genuine Partnerships & Contact). Save the date**

**21.3.23 10 – 12 CDC National event – Save the date**

**27 March – 2 April 2023 World Autism Acceptance Week**

**The ADHD Foundation: Neurodiversity Charity is running a series of live-streamed training sessions for educational professionals.**

The webinars are applicable to all key stages and phases of education, including sessions that are specific to Early Years, Primary and Secondary settings. They also offer webinars designed for new entrants to the profession and Teaching Assistants. All the webinars will begin at 3:45pm and finish at 5:15pm and will include an opportunity for Q&A.

How to register:

Please confirm your attendance to the webinar of your choice by following the relevant link below. This will take you to the event booking page, with a registration form to complete. You will then receive an email with instructions on how to join the webinar.

Can't attend? If you are unavailable to attend the live webinar, and would like access to a recording, please continue to sign up and you will receive a link after the session.

**Thursday 12th January Multi-Sensory Approaches to Learning in the Early Years and Key Stage 1 Classroom**

[Registration \(gotowebinar.com\)](#)

**Monday 23rd January Supporting Executive Functioning in the Classroom**

[Registration \(gotowebinar.com\)](#)

**Tuesday 7th February Exploring the Effective Use of Sensory Circuits**

[Registration \(gotowebinar.com\)](#)

**Thursday 16th February Supporting Neurodiverse Children and Young People for Support Staff**

[Registration \(gotowebinar.com\)](#)

**Wednesday 15th March Supporting Children and Young People with a Dual Diagnosis of ADHD and ASC**

[Registration \(gotowebinar.com\)](#)

**Thursday 30th March Understanding and Supporting Foetal Alcohol Spectrum Disorder (FASD)**

[Registration \(gotowebinar.com\)](#)

**Thursday 20th April Understanding and Supporting Anxiety and OCD**

[Registration \(gotowebinar.com\)](#)

**Wednesday 26th April Understanding and Supporting Attachment and Trauma**

[Registration \(gotowebinar.com\)](#)



## **Monday 8th May Practical Strategies to Support Neurodiverse Children and Young People**

[Registration \(gotowebinar.com\)](http://gotowebinar.com)

## **Tuesday 16th May Girls, Young Women and ADHD**

[Registration \(gotowebinar.com\)](http://gotowebinar.com)

## **Tuesday 6th June Creating an Enabling Environment for Neurodiverse Children in Early Years and Key Stage One Part 1**

[Registration \(gotowebinar.com\)](http://gotowebinar.com)

## **Wednesday 21st June Reading and Writing Interventions for Neurodiverse Learners**

[Registration \(gotowebinar.com\)](http://gotowebinar.com)

## **Thursday 6th July Creating an Enabling Environment for Neurodiverse Children in Early Years and Key Stage One Part 2**

[Registration \(gotowebinar.com\)](http://gotowebinar.com)

### **nasen and EYSEND Partnership**

nasen is offering a session of 'Meeting the Needs of Every Child', an introduction to SEND in the Early Years for practitioners and childminders. The 2-hour live online webinar covers the legislation for SEND, role of the SENCO and Key Person, the graduated approach and developing partnerships with parents. Dates for the sessions are below:

- [Wednesday 8 March: 10.00am - 12.00pm](#)

Please note: will need to apply for nasen's free membership to access the booking.

### **A Bright Start for Every Deaf Child: Together We Can Be There for Deaf Children**

Join the National Deaf Children's Society's hosted network of early years settings and practitioners that will meet online four times a year to share resources, knowledge and good practice. NDCS will provide support, contact, training, ask the expert opportunities and resources. The first meeting will focus on practical activities for improving deaf children's social and emotional development. The next topic is phonetical awareness for deaf children. Choose a time that suits you best: 7 March, 4pm or 9 March, 6:30pm. Both meetings will last 1 hour 15 minutes: <https://www.ndcs.org.uk/our-services/services-for-professionals/early-years-networking-groups/>

### **Practical approaches to improving mental health and wellbeing support in schools and local areas: free trainings for local leaders and schools**

The Child Outcomes Research Consortium (CORC) have been partners on the HeadStart Programme since its inception. The programme took a 'test and learn' approach, and strategic investment from The National Lottery Fund allowed theory, research, and best practice to be applied in interventions and approaches in six local areas. From these learnings CORC have developed a set of trainings to share with school staff and local leaders of mental health and wellbeing. Participants will benefit from case examples and practical ideas for interventions.

Booking your selected free training date:

Local leaders training online only [26 January](#), [16 February](#), [23 February](#) (all training dates 09:00–13:00).

Schools dates [in person 9 February, London](#) (10:00–16:00); [online - two part, 2 March and 9 March](#) (both dates 15:00–17:30); [in person 16 March, Manchester](#) (10:00–16:00).

### **Social Care and SEND**

As part of the Research and Improvement for SEND Excellence (RISE) programme funded by the Department of Education, the Council for Disabled Children (CDC) will be delivering training sessions in February and March on Social Care, SEND, and Co-production. This workshop was designed specifically to meet an area of need for professionals working in the children's social care system, following a workforce survey conducted by CDC and NDTi. The objectives include:

- Increase your understanding of the opportunities for co-production in social care and SEND,
  - Increase your knowledge and skills in communicating with disabled children and young people in the context of social care and SEND,
  - Learn from CDC's previous DfE funded programme on Transforming Culture and Practice in Social Care, and
  - Reflect and share local strengths and challenges with colleagues from other local areas.
- If you work in the children's social care system and are interested in improving your understanding and knowledge of Social Care, SEND and Co-Production, CDC encourage you to visit the link below to view dates and register. The workshop is being delivered multiple times and will take place online, using MS Teams, so please select the training date that suits you best.

<https://www.eventbrite.co.uk/e/send-workforce-social-care-send-and-co-production-tickets-444020135177>

If you have any questions, do not hesitate to contact Thamara Moncada at [tmoncada@ncb.org.uk](mailto:tmoncada@ncb.org.uk).

### **Nasen/Whole School SEND training**

As part of the **Universal SEND Services** programme, nasen/Whole School SEND created a series of **online SEND CPD units** to support those who work with children and young people in schools and further education settings to develop inclusive practices.

These, **free-to-access**, 20 minute units provide users with the information and skills required to build a holistic understanding of individual learners' personal characteristics and context, and offer clear guidance on adaptations to teaching across the age-range with the aim of meeting the needs of all learners.

The first three units, themed around **Safety and Belonging**, were launched in October and have since been completed by over 1,200 practitioners with consistently positive feedback.

The next five units explore the theme of **Language and Communication** and **Social, Emotional and Mental Health** and will be available from 24<sup>th</sup> January.

A series of **live online networking sessions** that complement the unit content will also run throughout February and March, with sessions tailored to Primary and Secondary / FE.

Anyone is welcome to join, although it is recommended that some work on the modules has already taken place to help contextualise learning, share experiences and further develop understanding.

There is limited availability for these sessions, so early registration is recommended.

Register here for online learning units 1 – 3 [Online CPD Units | Whole School SEND](#)

Register here for early bird access to units 4 – 8 [Online learning units \(dotdigital-pages.com\)](#)

Book for live online networking sessions [Events listing | Whole School SEND](#)

Safety and Belonging sessions are available now Language and Communication / SEMH sessions are available from 24 January

## **FOCUS: PERSONAL HEALTH BUDGETS**

### **Update from NHSE/I:**

Updates to two key personal health budget guidance documents have been published to reflect the introduction of integrated care boards (ICBs) in July 2022.

Guidance on direct payments for healthcare: understanding the regulations (Link to copy and paste into browser: <https://www.england.nhs.uk/publication/guidance-on-direct-payments-for-healthcare-understanding-the-regulations/>) provides guidance for commissioners to support the implementation of the **National Health Service (Direct Payment) Regulations**

2013 (<https://www.legislation.gov.uk/ukSI/2013/1617/contents/made>) and

amendments 2014 (<https://www.legislation.gov.uk/ukSI/2014/1611/contents/made>)

and 2019 (<https://www.legislation.gov.uk/ukSI/2019/1432/contents/made>) and deliver on the

ambition for 200,000 people to have a personal health budget by 2023-24. Updates to the previous version of this guidance (version 1, published 20 March 2014) are highlighted in

yellow in the PDF document.

<https://www.england.nhs.uk/publication/guidance-on-the-legal-rights-to-have-personal-health-budgets-and-personal-wheelchair-budgets/> ) supports ICBs and other relevant bodies to meet their duty to ensure eligible groups of people benefit from the legal right to have a personal health budget or personal wheelchair budget. This includes people eligible for NHS Continuing Healthcare, children and young people's continuing care, people eligible for after-care services under section 117 of the Mental Health Act, and people eligible for NHS wheelchairs. Updates to the previous version of this guidance (version 1, published December 2019) are highlighted in yellow in the PDF document.

## **RESOURCES:**

### **New resources for young people, caregivers and professionals aid understanding of post-traumatic stress disorder (PTSD)**

The UK Trauma Council (UKTC) have launched four new animations, designed with young people for young people, which explain the signs of PTSD. The animated videos are part of a free series of childhood trauma and PTSD resources. Also in the series is a set of seven training videos for mental health professionals on delivering our best-evidenced treatment for childhood PTSD. The resources aim to improve understanding of PTSD for young people, parents, carers and professionals.

Informed by the latest research on childhood trauma and PTSD, the animations show what PTSD looks like, and provide useful advice for young people on how to cope with distressing memories, the science around best treatments, and address worries they might have about getting support.

[Access the UKTC resources](#)

### **PDA (Pathological Demand Avoidance) Society resources**

Our FREE resources including a wide range of [information sheets](#) are available to download from our [resource library](#), along with our [What is PDA? booklet](#), [Practice Guidance for identifying and assessing PDA](#) and many other helpful resources and [webinars](#).

### **Resources for staff in further education colleges**

Resources which look at some of the most common mental health concerns students in further education colleges may experience.

[Further education : Mentally Healthy Schools](#)

### **Awareness of developmental Dyscalculia and Mathematical Difficulties toolkit (ADD UP)**

A toolkit designed to help teachers and parents to identify dyscalculia. This toolkit provides information on how to get support for children with dyscalculia. It is designed to raise awareness of dyscalculia and mathematical learning difficulties.

It also signposts opportunities to learn more about dyscalculia through our short courses, presentations and blogs.

[Awareness of developmental Dyscalculia and Mathematical Difficulties toolkit \(ADD UP\) | IOE - Faculty of Education and Society - UCL – University College London](#)

### **Care Act assessment and eligibility**

The Care Act 2014 sets out local authorities' duties when assessing people's care and support needs.

This resource, updated October 2022, supports care practitioners and answers their questions about assessment and determination of eligibility under the Care Act. It also provides practical guidance over what they should do when applying the letter and spirit of this law.

[Assessment and determination of eligibility under the Care Act 2014 | SCIE](#)



## **Support for Children and Young People with Mental Health Needs, Learning Disabilities and/or Autism: A Resource Pack to Support the Development of Local Services**

NHS England's Quality Improvement Taskforce has launched a resource pack that aims to improve understanding of the current care and treatment offer for children and young people with mental health needs, learning disabilities and/or who are autistic, with a specific focus on pathways of care into hospital beds, as well as the experience of inpatient care.

The resource pack aims to support professionals to develop their local case for change around pathways of care to increase and improve community provision and reducing unnecessary inpatient admissions. The pack has been tested widely amongst key stakeholders including NHS-Led Provider Collaboratives, parents and carers. The views of children and young people have also been central to this piece of work.

The [resource pack](#), which can be found on the [FutureNHS Platform](#), provides links to [key documents](#) which includes [additional useful information](#) and [practice examples](#) on how providers have developed approaches to improve their services.

### **Free resources from Irwin Mitchell**

Legal and financial advisors Irwin Mitchell are creating a rollout of free resources, including Bitesized videos. These are short, easy-to-understand videos on Mental Capacity, Power of Attorney, EHCPs, Transitioning from Child to Adult from an education perspective, Deputyships, and Assessment and Treatment centres. These will be rolled out over the next few months. The first video explains the legalities around Education Health and Care Plans (EHCPs), which can be found [here](#).

### **New NHS guidance on involvement**

NHS England have released their new guidance this year on [Working with People and Communities](#) for integrated care boards, NHS trusts and foundation trusts and policy for NHS England. The guidance will help services to meet their public involvement legal duties and the new 'triple aim' of better health and wellbeing, improved quality of services and the sustainable use of resources. You'll find information about population health, personalisation, inequalities and involvement to support quality improvements. The suite of resources includes easy read and accessible versions, a podcast and [webinars](#). Join the Future NHS workspace by [emailing england.epn@nhs.net](mailto:emailing england.epn@nhs.net)

### **Post-traumatic stress disorder**

The UK Trauma Council has produced four new animations about post-traumatic stress disorder, designed to help young people and the adults around them recognise the signs of PTSD and seek support

[Childhood Trauma and PTSD - UKTC \(uktraumacouncil.org\)](#)

### **Diversity and Inclusion calendar**

Download the D&I Calendar now for over 100 national awareness days, religious holidays, cultural occasions to celebrate, plan and encourage self-development.

[Diversity and Inclusion Calendar 2023 - RightTrack Learning](#)

## **WORKFORCE DEVELOPMENT**

### **Motivational Interviewing (MI) – Implementation in Organisations**

Motivational interviewing (MI) is a person-centred communication style

This online course is designed for practitioners and managers who already have some familiarity and training in MI. This free course is about how to further develop our knowledge and practice with a view to maximising the impact for clients and stakeholders. It's designed to stimulate debate and discussion, and prompt developmental practice.

If you are new to MI, please note that this course is not really designed as an introduction to the approach. You might like to have a look at this free online training from the BMJ as a starting point [BMJ Learning: Online Courses for Healthcare Professionals](#). However, please do still feel free to sign up, even if you are inexperienced, as you will find this, and lots of other great resources on the website, which will help to orientate you towards finding out more about MI.

[EdPsychEd | Motivational Interviewing | Online CPD](#)

### **The Oliver McGowan Mandatory Training on Learning Disability and Autism: an e-learning programme**

The training is named after Oliver McGowan. Oliver was a young man whose death shone a light on the need for health and social care staff to have better skills, knowledge and understanding of the needs for autistic people and people with a learning disability.

The training was developed as a result of *Right to be Heard* the Government's response to the consultation on mandatory training on learning disability and autism for health and social care staff.

[The Oliver McGowan Mandatory Training on Learning Disability and Autism - elearning for healthcare \(e-lfh.org.uk\)](#)

## **BLOGS**

### **'Happier during lockdown', positive experiences of COVID-19 lockdowns and how we can create positive change.**

['Happier during lockdown': positive experiences of COVID-19 lockdowns and how we can create positive change - edpsy.org.uk](#)

### **Coproduction in action, Time To Talk Next Steps one year on**

[Blog: Coproduction in action, Time to Talk Next Steps one year on - NDTi](#)

### **Family support in uncertain times**

[Family hubs: holistic support in uncertain times | Blogs | Anna Freud Centre](#)

### **Creating a trauma sensitive classroom**

[Creating a trauma sensitive classroom - edpsy.org.uk](#)

### **Using the Applied Trauma Responsive Classroom observation schedule**

[Using the Applied Trauma Responsive Classroom observation schedule - edpsy.org.uk](#)

## **INFORMATION**

### **Digital CBT to help children with anxiety**

NICE have [recommended the conditional use of 5 cognitive behaviour therapy \(CBT\) technologies](#) while further evidence is generated. These self-guided products can be used with support from a mental health professional. The games, videos and quizzes help children and young people learn techniques to better understand and manage symptoms of anxiety and low mood.

## **REPORTS:**

### **Children and Families Act: A failure of implementation**

Select Committee report

[Children and Families Act 2014: an example of inadequate implementation - Committees - UK Parliament](#)

## Voices of children in care

A new report by Coram Voice, [10,000 voices](#), highlights what children in care aged 4 - 18 have said about their well-being. The report found that the vast majority of children in care felt their lives were improving and many spoke positively of their experience.

## Live Life Go Further – Project Evaluation Report

This report extends and develops the Royal Society for Blind Children's approaches to working with diverse partners to deliver social and educational interventions for children and young people aged 8-25 with vision impairment.

[Live Life Go Further Project Evaluation - NDTi](#)

## A positive approach to parenting: Part 2 of the Independent Family Review, Children's Commissioner

[A positive approach to parenting: Part 2 of the Independent Family Review](#) is the second part of a Review into family life by the Children's Commissioner. Part 1 – [Family and its Protective Effect](#) defined what is so important about family, its protective effect, and how a supportive family can insulate its members from life's challenges.

In Part 2 new data has been gathered and there is further exploration of the importance of family. This report recognises the impact parents and carers have on their child's lives, their outcomes, and success in later life. The report also looks who parents turn to for practical and emotional support. Largely they turn to wider networks, including close friends and extended family. Parents also told me the services they use and how they can be improved to be more local, familial, and serve their needs.

The report includes recommendations for government and other people working with and for children. Alongside the report are annexes on [data-sharing](#), a new [outcomes framework](#), [local integration](#), the [Family Services Survey](#) and [Family Information Services](#).

## Children and young people's wellbeing and mental health during the Covid-19 pandemic, NFER

Some tentative conclusions can be drawn from this review of selected studies:

- Secondary-aged girls and primary-aged boys appear to have been most vulnerable to declines in mental health during the pandemic. This is in the context of secondary-aged girls having poorer pre-pandemic mental health than boys.
- The evidence suggests that disadvantaged children and young people were not more negatively impacted than their non-disadvantaged peers but the pre-pandemic evidence is clear that disadvantage is associated with lower overall wellbeing and mental health.
- Children and young people with SEND had lower wellbeing and mental health before the pandemic and this persisted through the pandemic.
- There is some evidence to suggest that the restrictions in early 2021 may have had a more negative impact than the earlier restrictions (March-June 2020).
- There is some evidence that for some young people, particularly those with pre-existing poorer mental health, the first lockdown may have been associated with some improvement in their mental health and wellbeing.
- Primary-aged children appear to show greater fluctuations in their mental health and wellbeing.
- By the summer of 2021, there was some suggestion of an improvement in children's and young people's mental health and wellbeing relative to earlier in the year but it may take a period of time before the effects of Covid on children's and young people's mental health and wellbeing become fully evident.

[Children and young people's wellbeing and mental health during the Covid-19 pandemic - NFER](#)

## **Ofsted Annual Report 2021/22: Education, children's services and skills**

This year's Ofsted Annual Report describes the extent to which education and children's social care have recovered in the wake of the pandemic.

[Ofsted Annual Report 2021/22: education, children's services and skills - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/97222/ofsted-annual-report-2021-22-education-childrens-services-and-skills.pdf)

## **COVID-19 and disadvantage gaps in England 2021, Education Policy Institute, Nuffield Foundation**

A new [Education Policy Institute report](#) found that 2021 saw the largest yearly increase in disadvantage gap among Key Stage 4 children since data collection began. Their Education Programme Head Dr. Emily Tanner explains how "*the analysis shines a light on the stark inequalities by disadvantage, SEND, post-16 pathway & region.*"

[Covid19\\_2021\\_Disadvantage\\_Gaps\\_in\\_England.pdf \(nuffieldfoundation.org\)](#)

## **OPPORTUNITIES TO PARTICIPATE IN RESEARCH / SHARE PRACTICE**

### **nasen Universal SEND Services: Action Research & Lesson Study Project**

Last year the National Association for Special Educational Needs (nasen) launched the new '[Universal SEND Services](#)' programme. Funded by the Department for Education and running from now until 2025, this important work includes various elements including a school/FE college **Action Research and Lesson Study project**.

Led by the University of Derby, this Action Research and Lesson Study project is providing [direct support to schools/FE colleges](#) to help them develop their own bespoke small-scale research projects that focus on inclusion and removing barriers to achievement for children and young people with SEND.

#### **Reasons to get involved**

- Gain support to address a *challenge* or put into place a *good idea* related to inclusion and SEND.
- Directly address the removal of barriers for individual learners.
- Develop a research evidence base for embedding good practice.
- As a marker of esteem, share your research findings locally and publicly.
- Receive a £300 honorarium as a thank you for sharing your findings with others.

#### **How to get involved?**

If you would like to find out more about this project, including how to apply, click [here](#).

**The next deadline for school/FE college Action Research or Lesson Study applications is the 15.2.23 (17:00).**

If you have any questions about this project, or the application process please feel free to email the project lead Dr Geraldene Codina [g.codina@derby.ac.uk](mailto:g.codina@derby.ac.uk)

### **Research recruitment opportunity for teenage girls living with a disability for a study...**

Researchers from Oxford Brookes University are looking for teenage girls living with a disability to participate in a research project that explores how teenage girls, from a variety of backgrounds, view women in leadership.

The research is being carried out to explore the issue of a gender leadership gap within the UK. The researchers would like to gather the views and experiences of girls as they believe they are essential in an environment where there is an increasing focus towards girls as potential future leaders.

A pilot study has already been conducted, and the researchers are now looking to expand the project and are particularly interested in working with girls from under-represented groups. You can read more about the project [here](#).

The lead researchers for the project are Dr Michele Paule, who can be contacted [here](#), and Dr Hannah Yelin, who can be contacted [here](#). Participation would involve the researchers

travelling to the individual or group at a mutually convenient time and carrying out a one-hour workshop. Within the workshop, the girls would be asked their opinions on women in leadership. The researchers are happy to work with group organisers to make the experience as accessible as possible for all participants.

If you have any questions or require further information, please contact the researchers at [mpaul@brookes.ac.uk](mailto:mpaul@brookes.ac.uk) or [hyelin@brookes.ac.uk](mailto:hyelin@brookes.ac.uk).

### **The Assistive Technology Test and Learn Training programme – an opportunity for schools**

The Assistive Technology Test and Learn Training Programme aims to encourage education practitioners to use technology which they already have available to them to reduce or remove barriers to learning.

Through this DfE-funded programme, 150 maintained mainstream schools in England will participate in a monthly 60-minute training session, delivered by Microlink PC (UK) between March and July. The free-to-access training will help them improve the way they use AT to support all of the children and young people they teach, including learners with SEND.

Schools who are interested in taking part in the programme are urged to review the following FAQs before applying through the link below without delay.

#### **What is the Assistive Technology Test and Learn training programme?**

This course will teach your staff about the use of, assessment for and expected outcomes of AT, in particular the technology your school already has available or can easily obtain. The programme aims to take your whole school on a journey towards more effective AT use. The course is being delivered by a consortium of nasen, Microlink and TechAbility and evaluated by IFF Research.

#### **What will the training consist of?**

The training course will include five 60-minute live online sessions from March to July 2023. The sessions will be very interactive, and you will be in small groups for the duration of the course. For this reason, we can only accept one (or, for very large schools, two) participants per school. As well as the live sessions, the participants will complete practical intersession tasks that encourage them to try out some free AT software and think about AT in the context of their school.

#### **What are the benefits for my school?**

- The programme is free to attend and will support you to use AT more effectively to remove or reduce barriers to learning for all students, and particularly those with SEND. The independent evaluation of our previous AT training course found that 100% of participants thought AT can have a positive impact on the independence, engagement and confidence of pupils with SEND and 98% said AT can have a positive impact on the progress or outcomes of pupils with SEND.
- All schools that complete the course (including submitting a needs analysis and brief case study) will receive a logo for use on promotional materials confirming they are an 'AT Explorer', 'AT Innovator' or 'AT Transformer' school.

#### **Who should we nominate to participate on our behalf?**

Your school's participant, or *AT Champion*, should be someone who can lead the school on a journey towards more effective use of assistive technology. In previous AT training programmes, we have found that support staff did not feel confident enough to lead the school in this way. As such, we would suggest you choose someone relatively senior but we recognise that schools know their staff best.

#### **What will I/my school need to do?**

Between March and July 2023 – participants will be expected to attend all 5 of the live online sessions; do 3 short tasks and complete a self-assessment form to identify key areas for development; and complete 2 brief surveys for the evaluation of the programme. You will need to confirm that your AT Champion has capacity to participate



### **How are you selecting schools to take part?**

Of the schools who express interest in the course, we will select schools ensuring a reasonable mix of phase, size, location and demographic. We expect that most of the schools who express interest will be offered a place, but we are also managing a reserve list should schools selected not be able to take part in the programme.

### **What happens next?**

In February, nasen and IFF Research will contact all registered schools to introduce themselves. nasen will then work with you to schedule your training sessions. They will aim to give your participant the best possible chance of attending by offering various times and days of the week and giving you as much notice as possible. IFF research will also be in touch to ask your participant to complete a short survey ahead of the course starting in March.

To apply go to: [Assistive Technology Project \(dotdigital-pages.com\)](https://www.dotdigital-pages.com)

## **OTHER NEWSLETTERS:**

### **Afasic online updates:**

[Afasic Online Updates - New Year, New Challenge! \(mailchi.mp\)](https://mailchi.mp)

### **Anna Freud learning network news:**

[New website research section; and free trainings on approaches to improving mental health and wellbeing for local leaders and schools \(mailchi.mp\)](https://mailchi.mp)

[Family Hubs in Mind, January 2023 \(mailchi.mp\)](https://mailchi.mp)

### **Autism newsletter:**

[Autism Newsletter \(mailchi.mp\)](https://mailchi.mp)

### **Child Development and Learning Difficulties Lab newsletter:**

[newsletter\\_CDLD\\_winter\\_2022\\_final.pdf \(mcusercontent.com\)](https://mcusercontent.com)

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

[Your winter digest is here! \(mailchi.mp\)](https://mailchi.mp)

### **Greater Manchester and Eastern Cheshire, Strategic Clinical Networks, Children and Young People newsletter:**

[GMEC SCN Children and Young People Newsletter \(govdelivery.com\)](https://govdelivery.com)

### **Greater Manchester Health and Social Care Partnership Children and Young People newsletter:**

[Children and Young People monthly newsletter - January 2023 \(govdelivery.com\)](https://govdelivery.com)

### **Makaton Magazine:**

[Makaton Magazine - January / February 2023 \(informz.net\)](https://informz.net)

### **Making Ourselves Heard news:**

[December Making Ourselves Heard \(mailchi.mp\)](https://mailchi.mp)

[January Making Ourselves Heard \(mailchi.mp\)](https://mailchi.mp)

### **National Children's Bureau, Early Childhood Unit bulletin:**

[Latest early years news and information \(mailchi.mp\)](https://mailchi.mp)

### **Mental health, learning disability and autism bulletins:**

<https://mentalhealthlda.cmail20.com/t/ViewEmail/d/2AB0354D8724C2BE2540EF23F30FED/204745E813181C7063B21DE8DA818551?alternativeLink=False>

<https://mentalhealthda.cmail19.com/t/d-e-ztrzhhd-tljtbjtz-jk/>

**Nasen newsletter:**

[Your monthly nasen member newsletter \(ddlInk.net\)](#)

**NFER Direct:**

[NFER Direct December 2022 \(ddlInk.net\)](#)

**NICE news for Health and Social Care:**

[NICE News for Health and Social Care | December 2022 \(mailchi.mp\)](#)

[NICE News for Health and Social Care | January 2023 \(mailchi.mp\)](#)

**North West Children & Young People's Transformation Programme newsletters:**

[NW CYP Transformation Newsletter - January 2023 \(campaign-archive.com\)](#)

[NW CYP Transformation Newsletter - 25 January 2023 \(campaign-archive.com\)](#)

**PDA Society newsletter:**

[PDA Society November 2022 newsletter \(mailchi.mp\)](#)

**RCPCH & US news:**

[RCPCH Engagement Collaborative - December 2022](#)

**Schools in Mind newsletter:**

[December newsletter: winter wellbeing and preparing for the new term \(mailchi.mp\)](#)

[January newsletter: new year and new term \(mailchi.mp\)](#)

**Social Care Institute for Excellence: scieline**

[Updated Care Act assessment eligibility resource and more \(scie.org.uk\)](#)

[New year training dates, webinar recordings and more \(scie.org.uk\)](#)

**Teacher Bulletin:**

[Teacher Bulletin: resources and info to help with cost of living pressures \(govdelivery.com\)](#)

**The Centre for Youth Impact newsletter:**

[The Centre for Youth Impact Newsletter: December 2022 \(mailchi.mp\)](#)

**Together for Short Lives News:**

[Winter 2022 Transition Matters Newsletter \(mailchi.mp\)](#)

**Whole School SEND newsletter:**

[Your update from WSS \(ddlInk.net\)](#)