



# NW SEND Regional Network Newsletter

## February 2022

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.

Dr Cathy Hamer  
NW SEND Regional Network co-ordinator  
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### **North West events**

#### **Reducing health inequalities for children and young people**

The NW CYP Transformation Programme will be hosting a series of 1 hour workshops focused on reducing health inequalities for children and young people taking forward the recommendations from the NHS Long Term Plan. Each session will be themed based on the priorities of the CYP Transformation Programme.

Each session will consist of presentations and facilitated discussion to better understand actions that can be taken to address/reduce health inequalities across the North West.

The workshops are listed below

21<sup>st</sup> February 10:00-11:00 – **Obesity Pathway Prevention**

14<sup>th</sup> March 10:00-11:00 – **Diabetes**

16<sup>th</sup> May 10:00-11:00 – **Epilepsy**

The workshops are open to North West health and wider partners, commissioners, local authority colleagues, public health teams, ICS members, voluntary and community groups, and research partners.

Please contact [england.nwlda@nhs.net](mailto:england.nwlda@nhs.net) if you would like an invitation.

#### **10.2.22 1.30 – 3 North West Ambulance Service focus group**

This focus group is for autistic people living in the North West. The North West Ambulance Service is writing its first, three year strategy about people with learning disabilities and autistic people, and is keen to speak to as many people as possible to make sure that they get it right. You do not need to have used the North West Ambulance service to help with this important work. They want to hear about any positive experiences and your ideas and views about what the service can do to improve. Janice Wycherley and Kizzy Felstead from Pathways Associates will be facilitating this short meeting. The meeting will take place on

zoom. If you are able to attend, please contact: [events@pathwaysassociates.co.uk](mailto:events@pathwaysassociates.co.uk) and you will be sent a link to join.

## **OTHER EVENTS**

### **Early years/SEN partnership: ICAN training**

*If you would like an introduction* to supporting speaking and understanding needs in early years settings, ICANs introductory (core) training is for you. Start by [watching the module one and module two webcasts](#) on our website, then book yourself a place on one of the follow-up coaching webinars below.

1.2.22 10 – 11.30 am [SLCN in Early Years Settings - Core Training Follow-Up, February 1st Tickets, Tue 1 Feb 2022 at 10:00 | Eventbrite](#)

14.3.22 3.30 – 5pm [SLCN in Early Years Settings - Core Training Follow-Up, March 14th Tickets, Mon 14 Mar 2022 at 15:30 | Eventbrite](#)

*If you have previously received training* in supporting speaking and understanding needs in early years settings (whether from I CAN or another provider), ICANs advanced (in-depth) training is for you. This training is provided in the form of a two-part webinar.

8.3.22 and 22.3.22 9 – 12.30 [Ensuring Quality SLCN Support in Early Years Settings - In-Depth Webinar 24 Tickets, Tue 8 Mar 2022 at 09:30 | Eventbrite](#)

### **2.2.22 4 – 5pm A Changing Climate for Children’s Rights: Policing Domestic Incidents Involving Children – Dr Annemarie Millar**

Please reserve your space via Eventbrite <https://annemarie-millar.eventbrite.co.uk>  
Your zoom link will be emailed before the event.

### **2.2.22 9.30 – 4.30pm Coaching foundations – On-line**

If you want to....

Learn or refresh essential foundation principles, skills, and practical methods that will equip you to begin (or continue) offering coaching conversations to others about a range of themes. Suitable for anyone seeking to incorporate coaching into their work or conversations, or for those who would value a refresher.

[Coaching foundations - edpsy.org.uk](http://edpsy.org.uk)

### **3.2.22 10 – 5pm Sexual abuse & mental health: Reducing the impact of abuse on mental health – On-line**

Researched and produced in collaboration with Paul Scates Peer Specialist, Campaigner and Survivor of Sexual Abuse, this important and timely conference focuses on the important issue of sexual abuse and mental health and reducing the impact of abuse on mental health. 20% discount available quoting hcuk20edpsy

[Sexual abuse & mental health: Reducing the impact of abuse on mental health - edpsy.org.uk](#)

### **7.2.22 3.45 – 5.15 Understanding attachment and trauma – Live streamed with Q&A**

ADHD Foundation. The neurodiversity charity

[Live Streamed Training 2021/2022 : ADHD Foundation](#)

NB If you are unable to make the session email: [Colin.Foley@adhd.foundation.org.uk](mailto:Colin.Foley@adhd.foundation.org.uk)  
to later access it on demand

### **10.2.22 10 – 5pm Therapeutic work with children and young people suffering child sexual abuse and exploitation – On-line**

This Masterclass programme, facilitated by Dr Arnon Bentovim and Carol Jolliffe, will help practitioners working in social care, health, education and youth justice to deliver effective therapeutic work with children subject to sexual abuse and exploitation. The approach recognises that sexual abuse and exploitation occur in a context of significant adversity, and is based in Trauma Informed Practice which recognises common responses to adversity in childhood are traumatic, and such responses in association with a variety of social, psychological and genetic influences can trigger an extensive set of complex overlapping physical, behavioural and mental health responses. Trauma-Informed Practice TIP advocates that services should recognise the traumatic base of the problems presented to them and adapt their practice to encompass this understanding. The Hope for Children and Families Intervention Resources are a set of step-by-step guides, focusing on relevant themes, including Working with Child Sexual Abuse and Addressing Emotional and Traumatic Responses. Each module includes guidance notes, scripts, activities, and worksheets that can be organised into a customised treatment menu for each child or young person. They are designed to help practitioners from all types of services, training and levels of experience.

20% discount available quoting hcuk20edpsy

[Therapeutic work with children and young people suffering child sexual abuse and exploitation - edpsy.org.uk](https://www.edpsy.org.uk/therapeutic-work-with-children-and-young-people-suffering-child-sexual-abuse-and-exploitation)

### **11.2.22 10 – 2pm Increasing employment outcomes for young people with SEND**

Exploring the role of supported employment schemes in collaboration and partnership working. The evidence of what works. There will be contributions from British Association of Supported Employment (BASE), Education Training Foundation (ETF) DFN Project Search, HEE Project Choice and HFT.

To book a place please fill in the booking form [here](#).

### **16.2.22 2 – 4pm Is social media actually bad for adolescent mental health?**

This webinar unpacks the complex relationship between social media use and adolescent mental health.

Social media has long been blamed for causing a crisis in adolescent mental health. But this is an oversimplification, and the scientific evidence indicates a far more nuanced picture of this relationship.

This webinar aims to provide clarity on this topic, covering the latest findings from psychological research. The webinar is relevant for anyone working with adolescents, particularly in educational and clinical settings, and will provide attendees with a more accurate – and more hopeful – understanding of the role social media plays in young people's lives.

[Is social media actually bad for adolescent mental health? - edpsy.org.uk](https://www.edpsy.org.uk/is-social-media-actually-bad-for-adolescent-mental-health)

### **20.2.22 10 – 1.15 PfA Housing Conference. On-line.**

Preparing for Adulthood is delighted to announce an online event for anyone who wants to know more about supporting young people with special educational needs and disabilities into a place of their own. They are fortunate to have a wealth of experts within their host organisation, the National Development Team for Inclusion (NDTi). At this event you will from a range of NDTi colleagues, as well as someone with direct experience of success in finding a new home. The aims are:

- to raise awareness of the housing and support options that exist
- to hear about helpful practice in supporting people who have additional needs to obtain a tenancy or mortgage and support for daily living
- to share information about some autism friendly housing

This event is open to practitioners and parent carer forum representatives across England. Spaces are limited, so register early using this link: [PfA Housing Conference: 20 January, 10am-1:15pm \(Page 1 of 2\) \(office.com\)](#)

### **21.2.22, 7.3.22, 21.3.22, 4.4.22 1- 3pm Makaton Level 1. On-line**

Makaton Level 1 training is the starting point for learning Makaton. It provides a practical introduction to the Makaton Language Programme. You will learn hints and tips for effective signing and symbol use and how to start using Makaton in everyday situations at home or work. Level 1 training will introduce the Makaton signs and symbols from Stages 1 and 2, and some of the Additional Stage core vocabulary.

[Makaton Level 1 | Ace Centre](#)

### **25.2.22 9.30 -12.30 Ordinarily available provision in the early years – On-line**

This national seminar will:

- Explore what the requirements are under the Children and Families Act (2014);
- Discuss how local areas are developing a consistent approach to ordinarily available provision;
- Highlight some of the benefits and challenges

This national seminar is for those with well-developed ordinarily available provision and for those who want to find out more.

You will hear a wide range of different perspectives including:

- Different ways in which local areas have developed their OAP guidance
- Effective ways of involving stakeholders
- How to overcome challenges encountered along the way
- And join in the celebration of their successes

Book your place [here](#).

### **28.2.22 3.45 – 5.15pm Understanding and supporting Dysgraphia – Live streamed with Q&A**

ADHD Foundation. The neurodiversity charity

[Live Streamed Training 2021/2022 : ADHD Foundation](#)

NB If you are unable to make the session email: [Colin.Foley@adhd.foundation.org.uk](mailto:Colin.Foley@adhd.foundation.org.uk) to later access it on demand

### **1.3.22 1 – 4.30pm CDC online national event.**

You can register on EventBrite [here](#). The passcode is **National3**.

The conference is aimed at SEND Leads, Commissioners, DSCOs, DMOs and DCOs – CDC would also welcome attendance from Parent Carer Forum regional representatives. Priority will be given to these roles. If you are not in one of these roles but would like to attend, please contact Marie at [mhunt@ncb.org.uk](mailto:mhunt@ncb.org.uk) to be added to the waiting list.

The agenda is set to be announced in the next few weeks. CDC are hoping to have a main plenary session on the transition to Integrated Care Boards (amongst other topics), and a wide range of workshops. They try to get information about the event sent out as soon as possible, so that people can block out the time in their diaries. If you are no longer interested in attending the event once the agenda has been released, please feel free to de-register on EventBrite, or email Marie ([mhunt@ncb.org.uk](mailto:mhunt@ncb.org.uk)) to let them know you won't be attending, so that they can free up your space for others.

As always, attendees will be given the chance to sign up to attend 2x workshops. More information about the workshops and info on how to sign up will be released soon.

Closer to the event, you will receive Teams invites for all the sessions. CDC will contact you through the email address you've provided to register on EventBrite so please make sure you enter the correct email address.

Please also let CDC know whether you have **any** specific requirements or adjustments to be able to attend this virtual event, or which you would like them to be aware of. They are disability inclusive and aware that many disabilities can be invisible. They want to make sure that attending a virtual event is as accessible as possible for all, so please mention any needs you might have in the form when you sign up or email Marie at [mhunt@ncb.org.uk](mailto:mhunt@ncb.org.uk) to let them know if there is anything they can do to support you, and they will endeavour to meet all needs.

They will be releasing details of the agenda and what workshops will be on offer soon, and they will be updating the EventBrite page and sending out emails regarding these updates to those who have registered, so please watch this space!

### **1.3.22 9.30 – 12.30 The Constant Gardener. On-line**

As part of the Early Years SEND Partnership Project, nasen are holding this DfE-funded virtual Early Years SEND seminar for members of Local Authority Early Years SEND teams. Three Local Authorities, currently working on the project, will share successes and challenges from their work and there will be opportunities for discussion with colleagues throughout the morning.

Book your place [here](#).

### **2.3.22 10 – 5pm Managing acute disturbance, violence and aggression – a virtual conference**

This virtual conference will focus on reducing restrictive interventions in line with national guidance and the October 2020 Care Quality Commission Report, and ensuring adherence to the National NICE Quality Standard on Violence and Aggression. This focus on reducing restrictive practice is particularly important in light of Covid-19 pandemic where mental health services have reported spikes in incidents of physical restraint or seclusion on patients, driven by covid-19 restrictions (HSJ 5th June 2020).

[Reducing and improving the use of restrictive interventions & practice: Managing acute disturbance, violence and aggression - edpsy.org.uk](https://www.edpsy.org.uk/reducing-and-improving-the-use-of-restrictive-interventions-practice-managing-acute-disturbance-violence-and-aggression)

### **3.3.22 10 – 5pm Positive parenting – promoting children and young people's development and well-being. An online event**

The Masterclass will present the *Hope for Children and Families (HfCF)* modular approach, and two guides, to develop core therapeutic skills to promote positive parenting, and to work with parents to understand the developmental stages, and meet the needs of children and young people throughout the lifespan. The material provides step by step approaches to deliver an evidence-based intervention can be delivered by newly qualified practitioners, and support staff, and can provide guidance for experienced practitioners.

[Positive parenting - promoting children and young people's development and well-being - edpsy.org.uk](https://www.edpsy.org.uk/positive-parenting-promoting-children-and-young-peoples-development-and-well-being)

### **3.3.22 World Book Day 2022**

Celebrating 25 years, this year's World Book Day is taking place on Thursday 3rd March 2022, with a variety of [resources and ideas](#) available, which can be found [here](#)

### **7.3.22 9.30 – 12.30 Covid recovery and young children with SEN and Disabilities On-line**

The impact of Covid-19 has been immense on all children and young people, but there is little information on how it has impacted our youngest children. This national seminar will bring together key recent data/research, evidence and guest speakers to share a range of

different perspectives on the impact of the pandemic on children with SEN and disabilities in the early years, and their families.

Book your place [here](#).

### **8.3.22 Disagreement Resolution Learning Event**

The event is aimed at LA SEND teams, social care and health providers and will explore local area practices in effective decision-making to prevent disputes and share learning on managing disputes when they do arise. The event will provide a forum for local areas to share their experiences and exchange ideas in relation to early identification and de-escalation of disagreements.

Learning objectives:

1. To share learning from local area practices in effective decision making practice to prevent disputes
2. To share learning on managing disputes effectively when they do arise
3. To create an opportunity for networking and exchange across local areas

Colleagues in health, including DMOs/DCOs, can register for the event at [SEND Dispute Resolution Learning Event 2022 Tickets | Eventbrite](#) and places will be allocated on a first come first served basis.

This workshop will take place on **Microsoft Teams**. A calendar invite will be shared one week prior to the event.

Should you have any difficulties with the booking process, or have any questions, please do not hesitate to contact Lucy at [Lucy.Page@mottmac.com](mailto:Lucy.Page@mottmac.com).

### **10.3.22 3.45 – 5.15pm Study skills and revision techniques for neurodiverse learners – Live streamed with Q&A**

ADHD Foundation. The neurodiversity charity

[Live Streamed Training 2021/2022 : ADHD Foundation](#)

NB If you are unable to make the session email: [Colin.Foley@adhd.foundation.org.uk](mailto:Colin.Foley@adhd.foundation.org.uk) to later access it on demand

### **10.3.22 10 – 5pm Reducing the harmful effects of exposure to Domestic Violence and Abuse on children and young people – online**

This CPD certified masterclass will consider the role of toxic stress and trauma in the pathway to interpersonal violence between parents, and the climate of violence which harms the mental health and development of children and young people. A trauma-informed model of identification, risk assessment, protection and modular intervention will be outlined to reduce the harmful effects of Domestic Violence and Abuse.

[Reducing the Harmful effects of exposure to Domestic Violence & Abuse on Children and Young People - edpsy.org.uk](#)

### **10.3.22 Autism and mental health: On-line conference**

Learn how to provide effective support for autistic people struggling with their mental health.

Sessions include:

- masking - impact on mental health and identity
- self-harm and suicidal behaviour - signs and strategies
- autistic people with learning disabilities: ensuring the right support
- autistic fatigue and burnout

[Autism and mental health conference 2022](#)

### **10.3.22 4 – 5.30 An introduction to creating accessible content as psychologists – webinar**

[Webinar: An introduction to creating accessible content as psychologists - edpsy.org.uk](#)

### **10, 17, 24 and 31 March 2022, 09.30-13.00 Sleep training for Psychologists**

Online, live course.

For further information, or to request an application form, please contact Evelyn Stewart on (0044) 07599 412377, or by emailing [evelyn-sleep@hotmail.co.uk](mailto:evelyn-sleep@hotmail.co.uk).

### **15,17,19 March 9.30 – 3.45 ARC England Autism Spectrum training programme**

The Autism Spectrum Condition training programme is a comprehensive three-day course that provides participants with a deep level of knowledge and understanding about Autism Spectrum Condition, its models and presentation, plus the skills and confidence to develop strategies to best support the day-to-day life and work of an autistic person; to manage any behaviours that challenge and to realise their potential.

To find out more and book a place [Autism Spectrum Condition Training Programme – 15th, 17th and 22nd March 2022 - ARC England](#)

### **16 / 17.3.22 Person Centred Planning using PATH, Nottingham**

1 or 2 days 'hands on' training about Person Centred Planning to explore the values, tools and processes that can be used *with* a person not done to or for them. PATH is a respectful planning process that focuses on capacity and contribution. PATH is not simply a 'SEND' process, it can be used successfully with disabled or challenging children, young people or adults in a range of situations.

DAY 1:

An overview of the values of person centred practice: we will emphasise the power of the *Dream* to give a sense of direction and purpose: the *search for capacity* as the guiding premise of planning with PATH; the role of *natural supports* in committing to the plan and making it happen; the building of *relationships and connections* as key ingredients of planning with PATH; the importance of *graphics* to bring the dream into view; the importance of '*ordinary needs*' being met in planning for a *good life*; the person and their family and friends *at the centre* of the planning.

Graphic and Process Facilitation: a detailed breakdown of the skills needed to facilitate the process (ask the questions) and graphic the group's responses.

A live demonstration of the PATH process: witness the full PATH process facilitated with a member of the training group.

DAY 2:

In-depth coaching on both the process and graphic facilitation aspects of using PATH. There will be opportunities to try out new skills with supportive coaching in a safe and nurturing environment and a full exploration of your 'What If?' questions

The training will be run by Colin Newton and Derek Wilson whose work on Inclusion, Person Centred Planning, Creating Circles of Friends and Circle of Adults is internationally valued.

You can opt to attend for Day 1 only or attend for both days

[Person Centred Planning using PATH - edpsy.org.uk](http://edpsy.org.uk)

### **17.3.22 10.30 – 12.30 Autism and eating disorders On-line workshop**

To book : [www.autismahandsonapproach.co.uk/edworkshop](http://www.autismahandsonapproach.co.uk/edworkshop)

### **23.3.22 3.45 – 5.15pm Understanding and supporting early child development & neurodiversity in Early Years environments – Live streamed with Q&A**

ADHD Foundation. The neurodiversity charity

[Live Streamed Training 2021/2022 : ADHD Foundation](#)

NB If you are unable to make the session email: [Colin.Foley@adhd.foundation.org.uk](mailto:Colin.Foley@adhd.foundation.org.uk) to later access it on demand

### **23.3.22 9.30 – 4.30 Coaching for resilience. On-line**

Learn psychology-informed coaching methods/tools that can be used to support adult/young adult resilience and wellbeing. The methods explored are accessible and applicable across

a range of professional roles. Prior formal training in psychology is neither necessary nor assumed, but the content will include a focus on Cognitive-Behavioural and ACT-Informed approaches.

[Coaching for resilience - edpsy.org.uk](https://edpsy.org.uk)

### **23.3.22 12.30 – 1.30 Developing and using a communication book – On-line**

Ace Centre

Sign up at <https://bit.ly/3s3MazV>

### **23.3.22 10 – 12.30 Measuring outcomes for parent engagement and coproduction. On-line.**

Contact has been working with Genuine Partnerships who have developed the nationally recognised model of co-production based on the Four Cornerstones Approach (Welcome and Care; Value and Include, Communicate and Work in Partnership) . This is based on the acclaimed Rotherham Charter which was co-created by the children and young people families and practitioners in Rotherham. The workshop will also showcase a new tool being developed with Genuine Partnerships, Contact and local areas to measure outcomes for parent engagement and coproduction.

In this online workshop you will hear from Genuine Partnerships about how;

- This relational model can be used to strengthen inclusive practice and promote emotional health and wellbeing within the ethos and culture of early years settings to build trust.
- Quality indicators can be used to identify and develop good practice in settings and in partnership working
- Success Measures can be agreed with service users and partners to identify priority areas and really measure success.

The workshop is suitable for anyone interested in embedding coproduction including those in leadership roles working in early years setting, strategic managers, young people's forums and parent carer forums.

To book a place on the National Seminar go to <https://contact-measuring-success-23-02-22.eventbrite.co.uk>

### **24.3.22 10 – 5pm Safeguarding adolescents and young adults: Delivering a strengths-based approach**

The National Safeguarding Adolescents and Young Adults Conference this year will focus on improving safeguarding practice: delivering a strengths based approach, transitional safeguarding, contextual safeguarding and complex safeguarding. Through national expert sessions and practical case studies the conference aims to bring together safeguarding leads working with adolescents and young people to understand current issues and the national context, and to debate and discuss key issues and areas you are facing in practice including supporting adolescents and young adults through and beyond Covid-19, and developing a strengths based approach to adolescent safeguarding.

[Safeguarding adolescents and young adults: Delivering a strengths-based approach - edpsy.org.uk](https://edpsy.org.uk)

### **5.4.22 3.45 – 5.15pm Understanding and supporting anxiety and OCD – Live streamed with Q&A**

ADHD Foundation. The neurodiversity charity

[Live Streamed Training 2021/2022 : ADHD Foundation](https://www.adhdfoundation.org.uk)

NB If you are unable to make the session email: [Colin.Foley@adhdfoundation.org.uk](mailto:Colin.Foley@adhdfoundation.org.uk) to later access it on demand

### **28.4.22 3.45 – 5.15pm Understanding and supporting pathological demand avoidance (PDA) – Live streamed with Q&A**

ADHD Foundation. The neurodiversity charity

[Live Streamed Training 2021/2022 : ADHD Foundation](#)

NB If you are unable to make the session email: [Colin.Foley@adhdfoundation.org.uk](mailto:Colin.Foley@adhdfoundation.org.uk) to later access it on demand

**9.5.21 3.45 – 5.15pm Understanding and supporting emotional self-regulation (EYFS – KS2) – Live streamed with Q&A**

ADHD Foundation. The neurodiversity charity

[Live Streamed Training 2021/2022 : ADHD Foundation](#)

NB If you are unable to make the session email: [Colin.Foley@adhdfoundation.org.uk](mailto:Colin.Foley@adhdfoundation.org.uk) to later access it on demand

**24.5.21 3.45 – 5.15pm Preparing for adulthood / employment for neurodiverse teenagers – Live streamed with Q&A**

ADHD Foundation. The neurodiversity charity

[Live Streamed Training 2021/2022 : ADHD Foundation](#)

NB If you are unable to make the session email: [Colin.Foley@adhdfoundation.org.uk](mailto:Colin.Foley@adhdfoundation.org.uk) to later access it on demand

**15.6.21 3.45 – 5.15pm Leading a neurodiverse classroom – Live streamed with Q&A**

ADHD Foundation. The neurodiversity charity

[Live Streamed Training 2021/2022 : ADHD Foundation](#)

NB If you are unable to make the session email: [Colin.Foley@adhdfoundation.org.uk](mailto:Colin.Foley@adhdfoundation.org.uk) to later access it on demand

**30.6.21 3.45 – 5.15pm Understanding and supporting Oppositional Defiance Disorder (ODD) – Live streamed with Q&A**

ADHD Foundation. The neurodiversity charity

[Live Streamed Training 2021/2022 : ADHD Foundation](#)

NB If you are unable to make the session email: [Colin.Foley@adhdfoundation.org.uk](mailto:Colin.Foley@adhdfoundation.org.uk) to later access it on demand

**15.7.22 nasen Live 'Inclusion by Design, Vox Conference Centre, NEC, Birmingham**

[nasen Live 2022 | Nasen](#)

## **OPPORTUNITIES**

The Children and Young People's (CYP) Transformation Programme are recruiting six young people (aged 13-25 years old) to the Children and Young People's Transformation Board as Youth Board Members (YBM's).

For the last 2 years, the NHS has successfully brought together a diverse range of young people with different skills and experiences, to work in collaboration with CYP workstreams to embed the voices of young people in policy making and service design.

They are looking for a diverse group of young people with a range of experience of using NHS services and who want to improve NHS services for all children and young people in England. This is an exciting opportunity to make a difference to all children, young people and their families across England. YBM's will have a key role in shaping how NHS services are shaped, planned and delivered.

About the role

The NHS are recruiting up to 6 young people aged 13-25 with experience of representing the voice young people and a passion for creating positive change for children & young people across the country.

YBM's will aim to:

- Ensure the experiences and voices of young people are heard within the implementation of the NHS Long Term Plan
- Agree the overall plan for improving children and young people's services across England leading the improvement of services and health outcomes for children & young people.

How to apply

Further information about the role can be found on the [YBM role description](#) document.

Applicants will need to submit an online application form via this link [YBM Application 2022](#) by **23:59 on Sunday 13 February**.

Information has come from [this webpage](#).

Please contact the CYP Voice team on [england.cypvoice@nhs.net](mailto:england.cypvoice@nhs.net) if you have any questions.

**Spectrum Gaming** are absolutely delighted to announce that they have received funding from The National Lottery Community Fund to hire 3 new staff members – a general manager, a volunteer manager and an activity coordinator. If you are interested in working together with their community to change the lives of autistic young people, please consider joining their team

For more information about the roles and to apply, please visit:

<https://www.spectrumgaming.net/join-our-team>

If you have any questions, please contact [info@spectrumgaming.net](mailto:info@spectrumgaming.net)

## **CONSULTATION**

### **Keeping children safe in education: proposed revisions 2022**

Department for Education are seeking views on proposed changes to the statutory guidance Keeping children safe in education 2021 with a view to making changes for September 2022. The consultation closes on 8<sup>th</sup> March.

[Keeping children safe in education: proposed revisions 2022 - GOV.UK \(www.gov.uk\)](#)

### **Social, emotional and mental wellbeing in primary and secondary education**

NICE have published updated draft guidance on social, emotional and mental wellbeing in primary and secondary education. The guideline makes recommendations on identifying children and young people at risk of poor social, emotional and mental wellbeing. It also aims to provide support with school-related transitions and other life changes.

Share your views through their [public consultation](#), open until Friday 25 February 2022.

## **BLOGS**

### **Supported employment programmes for young adults with learning disabilities**

[Supported employment programmes for young adults with learning disabilities - edpsy.org.uk](#)

### **Five a day to improve SEND outcomes**

The evidence which informed the EEF's [\[Special Education Needs in Mainstream Schools\] guidance report](#) indicated that there are five particular approaches which can be integrated into day-to-day teaching practice to raise attainment among children with additional needs, as well as their classmates.

[EEF blog: 'Five-a-day' to improve SEND outcomes | EEF \(educationendowmentfoundation.org.uk\)](#)

## **INFORMATION**

NHS England/Improvement have revised the **Prioritisation framework for Community Services**. This framework sets out national advice in relation to the relative priority of community health services. It aids decision-making on community health workforce redeployment locally and regionally between 11 January 2022 and 28 February 2022. The expectation (currently) is that all services should resume from 1 March 2022.

You will note that on the first page there is a key reference for SEND - consideration of patient complexity and the impact of stopping any one service as part of an integrated service offer for Adults or an EHCP plan for Children.

<https://www.england.nhs.uk/coronavirus/wp-content/uploads/sites/52/2022/01/B1257-Community-services-prioritisation-framework-January-2022.pdf>

### **Place-based action to reduce health inequalities**

The Local Government Association (LGA) has produced a guide, 'Inclusive economies and healthy futures: Supporting place-based action to reduce health inequalities' with the aim to provide inspiration to those seeking to build a more inclusive, healthy and prosperous economy in their local area.

[Read more »](#)

### **DfE response to the reforming of how local authority school improvement functions are funded**

You can read the outcome of consultation [Reforming how local authority school improvement functions are funded - GOV.UK \(www.gov.uk\)](#)

### **A Million & Me is a programme funded by BBC Children in Need**

It aims to improve the emotional health of children under 14 –the age by which half of mental health difficulties begin to emerge.

This [briefing](#) presents the insights gathered from the first two years of the programme, alongside evidence on the mental health of children aged 8–13, and highlights the inequalities that need to be addressed to ensure all children are supported.

## **GUIDANCE**

### **Local area SEND inspections: information for families – Updated 10.1.22**

Information for families about inspections of local area services for children and young people with special educational needs and/or disabilities (SEND).

[Local area SEND inspections: information for families - GOV.UK \(www.gov.uk\)](#)

### **Self-harm is everyone's business – NICE new draft guideline**

NICE's new draft guideline says that 'All professionals working across the health and social care system have a role to play in supporting people who self-harm and the issue should not just be seen as the responsibility of those with mental health expertise.

[Self-harm is everyone's business, NICE says in new draft guideline | News and features | News | NICE](#)

## **RESOURCES**

### **Teacher Handbook SEND: Embedding inclusive practice**

This handbook is a comprehensive resource for teachers to use over time as they put inclusion at the heart of their practice. It brings together practical examples of high quality

teaching – placing focus on removing barriers to learning, getting to know and understand individual learners, and bringing to life the graduated approach.

Each of the six sections – which are intended to be used as required rather than read in sequence – offers a wealth of ideas and information about the following key areas:

Understanding your role

Knowledge of the Learner

Creating an inclusive environment

Planning inclusive lessons

Subject-specific guidance

Graduated approach

Strategies to scaffold learning

Teacher wellbeing

Download: [Teacher Handbook SEND: Embedding Inclusive Practice](#)

There is a webinar, '[An Introduction to the Teacher Handbook: SEND](#)', in which lead authors, Katherine Walsh and Amelie Thompson, talk members through the vision behind the Handbook, and detail how it can be used in practice.

A new [ITT resource pack](#) is also available. Offering a varied suite of materials that ITT providers can use in their programmes to help new teachers develop their understanding, it both supports the ITT framework and complements the new Handbook.

### **Makaton resources**

Free new beginnings games

[PowerPoint Presentation \(assetbank-server.com\)](#)

### **Stop Abuse Together**

This is a new government resource to help keep children safe from sexual abuse.

It is estimated that one in ten children in England and Wales will experience sexual abuse before they turn sixteen. That's equivalent to three in every classroom.

Most children won't tell anyone at the time of their abuse. That's why it's important for everyone to know how to spot the potential signs of child sexual abuse and where to go for support if concerned. The government's new [Stop Abuse Together](#) website can help you learn to spot the signs and know when it's right to reach out for more support. If you feel something's not right, you can call the NSPCC helpline on 0808 800 5000. No matter what's happened, there's always someone who will listen to you and take what you say seriously. All children have a right to be safe from sexual abuse, and we all have a role to play in keeping them safe.

[New government resource to help keep children safe from sexual abuse](#)

### **Developmental Language Disorder – resources & video to support parents**

Developmental Language Disorder (DLD) affects just over 7% of the population, that's an average of 2 children in every class of 30. It is more common than Autism yet few people have heard of it!

In collaboration with Afasic, the Moor House Research and Training Institute has created two checklists and a video to help parents support their child's communication. The checklists highlight 10 key signs that indicate a child may have DLD and 10 key support strategies for parents. Click the link below to access these new free resources.

[What is Developmental Language Disorder \(DLD\)? – Afasic](#)

### **Plan your year ahead with RightTrack Learning's 2022 Diversity and inclusion calendar**

Incorporate key events throughout the year such as Eid, Black History Month, International Women's Day and Chinese New Year (to name but a few!) into your diversity and inclusion strategy with a 2022 Diversity and inclusion (D&I) calendar.

To create an inclusive workplace, it is essential to be aware of all the religious holidays, cultural occasions and national awareness days, weeks and months. But keeping track of these key dates can sometimes prove difficult.

RightTrack Learning, specialists in learning and development for over 30 years, have produced a free 2022 Diversity and inclusion calendar which can be used as a guide to support in-house D&I strategies and put them into an actionable plan.

Simply download your free D&I Calendar here: <https://bit.ly/3rdgNSS>

Please note the list of events featured in the calendar isn't exhaustive, there's so many more observances and occasions which can be celebrated. However, this calendar acts as a starting point. All events were correct at time of publishing.

### **Video consulting with your NHS: guides for patients, staff and trusts**

These illustrated resources will support NHS providers to implement and embed video consultations. There are guides as follows:

A4 guide for patients on video consultations in the NHS

Guide for patients in Arabic, Bengali, Bulgarian, Italian, Polish, Punjabi, Romanian and Urdu

A4 guide for NHS staff

Guide for NHS trusts and foundation trusts

[NHS England » Video consulting with your NHS: guides for patients, staff and trusts](#)

### **Self-harm resources**

NICE's quick guide to [Improving young people's experiences in transition to and from inpatient mental health settings](#) has advice on:

Planning for admission

Preparing for discharge

Care and support after discharge

Crisis plans

Information and support for parents and carers

You may also find the following resources from NICE and the Social Care Institute for Excellence (SCIE) helpful:

[Improving mental health transition for young people](#) (podcast)

[Young people and mental health transitions](#) (webinar).

## **RESEARCH AND REPORTS**

### **Time for action: Investing in comprehensive mental health support for children and young people.**

Children and Young People's Mental Health Coalition  
The mental health of babies, children and young people has been the subject of significant public, political and government interest in recent years. This report responds to the challenge now facing policy makers – how to make the commitments and aspirations of government a reality. Foremost, it sets out a vision for a comprehensive mental health system for 0-25 year olds.

[CentreforMH\\_TimeForAction.pdf \(centreformentalhealth.org.uk\)](#)

### **Evidence summary: COVID-19 - children, young people and education settings**

DfE papers summarising evidence in relation to the COVID-19 pandemic, particularly around children, young people and education settings.

[Evidence summary July 2021 \(publishing.service.gov.uk\)](#)

### **Multi-agency reform: Key behavioural drivers and barriers**

This summary report outlines key findings emerging from research exploring behavioural barriers and drivers to successful multi-agency partnership working for children's safeguarding following recent reforms. The research included a rapid evidence assessment and scoping stage, creation of a Theory of Change, case study research with five

partnership areas, and co-creation and exploration of potential behavioural interventions to overcome remaining barriers. This report summarises key findings and themes.

[Multi-agency reform: Key behavioural drivers and barriers summary report \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

### **Special educational needs (SEN) support: findings from a qualitative study**

School leaders' and teachers' approaches to identifying and meeting the needs of pupils receiving SEN support, and how they evaluate the support provided.

[Special educational needs \(SEN\) support: findings from a qualitative study - GOV.UK \(www.gov.uk\)](https://www.gov.uk)

### **Evaluation of the mental health assessment pilots for looked after children**

The report examines the effectiveness and impact of a new approach to mental health assessments for looked after children, piloted by 9 local areas.

[Evaluation of the mental health assessment pilots for looked after children - GOV.UK \(www.gov.uk\)](https://www.gov.uk)

### **Trauma-informed care: Understanding the use of trauma-informed approaches within children's social care**

Trauma-informed approaches were originally developed to increase engagement in evidence-based, trauma-specific treatments offered through mental health services. However, trauma-informed principles have since been adopted by schools, the police and other frontline services to improve service quality more generally.

Children's social care was chosen for this study explicitly because reducing children's and parents' experiences of trauma is core to their work. In partnership with What Works Children's Social care, EIF conducted a mapping survey, which was completed by 58 children's social care (CSC) teams, and depth interviews with principal social workers from 10 CSC teams.

#### **Key findings**

1. Trauma-informed care is widely used and perceived to add value to children's social care.
2. No single model of trauma-informed care currently exists within children's social care teams in England.
3. There is a high degree of overlap between trauma-informed care activities and standard children's social care practice.
4. Trauma-informed activities rarely led to evidence-based interventions.

#### **Implications and recommendations**

1. We need a clear and consistent definition of trauma-informed care.  
Recommendation: Central government departments, including the Department for Education, the Home Office, the Department of Health and Social Care, and the Department for Levelling Up, Housing and Communities, should work together to agree a core definition of trauma-informed care.
2. The benefits of trauma-informed care must be identified and evaluated.  
Recommendation: Government departments should prioritise robust evaluation of models of trauma-informed training and practice in different service contexts.
3. Trauma-informed care should never be used as a replacement for evidence-based, trauma-specific treatments.  
Recommendation: The availability of effective, trauma-specific interventions should be prioritised and linked to any future investment in trauma-informed care.

[Trauma-informed care: Understanding the use of trauma-informed approaches within children's social care | Early Intervention Foundation \(eif.org.uk\)](https://www.earlyinterventionfoundation.org.uk)

### **Learning disabilities impact report: easy read version**

NICE have produced an [easy read version of our impact report on people with a learning disability](#).

## **Methodology Pupil Inclusion Paper: Measuring pupil inclusion in school groups, Education Policy Institute**

[EPI-Pupil-Inclusion-Methodology-Paper.pdf](#)

### **WORKFORCE DEVELOPMENT**

#### **Peer Support and online development – Eating disorder**

POD (peer-support and online development) is Beat's e-learning platform designed to provide people supporting someone with an eating disorder with a space to learn, share experiences and find community.

They have worked closely with our service users, ambassadors and eating disorder clinicians to help them to shape this platform, ensuring that the information they are sharing is clinically sound, as well as meeting the needs of those who will be accessing it.

[POD - Beat's e-Learning Platform - Beat \(beateatingdisorders.org.uk\)](#)

#### **Senior Mental Health Lead training**

Find out how to apply for a grant and access DfE quality assured training to help develop a whole school or college approach to mental health and wellbeing.

[Senior mental health lead training - GOV.UK \(www.gov.uk\)](#)

### **STUDIES / SURVEY & OTHER OPPORTUNITIES:**

#### **Covid-19: The road to recovery**

The Child Development and Learning Difficulties lab at University College London is part of a project that examines what lessons can be learned from COVID19 and what the road of recovery might look like. Below are some detailed findings from the study so far. The aim of this project is to create a report with clear suggestions for policy and practice. However, they are looking for parents to complete a survey about their experiences. If you can help, please complete the survey using this

link: [https://edinburgh.eu.qualtrics.com/jfe/form/SV\\_40h1S43k5Jppxhc](https://edinburgh.eu.qualtrics.com/jfe/form/SV_40h1S43k5Jppxhc)

The Road to Recovery team have been extremely busy over the last six months and have exciting findings to share with you. They have been working with a number of charities including Down Syndrome Association, Fragile X Society, Scottish Autism Society, Contact (Wandsworth/Battersea), Le Petit Extra (London), Future of Down's, and Wouldn't Change a Thing.

Their survey is still on going, so there is still time for parents to share their experiences, but they would like to share some of the survey results with you thus far. They have had over 130 parents complete the online survey, half of which have a child with intellectual difficulties (ID) and half do not. Hearing from both groups of parents and carers offers a helpful comparison when assessing the impacts of the pandemic and lockdown on families. So far, they have found that parents are experiencing mild to moderate symptoms of depression (59% of the sample), stress (57% of the sample) and anxiety (51% of the sample) during the pandemic. Smaller numbers of parents have reported experiencing more severe – or extremely severe – symptoms of depression (15%), stress (4%), and anxiety (30%). They have also found that an increase in parent reported difficult child behaviours – such as children becoming overwhelmed or overexcited – is linked to an increase in poor parent mental health, results suggest. So too are traits such as being stubborn, uncooperative, or anxious. The team has found that parents of children with ID are experiencing poorer mental health themselves and more challenging child behaviour compared with parents of children who do not have ID, which may be due in part to a reduction in support networks caused by the pandemic.

They have also made this video series about the results from the survey: [https://media.ed.ac.uk/media/Road+to+Recovery+projectA+what+do+we+know+so+farF/1\\_qi3z3q0x](https://media.ed.ac.uk/media/Road+to+Recovery+projectA+what+do+we+know+so+farF/1_qi3z3q0x)

As well as some parents' experiences of lockdown: [https://media.ed.ac.uk/media/Road+to+Recovery+projectA+parents%27+experiences+of+the+pandemic+/1\\_qq7h4eba](https://media.ed.ac.uk/media/Road+to+Recovery+projectA+parents%27+experiences+of+the+pandemic+/1_qq7h4eba)

These are very important results that have been found through this online survey, and the researchers are so grateful to all the parents that have shared their experiences with them thus far. However, they need to hear from more parents to build a clearer picture on how to best to support families as we transition to the next phase. If any parents would like to take part, they can do so via this

link: [https://edinburgh.eu.qualtrics.com/jfe/form/SV\\_40h1S43k5Jppxhc](https://edinburgh.eu.qualtrics.com/jfe/form/SV_40h1S43k5Jppxhc).

If you have any questions about the project, please feel free to reach out to the lead research fellow Dr Hope Christie ([hchrist5@ed.ac.uk](mailto:hchrist5@ed.ac.uk))

## **A request for help from parents / carers**

Background:

Did you know that only 5% of published children's books in the UK feature main characters from Black, Asian or Minority ethnic backgrounds despite 33.5% of school children in the UK coming from such backgrounds? Similarly, only 3.4% of children's books in circulation (as of 2019) feature main characters with a disability.

Research suggests that when children see themselves reflected in books their self-esteem improves, they develop positive self-identity and their motivation to read increases. When children from majority cultures engage with diverse literature, their tolerance towards other people increases, and their understanding of people beyond their own social circles develops.

Request:

Researchers at the University of Manchester want to explore how and whether children access diverse literature (books containing characters from a range of different backgrounds and with a range of characteristics), and what parents' views are on the importance of children accessing such books. They have created a short online anonymous questionnaire for parents of children aged between 2-7 years to fill in, should you wish to take part. This will take around 10 minutes. If you are interested in finding out more and/or taking part, please click here: [https://www.qualtrics.manchester.ac.uk/jfe/form/SV\\_dai8v2sg3DoN6xE](https://www.qualtrics.manchester.ac.uk/jfe/form/SV_dai8v2sg3DoN6xE).

## **Childhood bereavement surveys**

With at least 10,000 children bereaved of a primary caregiver across the UK due to the pandemic[i], and over 50,000 children have had a parent, guardian or carer die from other causes over the last 20 months[ii], it has never been so important to talk to our children and young people about their experiences and their grief.

Bereavement is a tricky subject to talk about. As a society, we don't talk about it often, and many people feel awkward discussing death, dying and bereavement with those closely affected. We don't have the right words to say, we feel uneasy, we don't want to cause further pain or grief.

The [Childhood Bereavement Network](#) believes that we should be talking about bereavement. They believe that a society that talks about grief and bereavement is a healthier society, a supportive society and one that helps to prepare children and young people for the many types of loss they will encounter in their lifetime, including bereavement.

They also believe that the best way to find out what support our bereaved children and young people need is to ask them. Together with their partners in the UK Commission on Bereavement, they have launched [a series of national surveys for bereaved children and young people](#). Aimed at a range of ages and running online until 20 February 2022, this is a key opportunity for bereaved children and young people to talk about their experiences: what helped and what could be improved. If you are aware of a bereaved child or young person who is ready to talk about their experience, please consider signposting them to these surveys. There is full information about safeguarding, confidentiality and the use of data before you start the survey, along with support information. If you are worried about the impact of the survey on

the bereaved children and young people you know, be assured that the Childhood Bereavement Network's [many charity members](#) are on hand to offer support as needed.  
[1] 'Global minimum estimates of children affected by COVID-19-associated orphanhood and deaths of caregivers: a modelling study.'  
[1] <https://childhoodbereavementnetwork.org.uk/about-1/what-we-do/research-evidence/key-statistics>

## **OTHER NEWSLETTERS:**

### **Afasic online:**

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

### **Centre for Youth Impact newsletter:**

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

### **Making Ourselves Heard newsletter:**

[January Making Ourselves Heard Newsletter \(mailchi.mp\)](#)

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

<https://mhlda.cmail19.com/t/ViewEmail/d/214049C90D4C987E2540EF23F30FEDED/204745E813181C7063B21DE8DA818551?alternativeLink=False>

### **National Autistic Society: Autism practice – Criminal justice**

[Our mental health conference, free resources and a new Law Commission report \(nas-email.org.uk\)](#)

### **NICE news for health and social care:**

[NICE news e-bulletin – January 2022 \(campaign-archive.com\)](#)

### **NFER Direct for Schools:**

<https://news.nfer.ac.uk/4R3K-MJX1-0D065828ACCCD17D10I01TF51483C5097E1B8A/cr.aspx>

### **Teacher Bulletin:**

[Teacher Bulletin: a roundup of the latest advice and guidance \(govdelivery.com\)](#)

### **Whole School SEND update:**

[Your WSS update \(ddlkn.net\)](#)