



NW SEND Regional Network Newsletter

March 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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SHARING PRACTICE ACROSS THE NORTH WEST

Embedding co production through newly designed training in Wirral
[\(36\) Embedding co production through newly designed training in Wirral - YouTube](#)

Piloting youth led grant making with and for SEND young people in Manchester
[\(36\) Piloting youth led grant making with and for SEND young people - YouTube](#)

EVENTS

2.3.23 EYSEND Partnership Regional event

The Studio, Riverside West, Whitehall Road, Leeds, LS1 4AW

Join this event to:

- Hear national updates on SEN and disability
- Hear about recent research on young children with SEN and disabilities
- Get insights into a child's eye view of the pandemic
- Celebrate the successes of the EYSEND partnership work across the country
- Join interactive workshops exploring different aspects of local work on SEN and disability in the early years
- Network with others who share the ambition to improve access and inclusion in the early years

[EYSEND Partnership Regional Event: Leeds Tickets, Thu 2 Mar 2023 at 10:00 | Eventbrite](#)

2.3.23 1 – 2.30pm Primary Care Review – What should be included in the Learning Disability Annual Health Check (AHC), Webinar

NHS England is conducting a Primary Care Review with a focus on AHCs and would like your views to help us prioritise what should be included in the Learning Disability AHC. If you are involved in the delivery of the AHC within primary care (in a clinical, or non-clinical role) and want to contribute then please [register for the AHC webinar](#),

8.3.23 10 – 4.30pm Transition - Improving the Care of Young People. The Burdett National Transition Nursing Network, hybrid event.

This event is free of charge and open to anyone with an interest in healthcare transition and care of young people.

The agenda will include four sessions each hosted by one of our Transition Regional Nurse Advisors with discussions, presentations, and information sharing. Covering:

1. A Transition Improvement Journey
2. Communication with Young People
3. System-wide Working
4. Transition within DGHs and Network and Systems Collaborative Working

[Burdett National Transition Nursing Network Conference 2023 Tickets, Wed 8 Mar 2023 at 10:00 | Eventbrite](#)

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 10th 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](#)

8.3.23 11.30 – 1pm Successful multi-disciplinary teams (MDT). Findings and practical insights - Webinar

MDTs are central to achieving the vision of Integrated Care Systems. This webinar will share findings and practical insights on what leads to a successful MDT, from research and the experience of local areas who have sought to be innovative in their approach.

[Webinar: Successful multi-disciplinary teams. Findings and practical insights \(scie.org.uk\)](#)

9.3.23 Eating disorders – on-line masterclass

[Eating disorders masterclass - edpsy.org.uk](#)

9.3.23 Speech, Language and communication – Children with hemiplegia

This free virtual workshop is aimed at parent carers of children with hemiplegia is on Speech, Language and Communication.

Join this virtual workshop and meet other parent carers experiencing similar issues, with the benefit of an expert Speech and language Therapist.

This session is aimed at parents and carers of children from birth to five years where there is some concern about a child's development in their speech language and communication skills.

Many of these children will be undergoing assessment and there may be additional learning needs, alongside the speech language and communication needs.

The session is run by a trained speech and language therapist and will look at the following:

- What is speech language and communication needs?
- What are the impacts of speech language and communication?
- How can you support your child with speech language and communication at home?
- How can you enable others to best support your child?

Please direct any enquiries relating to your booking to training.admin@contact.org.uk
To Book: [Speech, Language and Communication Workshop \(Early Years\) - for Hemiplegia Tickets, Thu 9 Mar 2023 at 10:00 | Eventbrite](#)

15.3.23 1 – 2pm Systems thinking for children with complexity

The aims of this webinar are:

- To understand how systems thinking can help understand barriers to good care for children with medical complexity (CMC)
- To learn about tools and structures that can help with improving care for CMC
- To understand how complex system interactions can impact on a family navigating care for CMC

[Systems thinking for children with complexity | The CoLab \(\[colabpartnership.org.uk\]\(http://colabpartnership.org.uk\)\)](#)

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

[Improving early childhoods in the face of deepening uncertainty Tickets, Thu 16 Mar 2023 at 09:30 | Eventbrite](#)

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 \(\[corc.uk.net\]\(http://corc.uk.net\)\)](#)

16.3.23 Safeguarding adolescents and young adults: Delivering a strengths-based approach

[Safeguarding Adolescents and Young Adults: Delivering a Strengths-Based Approach - \[edpsy.org.uk\]\(http://edpsy.org.uk\)](#)

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.

22.3.23 Coaching for resilience

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

[Coaching for Resilience - \[edpsy.org.uk\]\(http://edpsy.org.uk\)](#)

22.3.23 Preventing suicide in young people & children on-line conference

This Sixth National Conference focuses on Saving Young Lives – Preventing Suicide in Children and Young People. By attending this one day conference you will hear from expert speakers on how your services can reduce preventable suicides and save young lives. Through national updates, case studies from multi-agency settings and lived experience insight, this conference aims to set the scene for progress already being made and what needs to change to improve resilience, wellbeing, mental health support and effectively prevent suicide in children and young people. The conference will use case studies to demonstrate interventions that work in health, schools, universities and multi-agency settings. The conference will examine implementation of the self harm and suicide prevention competence framework for children and young people and will also reflect on suicide prevention in young people during Covid-19.

[Preventing suicide in young people & children conference - \[edpsy.org.uk\]\(http://edpsy.org.uk\)](#)

24.3.23 Gender Identity and Autism ONLINE workshop

autismahandsonapproach.co.uk/giworkshop/
[About Social Work Week - Social Work England](#)

27 March – 2 April 2023 World Autism Acceptance Week

18.4.23 Caldicott principles and information sharing

Healthcare Conferences UK in association with Christopher Fincken, Independent Member UK Caldicott Guardian Council, (Chairman 2012-2017) are pleased to announce this second National Conference which will focus on Information Sharing and Caldicott Principles in the health and social care of children and young adults. This conference will focus on developing your role in improving communication and information sharing around children and young people whilst ensuring patient confidentiality.

[Caldicott principles & information sharing - Children & Young People - edpsy.org.uk](#)

24 – 24.4.23 Learning DNA-V: The Acceptance and Commitment Therapy (ACT) youth model

Delivered by world renowned psychologist and trainer, Dr Louise Hayes, this workshop focuses on supporting young people aged 11 to 18 to grow and thrive, through the popular and evidence-based DNA-V model (Hayes & Ciarrochi, 2015, 2021).

DNA-V is a developmentally informed version of the Acceptance & Commitment Therapy (ACT) model. The model offers a whole person-in-context, scientifically grounded approach that allows you to confidently use evidence-based processes to help young people face struggles and develop to their full potential. DNA-V is a robust human change model that combines biological theories of adaptation, acceptance and commitment practices and positive psychology into an easily understood and applied model. It is the culmination of 20 years of work by experts in the field of youth development.

[Learning DNA-V: The Acceptance & Commitment Therapy for youth model - edpsy.org.uk](#)

27.4.23 Eating Disorders Summit 2023: Improving access, treatment and recovery

This conference focuses on Eating Disorders: improving access, treatment and recovery outcomes, and meeting the national standards for children, young people and adults. There is focus on early intervention and a new extended session focusing on Managing Medical Emergencies in Eating Disorders following the 2022 Medical Emergencies in Eating Disorders National Guidance.

[Eating Disorders Summit 2023: Improving access, treatment & recovery - edpsy.org.uk](#)

3.5.23 Priorities for children and young people's health in England

Policy and key issues, Family Hubs, post-pandemic service recovery, poverty and cost of living impacts, mental health, early years, and digital health and data

[Westminster Forum Projects | Priorities for children and young people's health in England - policy and key issues, Family Hubs, post-pandemic service recovery, poverty and cost of living impacts, mental health, early years, and digital health and data](#)

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.

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

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

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

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

Thursday 20th April Understanding and Supporting Anxiety and OCD

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

Wednesday 26th April Understanding and Supporting Attachment and Trauma

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

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

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

Tuesday 16th May Girls, Young Women and ADHD

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

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

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

Wednesday 21st June Reading and Writing Interventions for Neurodiverse Learners

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

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

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

31.7 – 6.8.23 Para swimming world championships

Manchester

[Manchester 2023 Para Swimming World Championships | British Swimming](https://www.britishswimming.org/2023-para-swimming-world-championships)

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/>

Early years workshops delivered by Contact for parents of children 0 – 5

9.3.23 10 – 12 Encouraging positive behaviour

Gain a better understanding of why young children with additional needs behave the way they do. Learn ways to handle difficult situations in a calm, stress-free manner. Explore ways of supporting and encouraging your child and how to get support and help.

[Brighter Beginnings: Encouraging Positive Behaviour in Children with SEND Tickets, Thu 9 Mar 2023 at 10:00 | Eventbrite](#)

10.3.23 7 – 9pm Early years entitlements

Find out about Early Years educational provision and childcare provision, how to get help with childcare costs and the benefits/grants and other support that is available.

[Brighter Beginnings - Early Years Entitlements for children\(0 -5\) with SEND Tickets, Mon 20 Mar 2023 at 19:00 | Eventbrite](#)

13.3.23 7 – 9pm Toilet training

Children with additional needs may not be ready to start toilet training until they are older. This workshop will help you to understand when they are ready and how to start.

[Brighter Beginnings: Early Years Toilet Training \(0 to 5 years\) Tickets, Mon 13 Mar 2023 at 19:00 | Eventbrite](#)

14.3.23 6.30 – 8.30 Money Matters for parents of young children

An overview of benefits, DLA, Carers Allowance, grants available, discounts on utilities, leisure, discounts for carers. Accessing services for support with financial applications. Local information and helplines. Dispelling myths around benefits. Also covers Covid 19-related financial updates.

[Brighter Beginnings: Money Matters. For parents/carers of young children Tickets, Tue 14 Mar 2023 at 18:30 | Eventbrite](#)

15.3.23 10 – 12 Helping your young child sleep

If your young child has additional needs, it can be extra challenging to manage their sleep patterns. This online workshop gives the opportunity to hear other parents' experiences, learn new strategies and share as much or as little of your story as you wish.

[Brighter Beginnings: Helping your young child sleep. A Contact workshop. Tickets, Wed 15 Mar 2023 at 10:00 | Eventbrite](#)

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:

Schools dates [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 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.

Free on-line course on Developmental Language Disorder (DLD) for families with children and young people with DLD

[flyer-update-DLD.pdf \(afasic.org.uk\)](#)

Developing RSE specialism in SEND schools – training programme

Do you lead Relationships and Sex Education (RSE) in a special school? Or are you a teacher aspiring to develop this specialism?

Booking is now open for the Sex Education Forum's 2023 training programme for subject-leads and teachers aspiring to specialise in RSE in special schools. This in-depth programme is for teachers of RSE in special schools working with learners with moderate to severe learning disabilities and Autistic Spectrum Conditions.

Starting with a welcome session on 21 March 2023 the programme is built around a core of three days of training (online) in Spring 2023. Led by SEND and RSE specialist Rachael Baker, participants will gain the skills to develop an inclusive and comprehensive RSE curriculum for learners with significant additional needs and to lead and champion RSE with the school community.

Full details of the programme structure and content available [here](#), and from this [flyer](#).

OPEN CONSULTATION

Children's Social Care: Stable Homes, Built on Love: Strategy and consultations

This is the government's plan for to make children's social care work better.

The strategy is based on recommendations from 3 independent reviews.

Views are sought on:

- support and protection for children and families
- support for kinship carers, and wider family networks
- reforms to the experience of being in care, including corporate parenting
- support for the workforce
- delivery and system reform

[Children's social care stable homes built on love consultation \(publishing.service.gov.uk\)](#)

Children and young people are encouraged to consider the questions in children and young people's guide.

This is a guide to that plan for children and young people.

[Guide for children and young people: Stable Homes, Built on Love - GOV.UK \(www.gov.uk\)](#)

There is a separate consultation on:

- [a Children's Social Care National Framework and Dashboard](#)
- [proposals for the child and family social worker workforce](#)

GUIDANCE:

Area SEND inspections: information about ongoing inspections

Guides for parents, carers, children and young people about inspections of local services for children and young people with SEND.

[Area SEND inspections: information about ongoing inspections - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

Thematic reviews of alternative provision in local areas

Ofsted and the Care Quality Commission (CQC) have jointly published a new framework and handbook for inspecting arrangements in the local area for children and young people with special educational needs and/or disabilities (SEND).

As part of the new area SEND inspection arrangements, Ofsted and CQC will carry out a series of thematic visits each academic year. They will conduct visits to a small number of areas to investigate a particular aspect of the SEND system in depth.

The first theme they will investigate is alternative provision.

[Thematic reviews of alternative provision in local areas - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

Dynamic support register and Care (Education) and Treatment Review policy and guide

This new policy aims to prevent unnecessary hospital admissions for people with a learning disability and autistic people. The policy includes new guidance on the implementation of dynamic support registers and updates to the Care (Education) and treatment reviews.

The easy read and plain English versions of the policy have been co-produced with people with a learning disability and autistic people.

[NHS England » Dynamic support register and Care \(Education\) and Treatment Review policy and guide](#)

DEPARTMENT FOR EDUCATION INFORMATION

Please see below for information on three sets of guidance about school attendance and remote education that the Department for Education has published recently that may be of particular interest to parents of children with SEND and those who support them.

The DfE have also included details of the call for evidence that was launched last week on the use of reasonable force and restrictive practices in schools. Please can you encourage anyone with an interest to submit a response. The deadline is 11 May.

Mental health and attendance guidance

The [Summary of responsibilities where a mental health issue is affecting attendance](#) document builds on the [Working together to improve school attendance](#) guidance, and clarifies the expectations of schools and local authorities where a pupil is experiencing social, emotional or mental health issues that are affecting attendance. The guidance includes sector-led effective practice case studies.

This guidance applies to any pupils displaying any social, emotional or mental health issue that is affecting their attendance. It is not only for pupils who have a diagnosed mental disorder, or a disability or special educational need.

Guidance: Working together to improve school attendance

A guide for parents on school attendance was published on the Office of the Children's Commissioners website in December. Please see the link to view: [Guide for parents on school attendance](#).

Providing remote education: guidance for schools

We have recently published an updated edition of our non-statutory remote education guidance for schools, including new material on supporting children with special educational needs or disabilities. This is available at [Providing remote education: guidance for schools](#). The new

guidance maintains the position that remote education should only ever be considered as a last resort where a decision has already been made that attendance is not possible, but pupils are able and well enough to continue learning.

The new material on supporting children with special educational needs or disabilities includes references to pupils with an EHC plan and working with the local authority to ensure that all the relevant duties under the Children and Families Act 2014 continue to be met. The guidance also references the duties under the Equality Act 2010 relating to disability, while also specifically recognising that in some cases it may be challenging or impossible for schools to deliver remotely the kind of approach that it does in the classroom. Other relevant additions include highlighting the importance of teachers being trained on the accessibility features of their chosen digital education platforms and the addition of some further information links to support teachers to better support their pupils with SEND remotely.

Call for evidence – use of reasonable force and restrictive practices in schools

Deadline 11 May

[a call for evidence into use of reasonable force and restrictive practices](#)

focuses on understanding how school leaders and school staff minimise the use of reasonable force, restraint, and restrictive practices and how, when they are used, they do so appropriately, safely, and proportionately, including recording and reporting of data, and training. We also want to understand how pupils, parents/carers and staff are or have been impacted by the use of reasonable force, restraint, and restrictive practices.

The call for evidence will help inform revisions to the current Use of Reasonable Force Guidance to ensure all schools are calm, safe, and supportive environments where all pupils and staff can thrive in safety and respect.

FOCUS: NEXT GENERATION LEADERSHIP PROGRAMME

For people who work in learning disability and autism services. Are you ready to take the lead? Are you courageous, values-based and looking for ways to tackle the challenges ahead?

Next Generation is about ensuring that learning disability and autism services are prepared for the future by preparing tomorrow's leaders with the right skills and knowledge to drive forward change.

The programme is suitable for people already working in learning disability and autism services who have taken their first leadership role or who have the potential to do so and, in the next three to five years, be taking on senior leadership roles.

Some funding is available for commissioners with a people management responsibility.

Online information session Tuesday 7th March 2 – 3pm

Application deadline Monday 13 March 2023

To find out more: [Next Generation Leadership Programme - NDTi](#)

REPORTS:

The essential guide to understanding poverty in the UK.

Joseph Rowntree Foundation

This report sets out recent trends in poverty across the UK and how levels of poverty differ between groups of people and regions. It also describes the impact it has on people's lives, including physical and mental health.

[uk poverty 2023 - the essential guide to understanding poverty in the uk 0 0.pdf \(jrf.org.uk\)](#)

People, partnerships and place: How can ICSs turn the rhetoric into reality?

Integrated care systems are legally responsible for leading the charge on using a localised approach to bring multiple aspects of the health care system closer together, and for working better with social care and other public services. Nuffield Trust hosted a series of

roundtables to discuss concerns with stakeholders and experts and understand how to ensure the aims are achieved. This new report consolidates these findings and offers ways forward as the new era gets underway.

[People, partnerships and place: How can ICSs turn the rhetoric into reality? | The Nuffield Trust](#)

Co-Occurring Physical Health Challenges in Neurodivergent Children and Young People: A Topical Review and Recommendation

Neurodivergence has been established as associated with a significant number of co-occurring physical conditions, particularly for autistic individuals who are at risk for increased pain, hypermobility (including Ehlers-Danlos Syndrome) and gastrointestinal problems. However, data, so far, has been focused on adults and generally limited to discussions of condition prevalence alone.

This article presents a topical review of the literature considering evidence for increased physical health concerns within neurodivergent populations, particularly autistic individuals, with a focus on the impact that these physical health concerns may have in an educational setting.

Results and discussion:

The impact of physical health concerns within neurodivergent populations in an educational setting may be concerning. Such populations may face a range of challenges in obtaining appropriate support for physical conditions. The authors discuss a number of said challenges including; communication challenges, misattributing physical health symptoms as a part of neurodivergence, and a history of not being believed, which limits symptomatic reporting. They further consider the potential impact these physical health concerns may have on scholastic and social development, such as impacts for attainment and attendance. Furthermore, they provide recommendations for teachers, parents/carers and other allied professionals in young people's lives, on supporting young neurodivergent people with physical health concerns.

The best start for life: a progress report on delivering the vision

This report sets out the progress that the government has made in implementing The best start for life: a vision for the 1,001 critical days since its publication in March 2021, following the early years healthy development review.

[The best start for life: a progress report on delivering the vision - GOV.UK \(www.gov.uk\)](#)

State of the nation 2022: children and young people's wellbeing

The government has published its report about the wellbeing of children and young people for the last academic year, which includes looking at health, education, skills, relationships and activities.

[State of the nation 2022: children and young people's wellbeing - GOV.UK \(www.gov.uk\)](#)

Child Poverty and the Cost of Living Crisis

A report prepared for the All Party Parliamentary Group Child of the North – This report warns that children living in the North of England are among the most vulnerable to rising living costs. It shows that child poverty, including fuel poverty and food insecurity, is higher in the North than the rest of England.

[COTN-APPG.pdf \(thenhsa.co.uk\)](#)

BLOGS

New blog posts on the NFER website

Latest statistics show continued concerns for numbers of intermediate and advanced apprenticeships

What are local authorities' views on the Government's latest academisation plans?

[RE: New blog posts on the NFER website \(ddlnk.net\)](#)

TRAINING

Early years child development training

The Department for Education has launched a free online child development training course aimed at childminders, nursery practitioners and nursery managers. The first four modules of the training are available now. The training provides an overview of child development and gives practical advice for supporting the development of children in early years settings.

Further modules will be added throughout 2023.

[Early years child development training : Home page \(education.gov.uk\)](#)

Infant Mental Health Lunchtime Learning Sessions

The National Children's Bureau and the Public Health Agency Northern Ireland have organised a series of sessions on supporting infant mental health. Topics include supporting first time parents, fatherhood, the impact of domestic abuse, the role of registered childminders and using the Solihull approach to support infant mental health. Sessions are free and you can register via Eventbrite.

[IMH Lunchtime Learning Events | Eventbrite](#)

Mind your words

Mind Your Words (children and young people's mental health) is a **free e-learning tool** designed for professionals working with children and young people.

The tool aims to improve understanding of children and young people who have both mental health needs (or social emotional and mental health needs – SEMH) and speech, language and communication needs (SLCN). This is made all the more important during the COVID-19 pandemic, as research suggests it has had an effect on everyone's mental health, including children.

The online training highlights the links between mental health and communication and outlines how professionals can work together to remove communication barriers and help these children and young people achieve their potential.

The course consists of 15 modules, of which the first five apply to all settings. You will need to complete the first five modules, which cover the information we think everyone needs to know to, in order to unlock the other modules. After that you are free to choose which modules you feel are relevant.

Each module takes between 10 and 20 minutes to complete.

The course can be accessed via the **RCSLT e-learning site**. You do not have to be a member of the Royal College of Speech and Language Therapists in order to sign up – you can register on the **sign-up page**.

It can be completed in any order, at your own pace – the modules will save your progress so you do not have to do it all at once.

RESOURCES

A toolkit for innovators in the field of early childhood

IDEAS Impact Framework Toolkit. Based on a decade of collaborative learning and ideating through Frontiers of Innovation, the toolkit is a **free** online resource designed to help innovators in the field of early childhood build better programmes and products to achieve greater impact in their communities. This toolkit is ideal for anyone involved in the development, implementation, and evaluation of programmes for children and families. It is self-guided, self-paced, and provides a structured and flexible approach that facilitates programme development, evaluation, and fast-cycle iteration, including resources to help teams develop and investigate a clear and precise Theory of Change.

Support for the early years sector from the Education Endowment Foundation

Updated Early Years Toolkit: A summary of the best available evidence on key areas for learning and development

[Early Years Toolkit | EEF \(educationendowmentfoundation.org.uk\)](https://educationendowmentfoundation.org.uk/early-years-toolkit)

Early Years Evidence Store: Support to help you put evidence-informed approaches into practice

[Early Years Evidence Store | EEF \(educationendowmentfoundation.org.uk\)](https://educationendowmentfoundation.org.uk/early-years-evidence-store)

Critical Incidents for Educational Communities

Resources from the UK Trauma Council to help education staff respond to traumatic events that affect children and young people

[Critical Incidents in Educational Communities - UKTC \(uktraumacouncil.org\)](https://uktraumacouncil.org/critical-incidents-in-educational-communities)

Supported internships – Easy read

Supported Internships are work-based learning placements within mainstream employment settings. The aim is to secure a job at the end of the placement. Placements should last over six months and normally would be at least 20 hours per week.

This **easy read guide** is designed for young people to answer questions about Supported Internships and getting a job.

Stepping Up

Together for Short Lives has launched a new edition of Stepping Up, a resource setting out standards for good quality support for young people with life-limiting conditions across the three phases of transition: preparing for transition, during the transfer and when settling into adult services.

The updated Pathway has a greater focus on the role of adult services in supporting transition and was developed in collaboration with Hospice UK, capturing learning from their Transition ECHO project. This new edition also gives practice examples of how joined up working has been achieved in a variety of service examples.

Stepping Up can be used as framework to develop services for young people and ensure that high quality care is provided for young people with life-limiting conditions and includes standards and goals that can be used as an audit tool to identify areas for service development and for the development of local pathways that will engage with services available locally.

One key element of achieving a good transition is for parents/carers to be well prepared for the changes that happen when their child reaches adulthood and informed about how to navigate the many services that need to be joined up. The new booklet can help them to achieve this. Please do share details with any parent/carers that you are supporting.

[Transition to adult services: A guide for parents - Together for Short Lives](#)

[Transition to Adult Services Pathway from Together for Short Lives](#)

Individual copies of the publications can be downloaded or ordered by clicking on the covers (below). If you would like multiple copies of either resources, please email info@togetherforshortlives.org.uk.

The Royal Foundation Centre for Early Childhood: Shaping Us

The Royal Foundation Centre for Early Childhood has published a new animated film, 'Shaping Us', highlighting how babies and children develop in response to their earliest experiences. The film is part of a campaign to increase public understanding of the crucial importance of the first years of a child's life.

[Shaping Us: Layla's Story - YouTube](#)

POLICY PAPER

[COFACE Disability Platform puts the spotlight on Children with Disabilities: Breaking policy silos to better support children with disabilities and their families | COFACE Families Europe \(coface-eu.org\)](#)

OTHER NEWSLETTERS:

Afasic online updates:

[Afasic Online Updates - Free DLD courses for parents \(mailchi.mp\)](#)

Children's Commissioner for England news:

[News from the Children's Commissioner for England \(mailchi.mp\)](#)

Council for Disabled Children newsletter:

[Your January newsletter is here! \(mailchi.mp\)](#)

Early Years in Mind news:

[Early Years in Mind - Latest news, resources and events \(mailchi.mp\)](#)

Making Ourselves Heard news:

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

Mental health, learning disability and autism bulletins:

<https://mentalhealthlda.cmail19.com/t/d-e-zikdhjk-tljtbjtz-th/>

<https://mentalhealthlda.cmail19.com/t/d-e-zdtilid-tljtbjtz-tl/>

nasen Connect:

[Cathy, January's nasen Connect is out now! 📧 \(ddlnc.net\)](#)

nasen's newsletter:

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

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

National Children's Bureau, Early Childhood Unit bulletin:

[Bulletin January 2023.pdf \(mcusercontent.com\)](#)

[The latest Early Years news and information \(mailchi.mp\)](#)

National Literacy Trust news:

[Celebrate World Book Day with us! \(mailchi.mp\)](#)

NFER Direct:

[NFER Direct January 2023 \(ddlnc.net\)](#)

[NFER Direct February 2023 \(ddlnc.net\)](#)

NICE news for Health and Social Care:

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

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

[NW CYP Transformation Newsletter - February 2023 \(mailchi.mp\)](#)

Ofsted news:

[Ofsted News - Issue 119 - January 2023 \(mailchi.mp\)](#)

Schools in Mind newsletter:

[February newsletter: coping strategies for difficult times \(mailchi.mp\)](#)

Social Care Institute for Excellence: scieline

[New: Multi-disciplinary teams webinar and safeguarding and self-neglect training \(scie.org.uk\)](#)

[Covid-19, learning disabilities and autism \(scie.org.uk\)](#)

Triangle – Outcomes Star news:

[Triangle's Feb News 2023 \(campaign-archive.com\)](#)