



# NW SEND Regional Network Newsletter

## June 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.

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### **NORTH WEST EVENTS**

#### **23.6.22 9.15 – 12.45 Reducing the march towards ever increasing Statutory Assessment by improving School – Why SEND support works.**

**This free on-line event will provide an insight into:**

- what is high quality SEN Support provision
- good practice around the graduated response
- improving parents' confidence in local provision
- what supports strong transition
- what accountability schools have at SEN Support
- supporting good conversations with Ofsted

**This event is open to:**

- SEND strategic and operational leads
- School leaders
- Designated Clinical/Medical Officers
- Designated Social Care Officers
- A representative from NWNPCF

To book a place: [North West SEND Regional Network: Why SEND Support Works Tickets, Thu 23 Jun 2022 at 09:15 | Eventbrite](#)

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

The North West Children and Young People Transformation Programme are 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:

### Reducing Health Inequalities for CYP Workshops

Learning Disability and Autism Annual Health Checks	20 <sup>th</sup> June 10:00-11:00	<a href="#">Click here to join the meeting</a>
SEND Autism in schools	4 <sup>th</sup> July 10:00-11:00	<a href="#">Click here to join the meeting</a>
Oral Health	19 <sup>th</sup> September 10:00-11:00	<a href="#">Click here to join the meeting</a>
Young Carers (Improving health outcomes through identification and support of Young Carers in line with the Long Term Plan)	6 <sup>th</sup> October 10:00-11:00	<a href="#">Click here to join the meeting</a>

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.nwcyp@nhs.net](mailto:england.nwcyp@nhs.net) if you would like an invitation.

## **OTHER EVENTS**

### **Contact Early Years Workshops for Parent Carers**

#### **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.

Tuesday 21 June 7:00 pm

[Book here via Eventbrite](#)

Friday 1 July 10:00 am

[Book now via Eventbrite](#)

#### **Anxiety**

Support for parents/carers of children with anxiety (aged 0 to 5).

What are the causes of anxiety and how does it make your child feel? Strategies to help you and your child/ren recognise and manage their anxiety.

Thursday 16 June 10:00 am

[Book now via Eventbrite](#)

#### **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.

Tuesday 14 June 10:00 am

[Book here via Eventbrite](#)

Thursday 7 July 10:00 am

[Book now via Eventbrite](#)

#### **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.

Wednesday 15 June 10:00 am

[Book now via Eventbrite](#)

Tuesday 12 July 7:30 pm

[Book now via Eventbrite](#)

### **Educational support for young children with additional needs**

Understand what support is available for your young child (aged 0 to 5) in Early Years settings (in England). Understand SEND provision and Education, Health and Care (EHC) plans.

Tuesday 28 June 7:30 pm

[Book now via Eventbrite](#)

Speech and language 0 to 5

Suitable for parents of young children (aged 0-5) with speech, language and communication issues.

This workshop will help you to think about how you can best communicate with your child and how you can share this knowledge with those in their early years and school settings. Written and delivered by a very experienced speech and language therapist and adviser to the children's communication charity, I CAN.

Tuesday 7 June 10:00 am

[Book now via Eventbrite](#)

Tuesday 21 June 6:00 pm

[Book now via Eventbrite](#)

Tuesday 5 July 6:00 pm

[Book now via Eventbrite](#)

### **Helping your young child sleep**

During the disruption of Covid-19, it can be extra challenging to manage young children's 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.

Wednesday 6 July 10:00 am

[Book now via Eventbrite](#)

All Age Workshops

<https://contact.org.uk/help-for-families/workshops-and-events/workshops/all-ages-workshops/>

### **20.6.22 Autism and Eating Disorders ONLINE Workshop**

To book <https://autismahandsonapproach.co.uk/edworkshop/>

### **20 – 26.6.22 Refugee Week – The theme this year is healing.**

Resources from the National Literacy Trust to support discussions with young children around refugees

[Refugee Week resources | National Literacy Trust](#)

### **20.6.22 12,30 – 1.45 Annual health checks for 14 – 25 year olds. MS Teams**

This workshop will explore health inequalities experienced by those who are learning disabled and how a GP Annual Health Check from aged 14+ can be an opportunity to identify unmet health needs. This workshop is suited but not limited to professionals including: Consultant Paediatricians, General Practice staff, SEND leads, community nursing, school staff, commissioning leads, safeguarding leads and transition leads

Book: [england.nwcyp@nhs.net](mailto:england.nwcyp@nhs.net)

**21.6.22 Organised by Communication Matters (ISAAC-UK) this day is on the language & communication opportunities of children & young people who are learning language using aided communication (graphic symbols).** It may be of interest to anyone involved in supporting the language development of aided communicators who use low-tech and/or high-tech systems.

For more information visit: <https://www.communicationmatters.org.uk/what-we-do/study-days/>

### **22.6.22 9.30am -1.00pm Crisis to Calm**

Bolton Wanderers Stadium

University of Bolton stadium

ABL Health, Intensive Personalised Support Service for Children & amp

Guest speakers will deliver presentations from differing angles around the difficulties facing Children, Young People and families.

Mental Health

Autism

Hidden Population

Safeguarding

Positive Behaviour Support

Systemic approach to support

Intensive Personalised Support

[Crisis to Calm Tickets, Wed 22 Jun 2022 at 09:00 | Eventbrite](#)

### **24.6.22 Struggles with and for identity - insights from research and experiences, Catalyst Conference, Gorton Monastery**

The focus is "Struggles with and for identity", featuring a unique research collective led by Professor Rachel Holmes from the Manchester Metropolitan University in partnership with researchers from Sheffield Hallam University. Funding has been provided through the Arts and Humanities Research Council, the Anti-Bullying Alliance and the National Children's Bureau. Findings from the research will be presented through interactive workshop sessions.

[Booking Form Catalyst Psychology Conference: Friday 24 June 2022 \(office.com\)](#)

Feeling different, lonely, or out of place at school is reported by increasing numbers of young people with disabilities, special educational needs, those who are in care or are care leavers, who identify as trans or queer, and many more. These feelings can have a detrimental impact on some young people's mental health, whilst others may occupy this space more confidently.

[Odd: feeling different in the world of education](#) was a three-year research project that came out of these concerns. This conference features the work of a research collective led by Rachel Holmes, a professor in the Education and Social Research Institute, Manchester Metropolitan University. The day offers an opportunity to engage with the research insights in order to reimagine how school might become a place where the pressure to be identified, rehabilitated and conform to the dominant culture, can feel less overwhelming for all.

You will find more information about the conference on our webpage [here](#), and information about the speakers and seminars [here](#).

### **24.6.22 10 – 11.30am Childhood trauma, the brain and the social world webinar**

This webinar brings together leading neuroscientists and clinicians from the field of childhood trauma to review the latest research, including findings from a recent NSPCC and ESRC funded study, and consider implications for practice.

The webinar is aimed at a range of professionals, including clinicians, researchers, social work staff, and allied professionals (including teachers).

[Register your free space](#)

### **28.6.22 4 – 5.30pm Is Ofsted a force for improving the education for all learners with SEND? Webinar**

[Is Ofsted a force for improving the education for all learners with SEND? | Whole School SEND](#)

**29.6.22 Improving Access, Treatment and Support for People with a Diagnosis of Personality Disorder. On-line.**

[Improving Access, Treatment and Support for People with a Diagnosis of Personality Disorder \(healthcareconferencesuk.co.uk\)](https://healthcareconferencesuk.co.uk)

**30.6.22 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@adhd.foundation.org.uk](mailto:Colin.Foley@adhd.foundation.org.uk) to later access it on demand

**7.7.22 Co-producing Accessible and Inclusive Family Hubs – On-line, free conference**

[National Conference: Co-Producing Accessible and Inclusive Family Hubs | Training | Anna Freud Centre](#)

**13.7.22 9.30 – 4 How We Can Support Early Years and Primary School Settings to Develop Language Provision (for EPs and SALTs)**

Aspen Psychology Language Specialist, Dr Ioanna Bakopoulou

Training Educational Psychologists and Speech & Language Therapists in evidence-based methods they can use to support schools to create communication-supporting classrooms, as well as approaches and strategies that can be used in primary school settings to support the development of language and communication skills of all children aged 4-11 years.

If you would like to find out more, the link is:

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

To book a place, the link is: [Book a place - Aspen Psychology Services](#)

**14.7.22 10.30 – 12.30 Autism and ADHD, an on-line workshop**

To book <https://autismahandsonapproach.co.uk/ADHDworkshop/>

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

[nasen Live 2022 | Nasen](#)

**8.9.22 National Conference: Co-producing Accessible and Inclusive Family Hubs**

This is a free on-line conference

[National Conference: Co-Producing Accessible and Inclusive Family Hubs | Training | Anna Freud Centre](#)

**1.11.22 Kiz to Adultz North**

Manchester Central

**8.11.22 Autism a Hands on Approach ONLINE Conference**

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

## **CONSULTATIONS**

### **DfE consultation proposing changing the law on reviews of Education Health and Care plans**

The Department for Education has launched a [consultation](#) on the actions that a local authority should have to take if it proposes to amend an Education, Health and Care (EHC) plan following a review meeting.

They believe that the principal audiences for the consultation paper will be: children and young people with EHC plans and their families

- organisations representing children and young people with SEND and their families
- LA SEND officers
- any early years setting, school, college or other setting attended by children or young people with an EHC plan
- educational psychologists, health professionals, social care professionals and others involved in the review of EHC plans

Some of the key points relating to the consultation are set out below.

#### **Detail of the consultation**

Local authorities have various duties over when and how they must review an individual's Education, Health and Care plan. In the SEND and AP Review Green Paper DfE said that they intended to change the timescale for the issuing of proposals for amending plans following annual reviews. The consultation is available at

[Reviews of Education, Health and Care plans: proposed timescales - Department for Education - Citizen Space](#).

DfE are consulting on whether local authorities should:

- have an additional four weeks after review meetings to finalise any changes they propose to a plan. (A March 2022 High Court judgment has clarified that the current duty on LAs is to do this within four weeks of the review meeting); and
- have to circulate material for a review meeting a week earlier than currently.

They believe that these proposals will benefit children, young people and their families, at the same time as delivering a more workable process.

The consultation closes on 12 August.

### **Green paper: SEND review: Right support, right place, right time**

In March the Government published the [SEND Review: Right support, right place, right time](#), a consultation on the special educational needs and disabilities (SEND) and alternative provision system in England.

The government's green paper SEND review: right support, right place, right time sets out the changes it proposes to make to the special educational needs and disabilities (SEND) and alternative provision (AP) system in England. The government is seeking views on the proposals. There is also a separate summary covering the SEND and AP green paper and responding to the consultation, which explain the proposals and can be shared with parents and carers, children and young people to explain what the SEND review means for them.

Published 29 March

On 9 May the Department for Education published accessible versions of the green paper, including:

- a full British Sign Language version to support those who are deaf or have a hearing impairment
- an easy-read version to support those with learning disabilities
- a guide to help children and young people with SEND or those in alternative provision to understand the green paper and respond to the consultation

The department is committed to ensuring the SEND and Alternative Provision Green Paper and consultation process is fully accessible.

On the day of publication, the department provided a 'request alternative formats service' to provide everyone the opportunity to engage with the green paper and consultation, this

includes provision of Braille, audio and other language translations. They apologise that a full range of accessible resources was not available from the first day of the consultation. The consultation period has been extended by 3 weeks, to 22 July 2022, to ensure everyone has the opportunity to take part in the consultation.

All resources are available on gov.uk: <https://www.gov.uk/government/consultations/send-review-right-support-right-place-right-time>

## **OFSTED AND CQC LAUNCH CONSULTATION ON SEND INSPECTIONS**

Ofsted and the Care Quality Commission (CQC) have launched a consultation on a new joint framework for inspecting provision for children and young people with special educational needs and disabilities (SEND).

The new framework will look at outcomes for children with SEND, according to the consultation document.

The **new framework** is aimed at broadening inspections to examine whether local area partnerships are identifying and meeting the needs of children and young people with SEND, but also to assess the impact on their lives and outcomes, according to the inspectorates. The new framework will focus on the experiences and outcomes of children and young people with SEND, including those in alternative provision (AP).

Local authorities will be evaluated on how they commission, use and oversee such settings, according to the consultation document.

Other key areas included in the new framework are:

- Introducing an ongoing cycle of inspections and three distinct inspection outcomes.
- Carrying out engagement meetings in all areas.
- Strengthening Ofsted's response where there are concerns through monitoring inspections and/or early re-inspections.
- Promoting continuous improvement for all by requesting visible action plans following full inspections.
- A greater push to gather evidence from children and young people with SEND and their families directly, as well as from area leaders, practitioners, and settings.

Under the new framework, inspection teams will include inspectors from education, health and care "so that there can be a deeper understanding of how effective joint working is in a specific area", the document adds.

Ofsted's chief inspector Amanda Spielman, said: "The past two years have been challenging for all of us, but the pandemic was particularly hard for the most vulnerable in society.

"In that time Ofsted has continued to engage closely with the SEND sector, including bodies representing children and young people with SEND and their parents and carers. That has allowed us to develop and refine the proposals for a new framework.

"I welcome responses from the sector whether that be parents, carers or children and young people themselves to help us shape our plans further. Working together, we can ensure that every child gets the best start in life, whatever their background or needs."

The consultation, will run until September 11, as part of a range of engagement activities Ofsted and CQC are carrying out across the sector as well as with children and young people, parents, and carers, according to the inspectorates.

[A new approach to area SEND inspections - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/consultations/send-review-right-support-right-place-right-time)

## **Early years green paper conversation**

nasen are holding a SEND Review Focus Group meeting via Zoom to formulate a response to the Green Paper for SEND and Alternative Provision on **Tuesday 5<sup>th</sup> July at 2.00pm** and would love you to join them. They have four questions they will be discussing but would welcome your wider views/ comments on the Green Paper also. Please use this link for further information and to book your place: <https://nasen.org.uk/events/send-review-focus-group-early-years> .

## **SHARING PRACTICE AND INFORMATION ACROSS THE NORTH WEST**

### **Emotionally Based School Avoidance guidance - Lancashire**

Lancashire EBSA Guidance (Strategy & Toolkit) is shared with schools and is hosted on their Local Offer

[Emotionally based school avoidance \(EBSA\) guidance - Lancashire County Council.](#)

### **How can schools better support neurodivergent young people? A summary of neurodivergent young people's views from across Greater Manchester**

<https://drive.google.com/file/d/1DMbqNV3M8xEFxiCbpSHPEd1PRA5Hdfc-/view?usp=sharing>

## **PODCAST: SOCIAL MEDIA AND 'BEAUTY' STANDARDS**

The third episode of Youth-led podcast programme, Our Turn to Talk has been released! In this podcast series all topics are chosen, developed and delivered by Young People for Young People.

In this episode, titled Social Media and 'Beauty' Standards, NCB Trustee Bethan interviews Phyllida Swift, CEO of [Face Equality International](#) about the effect of social media on body image.

Topics discussed include:

- Facial difference
- Narrow beauty standards
- What young people want changed about their social media experiences
- Social media censorship

Click [here](#) to give it a listen! A link to the transcript is available in the podcast description.

## **RESOURCES**

### **A quick guide for social workers and social care practitioners**

The events and experiences that resulted in a child or young person becoming looked after, together with the impact of leaving their family and known way of life, can affect their long-term physical, emotional and mental health.

A focus on their wellbeing can significantly improve outcomes for the child or young person. This can be done through enabling a strong sense of identity, positive relationships and an understanding of their early experiences. Friendships, life story work and meaningful caring relationships with trained, skilful practitioners can all help.

[Promoting wellbeing and positive identity for a child or young person who is looked after | Quick guides to social care topics | Social care | NICE Communities | About | NICE](#)

### **Fabricated or Induced Illness and Perplexing Presentations Abbreviated Practice Guide for Social Work Practitioners**

This practice guidance for social workers on Fabricated or Induced Illness (FII) and other perplexing presentations, has emerged from discussions with practitioners, academics and family members. The guide is intended to enable social workers and other practitioners to adopt professional curiosity and respond ethically to concerns about FII whilst ensuring safeguards are in place for children and young people at risk of harm. The guidance encourages social workers to work collaboratively and creatively with other agencies, whilst

reflecting on their own knowledge, skills, autonomy and independence. Promoting social approaches and relationship-based practice, it also provides some examples of practical interventions social workers can take when responding to concerns regarding FII.

[Layout 1 \(basw.co.uk\)](https://www.basw.co.uk)

### **A Framework of Outcomes for Young People 2.1**

Socio-emotional skills updates for informal and non-formal learning

[Outcomes Framework 2.1 FINAL1.pdf \(youthimpact.uk\)](https://www.youthimpact.uk)

### **LEANS (Learning About Neurodiversity in Schools) project:**

LEANS is a free curriculum for mainstream primary schools to introduce pupils aged 8-11 years to the concept of neurodiversity, and how it impacts our experiences at school.

It is available for download and is free to users worldwide:

[Learning About Neurodiversity at School \(LEANS\) | The University of Edinburgh](https://www.leansproject.org/)

The LEANS site is a resource in itself, with information explaining what LEANS is, FAQs, and even more free resources, such as reading lists.

### **Coproduction, Engagement, Empowerment and Measuring Success**

A seminar from Genuine Partnerships and Contact on coproduction; engagement, empowerment and measuring successful outcomes.

Watch [here](#).

### **Facilitating safe online spaces with young disabled people**

Online engagement with children and young people has become increasingly common, but it is important that children and young people feel that they are safe in these spaces and that their voices are heard. [This new coproduced resource](#) aims to support young disabled people to participate meaningfully.

## **BLOG: THE DEBATES ON DISABILITY AND EDUCATIONAL PSYCHOLOGIST'S WORK WITH DEAF CHILDREN**

[The debates on disability and EP work with deaf children - edpsy.org.uk](https://www.edpsy.org.uk)

### **INFORMATION:**

#### **Down Syndrome Act 2022**

This new legislation, which originated from a Private Members Bill introduced by the Rt Hon Dr Liam Fox, has received Royal Assent and come in with immediate effect.

[Down Syndrome Act 2022 \(legislation.gov.uk\)](https://www.legislation.gov.uk)

#### **Epilepsy12 Youth Advocates**

This is a group of epilepsy experienced or interested children, young people and families who volunteer together to improve care for epilepsy patients and their families. Read about their award-winning project, the Clinic Chat Check List, and their experiences and tips on developing a school care plan - and download their helpful resources.

[Epilepsy12 Youth Advocates | RCPCH](https://www.rcpch.org.uk)

#### **Education Health and Care plans**

This publication provides data on children and young people with an education, health and care (EHC) plan in England and, historically, for those with a statement of special educational needs (SEN).

Data is presented for both the caseload as at January 2022, for example the number of EHC plans, and for activity during the 2021 calendar year, for example the number of new EHC plans in the calendar year. As such this covers a period affected by the coronavirus (COVID-19) pandemic.

Data covering SEN in schools, including EHC plans and SEN support, is available in the 'Special Educational Needs in England' publication, available in the 'Related pages' sidebar. [Education, health and care plans, Reporting Year 2022 – Explore education statistics – GOV.UK \(explore-education-statistics.service.gov.uk\)](https://www.gov.uk/explore-education-statistics)

### **Free online SEND workshops from UK Parliament**

The UK Parliament Education and Engagement team has launched a free online special educational needs and disabilities workshop aimed at learners between 7 and 25 years with profound learning needs.

The online session invites students to explore Parliament and find out who works there and what they do.

The 'tour' is based around a poem, which will guide the students around the building using rhyme, repetition and actions. A powerpoint is also provided and objects in the classroom will be used to bring the smells, sounds and textures of Parliament to life for students.

The workshop team are also able to make adaptations where needed.

[Welcome to your UK Parliament - Parliament UK Education](#)

### **The Engagement Model**

From September 2021, [the engagement model](#) replaced P-scales 1-4 as the teacher assessment tool for assessing pupils working below the standard of the national curriculum tests and not engaged in subject specific study.

Schools will have been conducting assessments regularly throughout the year and this summer will need to report which pupils have been assessed using the engagement model, at the end of key stage 1 (KS1) and key stage 2 (KS2). Schools are not required to submit any other data to DfE about the progress of these pupils, only which pupils have been assessed. Further information on what is required and how to report this data, can be found in the assessment and reporting arrangements for [KS1](#) and [KS2](#).

### **New Ofqual guidance on making assessments more accessible for students:**

On 12 May, Ofqual published [new guidance](#) on making assessments more accessible for students following a [12-week consultation](#).

There was strong support from respondents, students and their representatives, including those with special educational needs and disabilities (SEND).

The new statutory guidance explains that, when designing and developing exams and assessments, awarding organisations should:

use accessible and appropriate language

use clear and consistent layout

use source material, context, images and colour in ways that do not advantage or disadvantage students

consider how Reasonable Adjustments could be made to the exam or assessment to make sure disabled students are not disadvantaged

The [decisions following consultation](#) and a [summary](#) of the guidance have also been published.

Further information is available in this [news story](#).

### **Senior mental health lead training:**

Senior mental health lead training helps develop the knowledge and skills of school or college leaders, to implement an effective approach to promoting and supporting mental health and wellbeing.

The Department for Education have extended funding for this training, offering it to thousands more schools and colleges this financial year. A senior member of school or college staff can apply for a £1,200 grant to access quality assured training. You can now apply for a senior mental health lead grant, to commence training up to 31 March 2023. Find out how to apply [here](#).

### **Anti-bullying support:**

To help schools and colleges to champion respect and tolerance, the department have confirmed further funding to five leading organisations to continue supporting schools in tackling bullying until March 2023. These organisations will continue to deliver projects and programmes that offer training and support to tackle all forms of bullying.

The five organisations are:

[National Children's Bureau \(Anti-Bullying Alliance\)](#)

[Diversity Role Models](#)

[Equaliteach](#)

[Anne Frank Trust](#)

[The Diana Award](#)

Find out more about the grants [here](#).

## **FOCUS: INTEGRATED CARE SYSTEMS**

### [Delegating commissioning to ICSs](#)

NHS England has published the next steps for delegating direct commissioning functions to integrated (ICSs) by April 2023, including a roadmap for integrating specialised services within ICSs.

[Read more »](#)

### **Guidance for SLTs and AHP leads**

To support the speech and language therapy role in ICSs, the RCSLT has developed information for SLTs, outlining what ICSs are, how AHPs are represented, and how you can get involved in your local ICS.

- Download [Integrated Care Systems: What SLTs Need to Know \(PDF\)](#)

We have also developed information for AHP Leads, which details the roles of SLTs and how they support the strategic purposes of integrated care and the NHS's 2022-2023 priorities.

- Download [Delivering Integrated Care: How Speech and Language Therapy Can Help \(PDF\)](#)

[What you need to know about integrated care systems | RCSLT](#)

### **What does the transition to statutory Integrated Care Systems (ICSs) mean for the SEND system? A CDC resource.**

This resource gives an overview of Integrated Care Systems, brings together what we know will be required of them in relation to SEND from legislation and statutory guidance, and sets out what this means in practice for SEND delivery at different footprints. The resource includes a new infographic.

[What does the transition to Integrated Care Systems mean for the SEND system? \(councilfordisabledchildren.org.uk\)](#)

## **FOCUS: COPRODUCTION**

### **Valuing lived experience – learning report: are you ready to commit to the work of co-production?**

New learning report from National Voices looking at strengthening collaboration and coproduction using coaching methodologies to increase confidence in embedding coproduction principles

[Valuing Lived Experience - Learning Report \(nationalvoices.org.uk\)](https://nationalvoices.org.uk)

### **Coproduction, Engagement, Empowerment and Measuring Success**

Watch this webinar full of tips by Genuine Partnerships on coproduction

[Genuine Partnerships and Contact Video on Coproduction, Engagement, Empowerment and Measuring Success \(councilfordisabledchildren.org.uk\)](https://councilfordisabledchildren.org.uk)

## **The Independent Review of Children’s Social care – Final report**

The final report of the Independent Review of Children’s Social Care has been published following a 14-month review. It includes a clear set of recommendations, alongside a plan and costings, which the review is asking the government, public services and businesses to support and implement.

[Final Report - The Independent Review of Children's Social Care \(childrensocialcare.independent-review.uk\)](https://childrensocialcare.independent-review.uk)

## **WORKFORCE DEVELOPMENT**

### **SEND Basic Awareness e-learning course.**

CDC have produced this freely available, self-guided e-learning is intended to improve level 1 and 2 practitioners’ knowledge and understanding of the Children and Families Act, the SEND Code of Practice, the Local Offer, the graduated approach, the EHC needs assessment process and many other topics around SEND.

<https://learning.councilfordisabledchildren.org.uk/>

On completion of the modules users will receive a PDF certificate to use for CPD purposes.

### **Ambitious About Autism**

Funded by the Department for Education, these online modules address some of the most common SEND training needs across the education sector. They aim to develop a whole school approach to inclusion and include differentiated learning for all workforce roles.

There are four online modules and within each module, six role-specific ‘routes’ have been developed to ensure content is both relevant and useful to everyone; from those providing direct support to individual children to those providing executive and system leadership across groups of schools

The online learning includes four interactive modules, each covering a different aspect of the inclusion agenda:

- **Inclusive Ethos and Environments** - explores the culture, communications and learning environments in schools that promote an inclusive and welcoming ethos.
- **Identifying Learners’ Strengths and Needs** - explores good practice for all learners, to know and understand their strengths and needs and how to respond inclusively.
- **Inclusive Curriculum** - explores the features, characteristics and approaches of an inclusive curriculum (intent).

- **Preparing for the Next Phase** - explores inclusive practices that promote positive transitions and preparation for adulthood from the earliest years.

[Ambitious About Inclusion - Online Learning | Whole School SEND](#)

### **Emotional Regulation Course on demand**

This course may be particularly helpful when thinking about people who suffer from anxiety, distress, depression, low mood or who appear withdrawn or disengaged. It is suitable for anyone involved in the care, support or education of children or adults with severe or profound intellectual disabilities, profound and multiple learning disabilities (PMLD) and autism, dementia or brain injury and who use ways other than words to communicate.

[Emotional Regulation - NAC Wellbeing - Learning & Membership](#)

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

**Making Participation Work**, supported by CDC, is collecting examples of good practice where local areas and organisations are working with children and young people with SEND in strategic decision making and participation development. They are looking for examples both big and small, they want to showcase creative and innovative ways to support children and young people to be involved in decisions about their lives.

To access past case studies go to [Making Participation Work Case Studies](#) ([councilfordisabledchildren.org.uk](http://councilfordisabledchildren.org.uk))

### **Invitation for siblings of people with learning disabilities to take part in research**

I'm Becky and I'm a researcher at Kingston and St George's University of London working on the 'Growing Older Planning Ahead' study. We are looking for people who have a sibling with a learning disability, who lived with parent(s) until the age of 35+ but no longer lives with parents. We would like to speak with you about your experiences and what the challenges were, when your parents died or became too old to care for their disabled sibling. If you would like some more information about the study, you can either call/text me on 07942265707 or email me at [r.anderson@sgul.kingston.ac.uk](mailto:r.anderson@sgul.kingston.ac.uk)

### **The Centre for Youth Impact survey on youth voice practice across the UK**

This survey is being conducted to understand how organisations support young people to influence the decision making of others – those working across areas that affect young people's lives or on issues that matter to young people. The survey is running to 31<sup>st</sup> Jul [Young people's participation in decision-making: UK survey \(Page 1 of 9\) \(office.com\)](#)

## **OTHER NEWSLETTERS:**

### **Autism Newsletter:**

[Autism Newsletter \(mailchi.mp\)](#)

### **CDC Digest:**

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

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

[Latest news and information from the Early Years sector \(mailchi.mp\)](#)

**Family hubs in mind:**

[Family Hubs in Mind, May 2022 \(mailchi.mp\)](#)

**Foundation years newsletter:**

[Foundation Years Newsletter - May 2022 \(mailchi.mp\)](#)

**Kidz to Adultz magazine:**

[Kidz to Adultz Magazine Issue 17 by Disabled Living - Issuu](#)

**Makaton Magazine:**

[Makaton Magazine - May / June 2022 \(informz.net\)](#)

**Making Ourselves Heard news:**

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

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

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

<https://mhlida.cmail20.com/t/ViewEmail/d/D95576B91E64DC122540EF23F30FEDED/204745E813181C7063B21DE8DA818551?alternativeLink=False>

**Nasen's news:**

[Cathy, check out what's new this month! \(ddlInk.net\)](#)

[Cathy, read the latest edition of nasen Connect! \(ddlInk.net\)](#)

**NFER Direct:**

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

**NICE news for health and social care**

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

**RCPCH&US Engagement collaborative news:**

[RCPCH Engagement Collaborative - June 2022](#)

**Teacher Bulletin:**

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

[Thank you! \(govdelivery.com\)](#)

**The Centre for Youth Impact newsletter:**

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

**Whole School SEND newsletter:**

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