



# NW SEND Regional Network Newsletter

## Spring 2018

The network is keen to profile effective practice developed in the North West and other regional contributions. This edition contains information from Blackpool, Salford, St Helens and Warrington. Do please consider sending your examples for inclusion in future editions.

If there are particular areas of work or themes that you would like support with, activities or events then do let us know. We would also welcome any good news you have to share, or challenges you'd like to work with others to find solutions for, in order that we can share the learning across the North West. We welcome contributions to network activities, requests for connections for support, information about forthcoming events for future editions of this newsletter and new additions to the newsletter circulation list.

Also, do check out our website [www.nwsend.network](http://www.nwsend.network) which has everything you might want to know in one place, including previous newsletters.

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### **REGIONAL NETWORK EVENTS**

#### **24.5.18 Save the date**

Dame Christine Lenehan will provide a keynote at an event for leads for SEND, health, social care and parent carer forums. More information to follow in the next newsletter.

#### **18 & 19.4.18 2-day core Independent Support – Free training opportunity** Manchester

This training is available to Independent Supporters and LA teams.

Information on the training can be found at

<https://councilfordisabledchildren.org.uk/learning/sections/independent-support/independent-support>

To book a place: <https://www.eventbrite.co.uk/e/independent-support-training-legal-and-rois-manchester-ch-tickets-43982418598>

Please also be mindful that trainees are required to complete the online eLearning IS training before attending face to face training. This eLearning can be easily accessed at: <http://councilfordisabledchildren.org.uk/learning/sections/independent-support/independent-support>

Once you click on the link, either click on sign in or request this course. Then create your new account. You will receive an automated email (Please check your spam for the email) with your username and password – please make a note of this as you will need to update the automated password. Once you have activated your new account, simply click on request, this will give you access to start the Independent Support modules.

## **26 & 27.4.18 2-day core Independent Support – Free training opportunity**

Newcastle

This training is available to Independent Supporters and LA teams.

Information on the training can be found at

<https://councilfordisabledchildren.org.uk/learning/sections/independent-support/independent-support>

To book a place: <https://www.eventbrite.co.uk/e/independent-support-training-legal-and-rois-newcastle-ch-tickets-44016565733>

Please also be mindful that trainees are required to complete the online eLearning IS training before attending face to face training. This eLearning can be easily accessed at: <http://councilfordisabledchildren.org.uk/learning/sections/independent-support/independent-support>

Once you click on the link, either click on sign in or request this course. Then create your new account. You will receive an automated email (Please check your spam for the email) with your username and password – please make a note of this as you will need to update the automated password. Once you have activated your new account, simply click on request, this will give you access to start the Independent Support modules.

## **OTHER EVENTS IN THE NORTH WEST**

### **12.4.18 Full Circle 2018**

Liverpool Hope University

Youth Focus North West in Partnership with Liverpool Hope University are proud to announce that 'Full Circle 2018' is coming soon. On 12th April 2018 over 100 people interested in participation and engagement practices with youth people will be ascending and descending on Liverpool Hope University. It is an opportunity to hear from political figures such as Steve Rotheram (Mayor of Liverpool City Region) and Jim McMahon MP, along with Dr Andy Mycock who is leading on a national research scheme into votes at 16. In addition, young people will be presenting on the theme of how their involvement in participation practices has helped shape their lives. Alongside all of this, practical workshops will be delivered exploring participation in open access provision, schools, social care, internationally, within Health, and with SEND young people.

Places for this event are going fast. Therefore, if you want be a part of 'Full Circle 2018' please email [s.watts@youthfocusnw.org.uk](mailto:s.watts@youthfocusnw.org.uk)

### **24.4.18 Train the Trainer**

Manchester

<https://www.acmtraining.co.uk/rtaWorkshop.asp?workshopid=27>

### **24 & 25.4.18 Community Care live18**

Manchester Central

Two full days of CPD and essential learning for registered social workers, covering key topics across children and families' social work, adult social care and social work management.

For full details and to register visit [www.communitycarelive.co.uk](http://www.communitycarelive.co.uk)

#### **25.4.18 Young children's views on teachers and their gender**

5.30 – 6.30pm HA320, Harrington Building, UCLAN, Fylde Road, Preston PR1 2HE

Facilitator Yuwei Xu is a Lecturer in children and family studies based at the University of Portsmouth, School of Education and Childhood Studies. He is also about to be awarded his PhD in Education by the University of Glasgow in 2018. Yuwei's research expertise lies in gender and early childhood studies, and particularly in men's participation in the early childhood education and care (ECEC) workforce.

In this seminar, Yuwei will present to the participants findings from a cross-cultural study on gender and teacher-child interactions in ECEC settings in Scotland, Hong Kong and Mainland China with children aged 3-6. There will be a particular focus on children's voices of how they view their teachers of different gender. The seminar will inform about practices that help to improve and facilitate gender diversity and inclusion in ECEC, from children's perspectives.

This seminar series is being co-produced by practitioners and young people from the Collaborate project

To book a free place please visit: <https://goo.gl/9VzYQB>

#### **27.4.18 Inclusion Matters conference**

Gorton Monastery, Manchester

This year's theme is Resilience and Belonging, inspired by the work of David Trickey, Clinical Psychologist at the Anna Freud Centre and the Resilience Framework produced by Angie Hart, Professor of Child, Family and Community Health at the University of Brighton and Director of the Centre of Resilience for Social Justice.

The conference brings together a number of strands of thinking in this important area, including perspectives from current research into children's rights. The morning session will focus on universal approaches including the importance of developing academic resilience. The afternoon session focuses on therapeutic approaches, including the use of therapy dogs in schools.

There is a fantastic line up of speakers, including David Trickey; Anne Rathbone from Boingboing and Brighton University, and Professor Kevin Woods from Manchester University.

Visit the conference webpage for more information about keynote speakers and seminars and to book a place.

<https://www.catalystpsychology.co.uk/>

#### **27.4.18 Dealing with difficult people**

Manchester

<https://www.acmtraining.co.uk/rtaWorkshop.asp?workshopid=13#>

#### **30.4.18 Joint commissioning of services for children and young people 0-25 with special educational needs and disabilities**

9.30 – 1, Boardroom 1, NHS Eastern Cheshire CCG, New Alderley House, Macclesfield Hospital, Victoria Road, Macclesfield, SK10 3BL

Intended audience: CCG and local authority commissioners, senior NHS Trust clinical leads

To book a place email: [sophie.clarke7@nhs.net](mailto:sophie.clarke7@nhs.net)

#### **2.5.18 Information and Support Day**

10.30 – 2pm The People First Conference Centre, Milbourne Street, Carlisle CA2 5XB

Learn about support services, grants and information available to you and your disabled child or young person. Meet Family Fund and other charities and get help with your Family Fund application form.

To book a stand contact [Elaine.Pilmoor@FamilyFund.org.uk](mailto:Elaine.Pilmoor@FamilyFund.org.uk)

### **10.5.18 'Listen to Me' Multi-Sensory Impairment Conference**

Manchester Conference Centre

The ['Listen to Me' Conference](#) will feature a number of [expert professionals with substantial experience in the MSI field](#), including keynote sessions from David Brown and Dr Paul Hart. #ListenMSI will explore the latest research and thinking in key areas including communicating effectively, managing behavioural issues and sensory regulation.

The event is designed to equip you with innovative ideas and methods for supporting children and young people with MSI.

#ListenMSI

[www.seashelltrust.org.uk/listentome](http://www.seashelltrust.org.uk/listentome)

### **11 & 12.5.18 Nursery World Show North 2018**

Exhibition Centre, Liverpool

Returning to Liverpool for a second year, this two-day show includes a wide ranging exhibition of early years suppliers, organisations and charities, an Early Years Resources and Learning Zone, nutrition zone and free live theatre.

Delegates can also choose to attend a range of seminars and two masterclasses, one of which is being delivered by Professor Ferre Laevers.

Seminars will cover a number of topics including – Best practice in the baby room, family engagement, challenging behaviour, school readiness, literacy and communication and language.

<http://www.nurseryworldshow.com/liverpool>

### **10.7.18 Education, Health and Care Planning – linking aspirations to outcomes and provision – the importance of professional/clinical advice in this process**

9.30am – 1.00pm, Boardroom 1, Bevan House, Barony Court, Nantwich, Cheshire, CW5 5QU  
Intended audience: health provider trust staff at any level.

To book a place email: [sophie.clarke7@nhs.net](mailto:sophie.clarke7@nhs.net)

### **2.10.18 Joint working, holistic planning and writing outcomes for children and young people with special educational needs and disabilities**

9.30am – 1.00pm, 1829 building, Countess of Chester Hospital, Liverpool Rd, Chester CH2 1UL

Intended audience: health provider trust staff at any level

To book a place email: [sophie.clarke7@nhs.net](mailto:sophie.clarke7@nhs.net)

## **CONSULTATIONS:**

### **Are you a parent/carer? Do you live or access services in Stockport?**

If so please check out the following surveys.

<https://www.surveymonkey.co.uk/r/QN3JM7Q>

<https://www.surveymonkey.co.uk/r/LTB9F6P>

<https://www.surveymonkey.co.uk/r/W9DT53G>

The closing date is 16.4.18.

## **Engagement with young people: Hot Topic #5 - Teacher training to understand our SEND support needs**

Flexible, responsive support at school and beyond can make a vast difference in a child or young person's life. Not only does it enable them to develop their skills and knowledge, but also empowers them to become confident, independent individuals with an active and fulfilling role in their community.

FLARE, at Council for Disabled Children, want to hear from children and young people with SEND about how school staff work with them to ensure that the right support is in place and working effectively.

The link below provides questions which suggest how you may want to approach the discussion with your group, but please adapt them as you see fit. You may also be interested in the suggested session plan and resources, but again please work with your group members in the way that suits them best.

Please submit your feedback on this topic to Joanna Carr at [jcarr@ncb.org.uk](mailto:jcarr@ncb.org.uk) by **27th May**.  
<https://councilfordisabledchildren.org.uk/help-resources/resources/hot-topic-5-teacher-training-understand-our-send-support-needs>

## **PROFILING PRACTICE IN THE NORTH WEST**

### **Better Start Blackpool: The early years commitment**

The Early Years Commitment is a simple way to develop a whole setting or team approach to communication that is tailored to the needs of your early years provision, whether that is a nursery, pre-school, Children's Centre or childminding setting.

Most early years providers know and understand the importance of early language but need a clear way to navigate through the information available so they can deliver the best results. The Early Years Commitment is a first step in enabling all the children in a setting to communicate to the very best of their ability. The resource was developed in collaboration with Blackpool Better Start and piloted in 10 early years settings and childminders within Blackpool.

The Early Years Commitment starts from wherever you are now and gives you the small steps you need to help you move forward in making communication a real part of your setting's policy and practice, in the way that works best for your setting, your children and their families. You will develop your own individual Action Plan that works for your setting and your pupils.

<http://www.thecommunicationtrust.org.uk/projects/early-years-commitment/>

### **Warrington: Working Together – So what?**

Warrington Parents and Carers "Working Together – So What?" conference is the third partnership event with our colleagues from the Local Authority and Health. In 2016, the theme was "How can we make a difference together," which led to the first draft of the SEND strategy. In 2017 we built on this draft, looking in greater detail at gaps and priorities. This led on to the "2020 Vision for SEND" strategy document – a much more detailed look at local provision and issues. This year, we felt it was important to bring more of a challenge to the event – hence "So What?"

So, what's been done with the things you've told us?

- So, what's working well in Warrington?
- So, what are the challenges?
- So, what do we do next?

The conference summary and links to presentations is available at

<https://mailchi.mp/56c95210bc01/working-together-so-what-conference-summary>

## **FOCUS: Annual reviews of Education, Health and Care plans**

Council for Disabled Children have produced the following animation and guidance on annual reviews along with online training.

### **An animation to explain the Annual Review process for parents**

<https://www.youtube.com/watch?v=D9n5EzYlwKA&>

### **Annual Review factsheets and guidance**

This factsheet aims to provide an overview of the key duties which apply to Local Authorities, schools and education providers as set out in the Children & Families Act 2014.

[https://councilfordisabledchildren.org.uk/sites/default/files/uploads/documents/independent\\_support/ARfactsheets.general.cleancopy.FINAL.pdf](https://councilfordisabledchildren.org.uk/sites/default/files/uploads/documents/independent_support/ARfactsheets.general.cleancopy.FINAL.pdf)

### **Annual Review Timeline**

This guidance sets out the timetable for Annual Reviews in five steps.

[https://councilfordisabledchildren.org.uk/sites/default/files/uploads/documents/independent\\_support/ARtimetable.cleancopy.final.pdf](https://councilfordisabledchildren.org.uk/sites/default/files/uploads/documents/independent_support/ARtimetable.cleancopy.final.pdf)

### **Annual Review guidance for Independent Supporters**

Guidance for Independent Supporters who are supporting parents/young people with Annual Reviews of EHCPs.

[https://councilfordisabledchildren.org.uk/sites/default/files/uploads/documents/independent\\_support/ARguidanceforindependentsupporters.cleancopyupdate.pdf](https://councilfordisabledchildren.org.uk/sites/default/files/uploads/documents/independent_support/ARguidanceforindependentsupporters.cleancopyupdate.pdf)

### **Person Centred Planning Meeting guidance for Independent Support**

[https://councilfordisabledchildren.org.uk/sites/default/files/uploads/documents/independent\\_support/AR.Personcentredplanningmeetings.fINAL.pdf](https://councilfordisabledchildren.org.uk/sites/default/files/uploads/documents/independent_support/AR.Personcentredplanningmeetings.fINAL.pdf)

### **Online training on the Annual Review process for practitioners**

This free training is aimed at staff employed to deliver Independent Support locally, staff working in local Information, Advice and Support services, local authority SEND teams and others who might benefit from the learning. Contact: [istraining@ncb.org.uk](mailto:istraining@ncb.org.uk)

<https://councilfordisabledchildren.org.uk/independent-support/resources/annual-review-process-guidance-and-training>

## **GUIDANCE:**

### **First-tier Tribunal (SEND) - The single route of redress**

Guidance on the single route of redress national trial, which begins on 3 April 2018, is available on [GOV.UK](http://GOV.UK)

The two year national trial extends the powers of the First-tier Tribunal (SEND) to make non-binding recommendations on the health and social care aspects of Education, Health and Care plans, in addition to the educational aspects.

The guidance is for local authority SEND and social care teams, health commissioners, parents and young people and can be used by organisations supporting families. It sets out the extended powers and duties in the [Special Educational Needs and Disability \(First-tier Tribunal Recommendations Power\) Regulations 2017](#), and explains how the appeal process will work, what happens if recommendations are not followed and the support available for commissioners and families.

A [toolkit](#) has also been published that offers some practical materials to help local areas prepare, including template Local Offer and decision letter wording, a one-page summary and slides from the recent regional induction events. Further information will be added in due

course, including details on how to claim expenses, FAQs and a webinar covering content from the induction events.

This forms part of a wider package of support for the trial, including a helpdesk, newsletter, further training and webinars and advice from our SEND advisers and NHS England SEND Local leads.

If you have any questions relating to your participation in the trial, how the trial will operate or the information in the guidance or toolkit, please get in touch with the trial helpdesk at Mott MacDonald (the trial facilitators) at: [SENDdeliverysupport@mottmac.com](mailto:SENDdeliverysupport@mottmac.com), 0207 651 0308.

### **Attention deficit hyperactivity disorder: diagnosis and management, NICE, March 2018**

This guideline covers recognising, diagnosing and managing attention deficit hyperactivity disorder (ADHD) in children, young people and adults. It aims to improve recognition and diagnosis, as well as the quality of care and support for people with ADHD.

Who is it for? Healthcare professionals Commissioners and providers People with ADHD, and their families and carers.

<https://www.nice.org.uk/guidance/ng87/resources/attention-deficit-hyperactivity-disorder-diagnosis-and-management-pdf-1837699732933>

### **Promoting the education of looked-after and previously looked-after children**

Statutory guidance for local authorities to support looked-after and previously looked-after children's aspirations to achieve in further and higher education. Updated March 2018

<https://www.gov.uk/government/publications/promoting-the-education-of-looked-after-children>

### **Working Together to Safeguard Children: revisions to statutory guidance, February 2018**

The Department for Education has published its consultation response on [Working Together to Safeguard Children](#). The response acknowledges a number of LGA concerns, including the role of schools in new multi-agency safeguarding arrangements, and we will continue to work with government on subsequent revisions to the guidance.

<https://www.gov.uk/government/consultations/working-together-to-safeguard-children-revisions-to-statutory-guidance>

## **FOCUS: Autism**

### **Women and Girls on the Autism Spectrum**

The National Autistic Society have a new online training module which is free for twelve months. Designed to support the diagnosis of autism in women and girls, this module has been developed in conjunction with autistic women and leading clinicians including Lana Grant, Sarah Hendrick and Dr Judith Gould.

For more information go to <http://www.autism.org.uk/professionals/training-consultancy/online/women-and-girls.aspx>

### **Children on the autism spectrum visiting the dentist**

Research: Experiences of taking children on the autism spectrum to the dentist

International Journal of Paediatric Dentistry <http://rdcu.be/x1WG>

For advice on visiting the dentist [www.autism.org.uk/dentist](http://www.autism.org.uk/dentist)

### **Autism and CAMHS toolkit**

This toolkit includes best practice examples and case studies, a list of organisations which provide high-quality training relating to autism, mental health and CAMHS for young people

with autism and their families, as well as CAMHS professionals, policy documents and guidelines and resources for children and young people, families, providers and commissioners.

<https://www.autism-alliance.org.uk/autism-camhs-toolkit/>

## **EDUCATION, HEALTH AND CARE EXPERIENCES**

### **Education, health and care plans: parents and young people survey**

The views and experiences of people who received an education, health and care (EHC) plan in 2015.

[https://www.gov.uk/government/publications/education-health-and-care-plans-parents-and-young-people-survey?utm\\_source=95db2a63-94a7-4fe8-9fa8-09d053740ea7&utm\\_medium=email&utm\\_campaign=govuk-notifications&utm\\_content=immediate](https://www.gov.uk/government/publications/education-health-and-care-plans-parents-and-young-people-survey?utm_source=95db2a63-94a7-4fe8-9fa8-09d053740ea7&utm_medium=email&utm_campaign=govuk-notifications&utm_content=immediate)

### **EHC journeys**

Listen to and learn from families' experiences. Read families' journeys through the EHC process.

Check out local practice:

See **Salford's** questions to ask parents about their experience of the EHC process.

<http://ehcpjourneys.com/wp-content/uploads/2017/02/Parent-interview-questions-salford.pdf>

Following a parental feedback gathering exercise the Salford multiagency SEND Team decided to start running **regular parent events** to keep them informed.

The service heard about parent events being run in another area, and how much parents appreciated them. The case was made for Salford to start running them too.

#### **How are they doing it?**

Salford now run regular sessions for parents at which they explain the EHC process, including the paperwork that is needed and the parents' role in the process.

The local staff were unsure which venues and times would work best for parents, so they have organised the events in different locations, such as in schools and health centres, and at different times in the day (including morning, afternoon and early evening).

The sessions run for one hour and involve introducing members of the SEND Team and explaining their role in the EHC process, with time for parents and practitioners to talk together.

Salford advertise these sessions through caseworkers and schools to all parents who are about to begin the EHC process as well as those already involved in it. They have developed invitation leaflets to hand out to parents, and staff are encouraged to discuss the potential benefits of attendance with families they work with.

#### **What is the impact?**

The events have proved very useful in terms of building up relationships with families and gathering valuable feedback, which has been used to inform local service development.

In **Wirral** a paper-based survey is given to all families once the EHCP has been finalised.

The survey includes five statements on aspects of the new EHC process which families are asked to rate their agreement with. The survey asks the extent to which families: feel involved in the process; feel their views were considered; understood the process; felt EHCPs compared to the previous statementing system; and whether or not they felt the plan would result in their child achieving the stated outcomes. There is also space for families to provide additional comments and to provide their contact details if they wish.

Feedback surveys are now a core part of local delivery, embedded into the approach for delivering EHC plans. In the future, the local authority intend to analyse the captured data at an aggregate level on a six monthly basis.



## What is the impact?

The feedback gathered from the survey is used in a variety of ways:

- Publication of the findings in a “You said, We did” document that provides examples of changes introduced following family feedback. This is made available to families through the Local Offer website.
- In staff performance reviews, the feedback provided includes comments about named members of staff which have been used to identify positive practice and areas for development which are discussed during staff appraisal.
- To explore and address issues raised by individual families, where responses raise issues the team will re-contact the family to address their concerns.
- To drive improvement across the multiagency team: for example, where negative comments have related to health involvement, members of the SEND team will approach colleagues to consider and refine their role in the process.

<http://ehcpjourneys.com/wp-content/uploads/2017/02/wirral-Feedback-questionnaire-V2-June-2016-1.pdf>

## **RESOURCES:**

### **Preparing for Adulthood from the Earliest Years**

The Preparing for Adulthood from the Earliest Years’ tool has been developed as part of a package of tools to embed good SEND provision in schools. The PfA Review was developed through a collaboration between the London Leadership Strategy, Council for Disabled Children, a group of schools brought together by Swiss Cottage School and Barham Primary School, parent/carers and children and young people. It is designed to support schools in preparing children and young people with SEN and disabilities for the next stage of their learning and development and into adulthood. The schools involved keep their practice under constant review and, through the development of this review, they have reflected on how well their approach prepares their pupils for the next stage. The PfA Review has been developed to sit alongside the SEND Review (<http://www.thesendreview.com/>), the Teaching Assistant Deployment Review (<http://www.tareview.com/>) and the SEND Reflection Framework (<http://www.sendreflection.com/>) developed by Whole School SEND. The guides can be used internally or as tools of school-to-school support.

<https://councilfordisabledchildren.org.uk/help-resources/resources/preparing-adulthood-earliest-years-review-guide>

### **Resources for parents**

Helping your school age child and toddler to talk - Free downloads from **Afasic**:

**Help at home:**

- [Using words and talking](#)
- [Understanding language](#)
- [Getting rid of dummies](#)
- [Concentrating and listening](#)
- [Before words](#)
- [Bumpy speech](#)
- [Play](#)
- [Toddler Talk](#)

Tips and ideas to help listening and talking

These sheets contain practical advice with ideas for games and activities to help children practise and develop their skills in a fun way.

#### **Primary School**

[Helping your school age child to listen](#)

[Helping your school age child put words together](#)

[Helping your school age child with speech sounds](#)  
[Helping your school age child to understand what you say](#)  
[Helping your school age child to understand and use words](#)  
[Helping your school age child - bumpy talking](#)  
[Helping your school age child to interact with others](#)

### **Secondary School**

[Helping your secondary school age child to explain and tell stories](#)  
[Helping your secondary school age child to develop their vocabulary](#)  
[Helping your secondary school age child to interact with others](#)

### **National Portage Association:**

New parent resources have been added recently to the Parent Support area of the National Portage Association website including some new 'mini guides' for parents – a 'Guide to Choosing an Early Years Setting', 'Guide to the Local Offer', 'Guide to EHC plans' and a 'Guide to the SEND Code of Practice'.

<https://www.portage.org.uk/support/resources/resources-parents>

There are also [Portage Top Tips to Support Your Child's Development](#)

**Teaching Your Child Using the Portage 'Small Steps' Approach** – general tips and introduction to the Portage 'Small Steps' approach. This guide will support you to use all NPA 'Top Tips' documents and understand how the breaking down of activities and using the Portage model can support your child to develop new skills.

[Teaching Your Child to Count Out the Correct Quantity](#)

Cognitive Skills: Teaching Your Child to Count Out the Correct Quantity

[Teaching Your Child to Match Colours](#)

Cognitive Skills: Teaching Your Child to Match Colours

[Teaching Your Child to Realise Their Voice is Useful](#)

Communication and Language: Teaching Your Child to Realise Their Voice is Useful

[Top Tips: Teaching Your Child to Develop a 'Pincer Grasp'](#)

Fine Motor Skills: Teaching Your Child to Develop a 'Pincer Grasp'

[Top Tips: Teaching Your Child to Post/Release Objects](#)

Fine Motor Skills: Teaching Your Child to Post/Release Objects

[Top Tips: Teaching Your Child to Thread](#)

Fine Motor Skills: Teaching Your Child to Thread

[Top Tips: Teaching Your Child to Use Scissors](#)

Fine Motor Skills: Teaching Your Child to Use Scissors

[Top Tips: Teaching Your Child to Sit](#)

Physical Development, Moving and Handling: Teaching Your Child to Sit

[Top Tips: Teaching Your Child to Crawl](#)

Physical Development, Moving and Handling: Teaching Your Child to Crawl

[Top Tips: Teaching Your Child to Drink from an Open Cup](#)

Physical Development and Self Care Skills: Teaching Your Child to Drink from an Open Cup

[Top Tips: Teaching Your Child to Use a Spoon](#)

Physical Development and Self Care Skills: Teaching Your Child to Use a Spoon

<https://www.portage.org.uk/support/resources/parent->

[list/317?utm\\_source=Foundation+Years&utm\\_campaign=0efa9c1b23-](https://www.portage.org.uk/support/resources/parent-list/317?utm_source=Foundation+Years&utm_campaign=0efa9c1b23-)

[EMAIL\\_CAMPAIGN\\_2018\\_02\\_22&utm\\_medium=email&utm\\_term=0\\_e05004a334-](https://www.portage.org.uk/support/resources/parent-list/317?utm_source=Foundation+Years&utm_campaign=0efa9c1b23-EMAIL_CAMPAIGN_2018_02_22&utm_medium=email&utm_term=0_e05004a334-)

[0efa9c1b23-295943305](https://www.portage.org.uk/support/resources/parent-list/317?utm_source=Foundation+Years&utm_campaign=0efa9c1b23-EMAIL_CAMPAIGN_2018_02_22&utm_medium=email&utm_term=0_e05004a334-0efa9c1b23-295943305)

### **New world Guide 'Are you worried about your child?'**

<http://www.tacinterconnections.com/images/Guide2-to-Support-Families-of-Children-with-Complex-Needs.pdf>

This is in English and Portuguese so far. Other translations are being prepared.

## **Alternative Paths to Literacy: literacy for children and young people who use Alternative and Augmentative Communication (AAC).**

The Communication Trust has a new, free, resource for practitioners supporting literacy skills in children and young people who use AAC.

<http://thecomunicationtrust.org.uk/resources/resources/resources-for-practitioners/alternative-paths-to-literacy/>

## **Making effective referrals: factsheets**

A series of factsheets to help settings plan and write effective referrals to speech and language therapy services. The factsheets cover the decision-making process for making referrals, what to consider about the child or young person, and how to build a speech, language and communication profile.

Visit: [www.thecomunicationtrust.org.uk/identifyingSLCN#refer](http://www.thecomunicationtrust.org.uk/identifyingSLCN#refer)

## **English as an Additional Language: Case studies**

Case studies on supporting children with English as an additional language (EAL) and speech, language and communication needs (SLCN). The studies come from a variety of settings and demonstrate tried-and-tested approaches to identify, monitor and support children with EAL and SLCN.

<http://www.thecomunicationtrust.org.uk/ealcasestudies>

## **Best practice in youth justice: case studies**

Case studies of youth justice settings which showcase effective approaches for supporting young people with Speech, Language and Communication Needs, training staff and evaluating impact.

<http://www.thecomunicationtrust.org.uk/yjstudies>

## **INFORMATION**

### **Children and young people's mental health**

[https://www.local.gov.uk/sites/default/files/documents/15.9%20DBLITD%20mental\\_health\\_v07\\_web.pdf](https://www.local.gov.uk/sites/default/files/documents/15.9%20DBLITD%20mental_health_v07_web.pdf)

### **Supporting pupils with SEND: 3 key messages**

On the basis of research evidence, the Education Endowment Foundation (EEF) have developed three top messages to school leaders when considering provision for pupils with SEND:

1. Ensure that your deployment of teaching assistants is effective
2. Consult the EEF's guidance reports on literacy and mathematics
3. Deploy high-quality structured interventions to support pupils to make progress

To find out more see <https://educationendowmentfoundation.org.uk/news/eef-blog-supporting-pupils-with-send-what-weve-learned-so-far/#closeSignup>

## **WORKFORCE DEVELOPMENT**

### **SEND leadership programme**

Applications are invited from senior local authority SEND managers/leaders of education or social care with significant strategic responsibilities for delivering the reforms. Applications are particularly welcome from leaders with a social care and health background given the cultural change and multidisciplinary approach that is required to implement these reforms. Applications are ideally submitted by a pair of people from a local area, for example two local authority leaders with different responsibilities such as in relation to education or social care,

or alternatively one LA leader and a partner from the NHS. Applications will also be accepted from Local Authority SEND leaders not applying as part of a pair though not from unpartnered NHS leaders. The programme is appropriate for people who wish to develop their knowledge and skills, both those experienced in SEND issues and those in senior positions who may be newer to the SEND field.

The programme will start in July 2018 until March 2019, bringing together all 40 people in a series of modules to develop their skills and apply them in their work to deliver the SEN reforms. The programme encompasses leadership and organisational theory and practice, best practice in service delivery and understanding communities and co-production.

<https://www.ndti.org.uk/our-work/our-projects/leadership/leadership-training/>

## **DATA**

### **Youth custody data**

Monthly statistics on the population in custody of children and young people within the secure estate.

<https://www.gov.uk/government/statistics/youth-custody-data>

## **LOCAL AREA SEND INSPECTION OUTCOME LETTERS**

Outcome letters from inspections of local area services for children and young people with special educational needs and/or disabilities.

<https://reports.ofsted.gov.uk/resources/inspection-report-listings>

## **OTHER NEWSLETTERS:**

### **Communication Trust newsletter**

<https://mailchi.mp/ccd60037bc04/the-communication-trusts-newsletter-weve-added-new-resources-to-our-identifying-slc-n-webpage?e=879177a2b4>

### **Contact: Benefits special**

<https://mailchi.mp/contact/news-and-information-from-contact-1818521?e=08dbbea055>

### **Council for Disabled Children: March newsletter**

<https://mailchi.mp/ncb/march-cdc-newsletter-1294510?e=59c28d4a77>

### **Foundation Years newsletter**

<https://mailchi.mp/4children/foundation-years-newsletter-feb-2018?e=316b1779dd>

### **ICAN communicate news: Special edition – Bercow 10 years on**

<https://mailchi.mp/598bceb10852/i-can-communicate-september-219989?e=417996feb0>

### **InControl news update**

<http://campaigns.iccreates.com/t/ViewEmail/r/0D0C63779B129F132540EF23F30FEDED/C1B6FCD422AD57236E6039C17E42EE19>

### **National Autistic Society news**

<https://nas-email.org.uk/YA3-5K7YM-A1KUG4LR64/cr.aspx>

### **National Children's Bureau news**

<https://mailchi.mp/ncb/major-flaws-in-alternative-provision-and-other-news-from-across-the-childrens-sector?e=59c28d4a77>

**National Development Team for Inclusion news**

<http://campaign.r20.constantcontact.com/render?m=1103863233297&ca=485a0d5b-9666-4f55-89e9-4dc58f3bcc52>

**The Communication Trust newsletter**

<https://mailchi.mp/88d5ed7fd2f0/the-communication-trusts-newsletter-alternative-paths-to-literacy-making-effective-referrals-and-the-early-years-commitment?e=879177a2b4>