



NW SEND Regional Network Newsletter

March 2019

The network is keen to profile effective practice developed in the North West and other regional contributions. 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 which has everything you might want to know in one place, including previous newsletters.

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REGIONAL NETWORK EVENTS

NB The Children & Young People's Participation > Co-production event proposed for 2.4.19 has now been arranged for Monday 20th May 2019 1 – 3pm, St Helens Town Hall, Victoria Square, Bickerstaffe St, Saint Helens WA10 1HP

Parking is available at Birchley St car park, Saint Helens WA10 1HT

This will be a practice sharing event for practitioners interested in children and young people's participation with a view to coproduction. There will be 2 places per local authority area. To express an interest in attending please email:

cwh01@hotmail.co.uk

30.5.19 DCO/DMO network meeting

1.30 – 3.30 Medequip, Unit G4, Leyland Business Park, Centurian Way, Leyland PR25 3GR

For further information email Julie.Hoodless2@sthelensccg.nhs.uk

17.6.19 and 19.11.19 Early Years SEND regional action learning sets, St Thomas Centre, Manchester – Save the dates, booking links coming soon

The Council for Disabled Children are delighted to invite you to the second and third of a new series of early years SEN and disability regional action learning sets (ALSs). These new ALSs are part of a new partnership (The Early Years SEND Partnership) to improve access and inclusion in the early years. The programme is funded by the Department for Education and you can find out more about the new partnership on their website: <https://councilfordisabledchildren.org.uk/early-years-send-partnership>
The day is designed to support you with the review and development of local plans, which you may have started as part of the earlier CDC project.

Please note the following: If you have any colleagues in your area who did not attend a regional ALSs as part of our earlier project (which CDC ran between Jan 2017 – Mar 2018), but might benefit from being involved, please do forward this invitation to them.

Why attend these Action Learning Sets?

Celebrate good practice across the region and learn from each other;
Review local progress on early years, SEN and disability;
Learn about the training being provided by the SEND Early Years partnership; partners;
Learn about additional support that may be available to you in progressing local plans;
Take a strategic approach to access and inclusion in the early years.
Key to success will be bringing together different teams, from education, health and social care, and from each local area. The goal is a high level of joint attendance at regional workshops and joint action plans to support a strategic approach.

Who should attend?

There are **three** places available for each local area. It is for each local area to decide who should attend, and it is appreciated that attendance will be partially determined by availability. It is recommended that attendance is drawn from:

Health, for example, health visitor, therapist, DMO, DCO, CCG

Local authority SEN team

Local authority early years team

Early years providers

Social care

Information, Advice and Support Services

Representatives of parents/carers

For more information contact tshorrock@ncb.org.uk

24.9.19 Ensuring quality support for SLCN in early years settings: ICAN, Manchester

https://www.eventbrite.co.uk/e/ensuring-quality-support-for-slcn-in-early-years-settings-manchester-tickets-58428128104?utm_source=ICC+March+2019&utm_campaign=cb795c02ff-EMAIL_ICC_January_2018_COPY_01&utm_medium=email&utm_term=0_fcc16e164c-cb795c02ff-115538993

OTHER EVENTS RELATING TO THE NORTH WEST

1 – 7.4.19 World Autism Awareness Week

<https://www.autism.org.uk/get-involved/world-autism-awareness-week/form-individual.aspx>

3.4.19 Evidence informed justice: a new Nuffield Family Justice Observatory for England and Wales. What can it contribute? Professor Judith Harwin

4-5.30 pm UCLan Preston Campus, Brook Building, Room 009

Centre for Child and Family Justice, Lancaster University

The Nuffield Foundation is investing £5million in establishing a Family Justice Observatory, the only one of its kind in the UK. It is a hugely exciting development which aims to deliver better justice to children and families caught up in the family justice system by improved use of data and research evidence. This talk will discuss the rationale for the Observatory and identify both opportunities and challenges. Examples will be given of key new insights that have already emerged from the Observatory and how its work is helping set new agendas for family justice. The talk will draw on a new study *Born into Care* which has revealed a hidden population of vulnerable infants in the care system. The talk will also discuss an ongoing rapid evidence review of special guardianship commissioned by the Observatory to assist the work of the Family Justice Council in preparing new guidance following a recent Court of Appeal judgment, Re P-S.

Seminar is free. All welcome. Refreshments provided.

Book your place on Eventbrite: https://judith_harwin.eventbrite.co.uk

10.4.19 Let's get it right for young people

Leeds

This event will explore the experience of young people who get admitted to hospital for their mental health, who have a learning disability, autism or both.

The event will share early findings from research and will draw on the lived experience of young people and families who understand what it takes to support a family well and prevent an admission wherever possible.

The event is aimed at all health, education and social care staff, young people with a learning disability, autism or both and families.

The event will be accessible and Easy Read. Lunch is provided.

Young people and family carers can be supported with travel costs.

The event is free but you must book a place.

You can book a place [here](#)

To find out more phone 0113 244 4792 or email judith@inclusionnorth.org

<https://inclusionnorth.org/events/event/lets-get-it-right-for-young-people/>

16.4.19 The Love Project, Research event

Manchester

How do you think people with learning disabilities should be supported to find a loving relationship?

The Tizard Centre, University of Kent have been doing some research on love and relationships for people with learning disabilities. They spoke to lots of people with learning disabilities, to staff members, family carers and dating/ friendship agencies for people with learning disabilities.

They are inviting people with learning disabilities and their supporters to come to an event to hear what they found out, watch their video and join in a discussion with them.

Please remember to book 2 places if you need someone to support you. If you have any queries please contact: tizardloveproject@kent.ac.uk

Light refreshments including tea/ coffee and biscuits will be provided- Please email if you have any dietary requirements (allergies) or mobility needs that the organisers need to be aware of.

<https://www.eventbrite.co.uk/e/the-love-project-research-event-manchester-tickets-58607923878>

25.4.19 Combating Gangs, Violence and Weapon Crime, Manchester

26 years ago a 14 year old school boy was gunned down on the streets of Moss Side, Manchester. John 'Benji' Stanley's death heralded the early beginnings of the gang culture, its cause, effect and impact on the many lives that have been lost over the past

quarter of a century and the climate of fear and despair that continues to blight our communities. The Government is determined to do all it can to break the deadly cycle of violence that devastates the lives of individuals, families and communities. The 'Serious Violence Strategy' launched on 9th April 2018 sets out how we will respond to serious violence. Funding of £40 million has been made to boost local 'open access' youth provision in six targeted disadvantaged areas in England.

This conference will look at the cities affected, lessons learned, what works, what doesn't work and more importantly what we need to do in order to prevent, intervene and rehabilitate disaffection, disadvantage and disillusionment that can lead to anti-social behaviour, gang related violence and extremism.

With keynotes from senior bodies and case study examples of best practice, attendees will get the latest information and be able to benchmark and gain new insights and strategies.

<https://www.governmentevents.co.uk/product/combating-gangs-violence-and-weapon-crime-manchester/>

9.5.19 Institute of Health Visiting conference, Manchester

<https://mailchi.mp/ihv/ihv-conference-update-ihv-evidence-based-conference-health-for-all-children?e=232568875>

10 – 11.5.19 Nursery World North

Manchester Central

<https://www.nurseryworldshow.com/manchester>

10 – 11.5.19 Tes SEN North 2019

Manchester Central

www.tessenshow.com/manchester

13 – 16.5.19 ADOS2 Administration and Coding Course

Manchester

ADOS-2 is the latest revision of the Autism Diagnostic Observation Schedule and has been adapted to anticipate the changes to the diagnostic definitions of DSM-5. The ADOS is the most widely used observational assessment in the diagnosis of autism spectrum disorder, for both clinical and research purposes. It is often described as the "Gold Standard" research assessment for autism.

Courses take place over 4 days for Modules 1 to 4. Trainees will become familiar with the administration and coding of each of these modules through watching and coding videos of the ADOS, and through discussion with our highly experienced, expert trainers. Trainees will also have the opportunity to practice various tasks, and explore the materials and toys provided with the ADOS-2 kit.

<https://our.learningdisabilitieshealthnetwork.org.uk/t/autism-assessment-and-diagnosis-ados2-training-manchester-13th-16th-may-2019/1159>

28 – 29.6.19 The Autism Show

Manchester

<https://autismshow.co.uk>

DEPARTMENT FOR EDUCATION NEWS

The Department have recently begun procurement for **SEN Futures** - a flagship programme of research and analysis focussing on children and young people with SEN in England. SEN Futures will aim to build the evidence base on a wide range of issues, including:

- A variety of **outcomes** for children and young people with SEN – including outcomes in a wide sense such as wellbeing, happiness and preparation for adulthood.

- The **experiences** of children and young people with SEN on their journeys through education.
- The **value for money** of different types of SEN provision in England.

The first stages of this work will be the **Longitudinal Study Discovery Phase** and the **Value for Money Feasibility Study**.

The **Longitudinal Study Discovery Phase** will seek to inform the design and feasibility of a potential future **Longitudinal Study of Children and Young People with SEN** currently being considered by the Department. Such a longitudinal study would be a ground-breaking piece of work, with little precedent on a national or international scale: the Discovery Phase will therefore provide evidence to inform possible methodologies and ensure that any future study can robustly capture the experiences of its target population.

The **Value for Money Feasibility Study**, meanwhile, will assess the viability of a potential future large-scale Value for Money Study of SEN provision in England.

The evidence collected by SEN Futures will be crucial in helping the Department to listen to CYP with SEN and their families, and to take an evidence-based approach to fulfilling our priority of supporting those with SEN to live happy and fulfilled lives.

Procurement is currently underway for this work and details of the methodology and timings are subject to change. As work on this programme progresses, the Department will provide information and to explore various aspects of the programme with SEND stakeholders.

CONSULTATIONS:

Review of the National Autism Strategy 'Think Autism': call for evidence

The government wants to hear from autistic people, families and carers about their experiences of care and support.

In April 2014 the government published 'Think Autism', a strategy for meeting the needs of autistic adults in England. The strategy supports the Autism Act 2009.

This year the Department of Health and Social Care, working with the DfE, will review the strategy and extend it to cover children as well as adults. To help them do this, they want to hear about people's experiences of care and support.

This call for evidence is for England only. It will be of particular interest to:

- autistic people – adults, children and young people
- their families
- their carers
- organisations and professionals that provide care and support to autistic people or work with autistic people

The results will be used to find out where people think progress has been made and where more needs to be done in the future.

Closing date: 16th May 2019

<https://www.gov.uk/government/consultations/review-of-the-national-autism-strategy-think-autism-call-for-evidence>

Children's Society consultation

The Children's Society is carrying out a new project looking at access to CAMHS services specifically for young people with protected characteristics such as BME young people, LGBT young people and young people with disabilities. They want to understand why these groups of young people face more difficulties accessing mental health support and what can be done to improve this.

They want to speak to young people to find out what they think the barriers are to these young people accessing CAMHS, and want to interview young people who have accessed CAMHS services to find out about their experiences and what could have been done to improve this.

They will be using the findings from these interviews to help to advocate change.

If you have any young people who might want to take part in this research please contact Charlotte Rainer, Charlotte.Rainer@childrenssociety.org.uk, for more information.

REPORTS:

Disability Price Tag report

Updated living standards research by disability equality charity Scope reveals the extra costs faced by families with disabled children.

Key findings:

- Families with disabled children face, on average, extra costs of £581 per month, with almost a quarter looking at more than £1000 extra;
- Families with one or more disabled children face greater levels of deprivation on average than families with non-disabled children;
- Parents with disabled children are affected by the costs associated with frequent hospital visits, specialist therapies, transport, and toys and equipment;

<https://www.scope.org.uk/campaigns/extra-costs>

Children's Wellbeing: Pupil Attitudes to Self and School Report 2018

This report highlights the key trends from across the UK and provides practical ideas that schools can put into place to identify and support students who are at risk. The report focuses on the following core areas:

- Understanding how pupil attitudes can impact on progress
- Identifying and supporting vulnerable students
- Addressing low self regard

To download your copy of the report please visit gl-assessment.co.uk/childrenswellbeing

Transforming Children's Services

This report looks at the current pressures on children's social care and what the Department for Education has been doing to make the quality or finances of these services sustainable.

The [report](#) concludes that the Department for Education has not done enough and requires: a step-change in the understanding of pressures; the reduction of unnecessary variation between areas in their social care activities and the costs of providing them; and greater pace in its work with struggling local authorities.

<https://www.networks.nhs.uk/networks/news/transforming-children2019s-services>

FOCUS: LANGUAGE THAT CARES

"What are peers?", "What are neets?" and "Why do social workers call my home a placement?" are among the questions flagged by young people who helped produce a new publication that challenges jargon used in the care system.

A glossary called "Language That cares" aims to change the way professionals talk about children in care.

Children and young people in care have told a fostering and adoption charity that such terms used by professionals are too complex or stigmatise them.

The research has informed a glossary called [Language That Cares](#), produced by The Adolescent and Children's Trust (Tact).

Produced alongside workers at 14 local authorities and the children aged from 11 up to older care leavers they support, the glossary suggests alternative words that it hopes all professionals working with children and young people will begin to use.

Young people from Warwickshire told the charity social workers should say "unemployed" or "not in training or in education", rather than labelling young people as "Neet".

"'Neet' is a silly word, no young person knows what it means yet we are called it," they said.

Young person Ashleigh, who helped write the guide, told the charity the word "peers" had left her puzzled. Instead, the guide suggests professionals say "friends".

"When I was a child, my social worker would always call my friends peers, but I didn't really know what peers were at the time, and I'd never really heard anyone use that word before," she said.

The term "placement" was also widely disliked. Young people said "home" or "my house" was better.

"Placement sounds like you are being forced to live there," said a young person supported by Tact.

"This should be a word used more for a temporary placement, not when you see it as your home and have been there a long time," said a young person from York.

Children also disliked being referred to as "LAC" (looked-after children), preferring to be called by their names or "our children", while they wanted the term "PEP" for personal education plan to be used less.

http://www.tactcare.org.uk/content/uploads/2019/03/TACT-Language-that-cares-2019_online.pdf

FOCUS: DESIGNATED CLINICAL/MEDICAL OFFICERS

Case studies: Designated Clinical Officers:

<https://councilfordisabledchildren.org.uk/help-resources/resources/designated-clinical-officer-case-studies>

The Film *The Designated Medical Officer/ Designated Clinical Officer for SEND role in 2019* is available here: <https://councilfordisabledchildren.org.uk/help-resources/resources/film-designated-medical-officer-designated-clinical-officer-send-role-2019>

RESOURCES:

JAM CARDS – Just A Minute

The JAM card can be used by anyone with a learning disability or communication barrier. It offers the user 'Just A Minute' with everyday interactions when out in public.

Virgin Trains has become the first travel company outside of Northern Ireland to introduce this ground-breaking initiative for people with communication barriers.

Anyone with a JAM card can present it to Virgin Trains staff to let them know they have a communication barrier which could be a result of number of factors including autism or a learning difficulty.

The JAM card scheme has been introduced across Virgin Trains routes from this month (MARCH) and follows Virgin Trains' recent industry-first initiative with Amazon which allows customers with disabilities to book JourneyCare through Alexa. In the style of a credit card, it will help customers discreetly make staff aware of their condition.

To find out more and/or get a card:

<https://jamcard.org/jam-card>

Person Centred Care

Resources, information and guidance on providing person-centred care for care providers, managers and practitioners.

<https://www.scie.org.uk/person-centred-care/>

Autism and Education: Good practice guide. Supporting autistic children in your area. A guide for local authorities and schools in England.

www.autism.org.uk/educationguide

Autism resources

<https://nas-email.org.uk/YA3-6680N-A1KUG4LR64/cr.aspx>

Constipation pathway

<https://our.learningdisabilitieshealthnetwork.org.uk/t/constipation-in-children-and-young-people-with-learning-disabilities/1412>

Mindfulness resources

<https://www.bangor.ac.uk/mindfulness/mindfulness-for-learning-disability.php.en>

GUIDANCE:

Beyond the high fence

NHS England has published new guidance for commissioners, NHS and independent health and social care providers supporting people with a learning disability, autism or both in secure hospital services.

This document is a joint publication by NHS England and [Pathways Associates](#) ¹. It was co-produced with people with a learning disability and autistic people who are, or have been, in hospital and offers their views on what more needs to happen to improve quality of care and support people to make a successful return to their communities.

<https://www.england.nhs.uk/publication/beyond-the-high-fence/>

FOCUS: THE ROLE OF ASSISTIVE TECHNOLOGY IN MEETING DIFFERENT NEEDS

ICT and Assistive Technology is for all pupils. Everyone can benefit by using the accessibility tools that come as standard in many mainstream software packages. Microsoft Office 365 can now speak, do a grammar check and check a document for its accessibility. Text-to-speech is a powerful accessibility tool that can help raise outcomes (think of learners with dyslexia, for example). Things like the 'Learning Tools' that can be freely downloaded (www.onenote.com/learningtools) incorporate speech recognition as well as text-to-speech and useful grammar tools.

SENCO FORUM

A new platform hosting the Senco Forum has recently been launched. The SENCO Forum is an independent e-community for Special Educational Needs Coordinators and others who are involved in the education of pupils with special educational needs and disabilities. With a current membership of over 2,500, the Forum is committed to offering a solution-focused, collaborative and mutually supportive resource. Members can use the Forum to raise issues important to them and share information. Your input is crucial to making the forum useful and any suggestions for its future development are welcomed. An Advisory Group supports the Forum. This group's function is: to monitor the operation and membership of the Forum; to ensure that message content is of use to SENCOs, and to ensure that the Acceptable Use Policy is observed. The Group has a rotating three-year membership, currently consisting of 3 primary SENCOs; 3 secondary SENCOs; 3 advisory/support staff; 2 trainers; a representative of the Department for Education and an independent chair. The Forum was hosted by the British Educational Communications and Technology Agency (BECTA) from 1996, and then supported (from 2010) by the DfE. From April 2018 the Forum continues to operate independently, in partnership with nasen, with indirect support from the DfE.

If you are interested go to

<https://eur03.safelinks.protection.outlook.com/?url=www.sendgateway.org.uk&data=02%7C01%7C%7C56ab4215b30e4185606508d6b363ba0c%7C84df9e7fe9f640afb435aaaaaa%7C1%7C0%7C636893638230309841&data=hFf%2F6nneD2coKIWoHZaXUhxgQae%2FKy5L6ePARow7g0s%3D&reserved=0> where you will see the SENCO Forum logo. If they click on this logo, it takes you to a page with some information on the Forum and a link to access the Forum. You can sign up and once approved, will be able to start using the Forum straight away.

FOCUS: PERSONAL BUDGETS

Proceed with caution What makes personal budgets work? Claudia Martinez Joshua Pritchard February 2019

https://reform.uk/sites/default/files/2019-02/Personal%20Budgets_AW_4.pdf

OPPORTUNITIES

Would you like funded training for your nursery staff?

The Education Endowment Foundation is funding a large scale trial across the North West, to test the effectiveness of training nursery staff to enhance language outcomes for children. The training is, Learning Language and Loving It—The Hanen Program® for Early Childhood Educators. This will be delivered by Hanen licenced Speech and Language Therapists, from Communicate SLT CIC between October 2019 and May 2020 to staff working with pre-school children in participating nurseries.

All schools taking part must:

- Be able to provide Unique Pupil Numbers for pre-school children
- Not be participating in other EEF funded Early Years focused projects, i.e. REAL and PACT

School nurseries who are randomly assigned to the intervention groups will benefit from:

- A funded CPD opportunity for staff who work with pre-school children in the nursery
- High quality and internationally researched training for Early Years practitioners which enables them to promote social, language and literacy learning within the nursery
- An approach which enhances the everyday language learning environment for every child in the setting, including children with Speech, Language and Communication Needs, those with or at risk of delay, second-language learners and typically developing children
- Reimbursements for 50% of cover costs for workshop attendance
- An opportunity to contribute to a national evaluation of what works in the early years

School nurseries assigned to the control group will receive £1,000

To find out more, visit <https://sites.google.com/view/communication-research/home>

Innovation in Social Care – A new network

To register an interest:

https://www.scie.org.uk/transforming-care/innovation/network?utm_campaign=10242877_SCIELine%2001%20February%202019&utm_medium=email&utm_source=SCIE&utm_sfid=003A000000blgQHIA&utm_role=Head%20of%20Services&dm_i=405,63JGD,UVWNP,NY7TW,1

Host Secondary Schools wanted for free secondary starter courses

Afasic has funding to run transition courses this summer for year 6 children who have speech, language and communication needs who will be moving into year 7 and we are looking for secondary schools and SALT teams to take part.

The courses increase pupils' confidence and skills and really help make a difference! Please see the endorsement we recently received from Camden Language and Communication Service:

“We recommend such a course that is more practical than talking to a group of year 6's in their primary school setting. More and more speech and language teams across London are starting to see how useful this course is for the pupils on their caseload.”

Find out more [here](#) or contact Sue Denning, Schools Co-ordinator on 07709 834 552 [send an email](#) to Sue.

https://www.afasic.org.uk/2019/02/host-secondary-schools-wanted-for-free-secondary-starter-courses/?utm_source=Afasic+Email+Updates&utm_campaign=156cc44608-EMAIL_CAMPAIGN_2019_03_06_10_06&utm_medium=email&utm_term=0_6d234159e3-156cc44608-338163105

FOCUS: CO-PRODUCTION

Contact have produced Quality Indicators for Co-production and Inclusive Practice making it Everybody's business

Using [the Quality Indicators of Co-production framework \[.doc\]](#) should help develop a shared level of understanding and expectation to which all local area partners can aspire.

RESEARCH: THE EDUCATIONAL PSYCHOLOGY WORKFORCE

This research maps the distribution and demographic profile of local authority educational psychologists in England.

It also provides evidence on factors affecting shortages of trainee and qualified educational psychologists in some local authorities.

https://www.gov.uk/government/publications/educational-psychologist-workforce-research?utm_source=f97a5392-b128-4d48-b128-c4ffe3f930ca&utm_medium=email&utm_campaign=govuk-notifications&utm_content=immediate

FOCUS: SUMMER SCHOOLS

HOST SECONDARY SCHOOLS WANTED FOR FREE SECONDARY STARTER COURSES

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Find out more [here](#) or contact Sue Denning, Schools Co-ordinator on 07709 834 552 / [send an email](#) to Sue.

https://www.afasic.org.uk/2019/02/host-secondary-schools-wanted-for-free-secondary-starter-courses/?utm_source=Afasic+Email+Updates&utm_campaign=156cc44608-EMAIL_CAMPAIGN_2019_03_06_10_06&utm_medium=email&utm_term=0_6d234159e3-156cc44608-338163105

FOCUS: RESEARCH FINDINGS

Actual and perceived speedy diagnoses are associated with mothers' unresolved reactions to a diagnosis of autism spectrum disorder for a child, P. Reed, A. Giles & S. White. 12.3.19

Reaction to a child's diagnosis can strongly affect the parent, but little is known about the aspects of the diagnostic process associated with such reactions. The pre-diagnostic levels of anxiety, depression, and parenting stress of 67 volunteer mothers of children subsequently diagnosed with autism spectrum disorder were assessed, along with the children's functioning. The speed and number of professionals involved in the diagnosis were recorded, and mothers completed a post-diagnosis assessment of their perceptions of

the process. Longer actual and perceived diagnosis speeds predicted resolved reactions to diagnosis. Mothers' psychological states pre-diagnosis did not predict reactions to diagnosis. Providing a measured diagnostic process, and strong relationship with mothers, rather than aiming for speed alone, may well be more productive for the parent and child
<https://doi.org/10.1177/1362361319833676>

Findings from an opt-in eye examination service in English special schools. Is vision screening effective for this population? Donaldson LA, Karas M, O'Brien D, Woodhouse JM 11.3.19

An evaluation on the eye care needs of children in special schools in England has now been published in the peer reviewed international science journal PLOS ONE. Supported by Dr Margaret Woodhouse OBE, of the School of Optometry and Vision Sciences at Cardiff University, the article reviews the findings from the charity SeeAbility's eye examinations amongst 949 children attending 11 special schools in England. It confirms the high level of visual needs in children in the special school population, with half having a problem with their vision. And despite children with learning disabilities being 28 times more likely to have a serious sight problem than other children, the research also points to over four in ten (44%) never having had a sight test. Few children that attend special schools appear to be accessing their right to an annual community NHS sight test (only around 1 in 10) with nearly half attending hospital eye clinics instead. The paper confirms the need for comprehensive eye examinations rather than traditional vision screening tests in special schools, as recommended by eye care professional bodies and recently Public Health England, and provides the case for support for children to have spectacle dispensing in school, with one third of children requiring glasses. In January 2019 NHS England published its long term plan with a commitment to introduce a special schools sight testing programme, bringing eye care to over 100,000 children in England's special schools.

<https://doi.org/10.1371/journal.pone.0212733>

LINKS TO OTHER NEWSLETTERS:

Afasic news:

<https://mailchi.mp/3baf7ce2776c/the-afasic-march-update?e=99e418390f>

Council for Disabled Children: February news

<https://mailchi.mp/ncb/your-june-newsletter-is-here-1296501?e=59c28d4a77>

ICAN news

<https://mailchi.mp/6ff584f91b36/i-can-communicate-september-220265?e=417996feb0>

Making Ourselves Heard: news

<https://mailchi.mp/ncb/webinars-forums-and-more-1296613?e=59c28d4a77>

nasen: news

<https://dmtrk.net/2F68-1DV4Q-527KZLHGDE/cr.aspx>

NNPCF and Contact news:

<https://mailchi.mp/cafamily/news-for-parent-carer-forums-from-contact-a-family-and-the-nnpcf-1818873?e=08dbbea055>

Positive About Autism news:

<https://mailchi.mp/503b13955de6/autism-newsletter?e=acbe2531b0>

Prader-Willi syndrome news:

<https://sna.etapestry.com/prod/viewEmailAsPage.do?erRef=7923.0.372792&databaseld=Prader-WilliSyndromeAssociati&mailingId=36921461&jobRef=2214.0.255269309&key=4ca7bdd46ceb88d497eec5de360328e&personaRef=7923.0.372788&memberId=1322066553>