



NW SEND Regional Network Newsletter

February 2021

The network is keen to provide support for children, families and practitioners. Please don't hesitate to get in touch with any queries you may have. If you would like to be added to the newsletter circulation list just send an email to the address below.

Dr Cathy Hamer
NW SEND Regional Network co-ordinator
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North West regional network events

Early Years / SEND

A special approach to Making it REAL in the North West (Raising Early Achievement in Literacy)

The Early Childhood Unit at National Children's Bureau are delighted to offer an extension project to the Early Years/SEND Partnership. The project, funded by the Department for Education, is focused on supporting families of young children with special needs through the Making it REAL programme. Making it REAL is an evidence based programme which supports parents in their vital role as a child's first, and most enduring educators. It involves sharing professional knowledge and skills with parents, building their confidence in supporting their own children's learning.

The project involves:

- Special Treasure Chests for families with young children with special needs to promote early literacy activities. These will be available for distribution through early years and specialist services, settings and schools, food banks and charities.
- An opportunity to become a Making it REAL Champion to share key messages.
- Workshops for families to share REAL activities for early home learning. These will take place on Zoom
- Workshops for practitioners to gain an understanding of how REAL can support families with young children

Briefings about the project will take place as follows:

23.2.21 11 – 11.30 A special approach to Making it REAL, MS Teams

24.2.21 3.30 – 4 A special approach to Making it REAL, Zoom

To book a place please email: GImafidon@ncb.org.uk stating which session you would like to attend.

The workshops for parents, carers and families will be held on Zoom on

5.3.21 10 – 11am

8.3.21 2 – 3pm

10.3.21 1 – 2pm

16.3.21 11 – 12noon

The workshops for practitioners will be held as follows:

11.3.21 9.30 – 11 repeated at 1.30 – 3 (MS Teams)

12.3.21 9.30 – 11 repeated at 1.30 – 3 (Zoom)

To book a workshop place please email: GImafidon@ncb.org.uk stating which workshop you would like to attend.

26.2.21 9.30 – 1.30 CDC national event

Plenaries will include an update from DfE, Richard Owen from NHSE on ICSs and implications for others along with others to be confirmed. You can also sign up for two workshops.

The event is aimed at SEND leads, commissioners, DSCOs, DMOs and DCOs and Parent Carer Forum regional representatives. Priority will be given to these roles.

You can register here [here.. The password is: National1](#)

1.3.21 1 – 4pm The National Designated Social Care Officer (DSCO) Community of Practice.

Please sign up to this session if you are in the DSCO role in a local authority or are a senior manager in social care and/or SEND with responsibility for developing the role.

This is an online event, participants will receive a link with joining instructions in advance.

Please **register for free** [here](#).

For more information please contact Deborah Salami at the Council for Disabled Children at dsalami@ncb.org.uk

SEND National Trial briefing

3.3.21 2 – 4.45 (Booking closes on 24.2.21)

18.3.21 9.30 – 12.15 (Booking closes on 11.3.21)

24.3.21 1 – 3.45 (Booking closes on 17.3.21)

These three national events, hosted by Mott MacDonald are aimed at ensuring LAs, CCGs and other stakeholders are aware of their duties in relation to the trial and understand the alternative routes for disagreement resolution. The SEND National Trial Briefing Events will provide local areas with an update from DfE on the progress of the trial and a reminder of duties in relation to the SEND national trial. There will be a presentation from a SEND Tribunal First-Tier Tribunal Judge along with a Q&A session. The events will also include sessions on joint working practices to help local areas further embed learning from the National Trial.

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

There are 4 spaces per local area:

- 1 place for a SEND representative
- 1 place for a social care representative
- 1 place for a health representative
- 1 SENDIASS representative

How to make your booking

Please select your preferred date, the local area you represent and your role from the drop-down menu. If your local area is no longer listed on the drop-down menu of the order form for any of the dates above, the allocation for your local area has have been filled. If there are no spaces available for your local area and sector, please email SENDdeliverysupport@mottmac.com and we will add you to the waiting list. Places will be allocated after booking closes.

The events are linked here - <https://www.eventbrite.com/e/send-national-trial-learning-events-2021-tickets-136443314627>

Should you have any difficulties with the booking process, or have any questions, please contact Mott MacDonald at SENDdeliverysupport@mottmac.com.

11.3.21 10 – 12.30 Free course for practitioners working with children with SEND and their families

Contact's accessible and jargon-free course will give practitioners practical ideas about how they can support disabled children and their families, and skill them up to understand parents' concerns and how best to help them.

<https://www.eventbrite.co.uk/e/working-with-parentscarers-of-children-with-send-tickets-129474823683>

More Early Years/SEND partnership events

16.3.21 [Transition: Sharing What We Know Works with Dingley's Promise:](#)

18.3.21 [Understanding Parental Co-Production and Inclusive Practice with Contact:](#)

23.3.21 [Ordinarily Available Provision with CDC:](#)

25.3.21 [Whole Setting SEND and 'Joining the dots' with Nasen:](#)

30.3.21 The Home Learning Environment with NCB's Early Childhood Unit: registration coming soon

29.3.21 1 – 5pm Safeguarding, SEND and Preparing for Adulthood

This event is open to professionals across education, health and care both children's and adults' services, parent carers and anyone who is supporting young people into adulthood. Topics to be covered include:

The lessons from research and serious case reviews relating to the risk of exploitation among children and young people who have SEND/learning disabilities
Some key messages about exploitation and safeguarding during adolescence and early adulthood- how young people are viewed & labelled

The importance of our roles as parents and carers and professionals in responding to the needs of young people as they grow up; holistic whole life practice

The fine balance between keeping young people safe and allowing positive risk - taking including helping young people to protect themselves from an early age, protective actions and what we can do to promote inclusion

Understanding consent

The importance of partnership working across children's and adult services and the challenges/possibilities within the system

https://forms.office.com/Pages/ResponsePage.aspx?id=uc24UbDrdEqOZ9HMRiI95ztE67NQoENMjvq3J_nOonFURVpHWFo2VzhTRTFYOVpRRTNNUDU5WTBGWC4u

Other events

10.2.21 10am Personalised care, the Mental Capacity Act and personal health budgets for people in receipt of section 117 aftercare (Mental Health Act)

Join colleagues from the Personalised Care Group and the South West Integrated Personalised Care Team to look at how the Mental Capacity Act enables and supports personalisation, including access to personal health budgets, for people who may lack capacity or have fluctuating capacity due to mental health needs, learning disabilities and / or autism. COVID-19 is having a particular impact on this group of people and we want to encourage providers and CCGs to consider how the legal framework supports personalised approaches and the provision of tailored support to meet health needs.

Please [register your interest to attend this webinar](#).

11.2.21 1 – 2.30 National Community of Practice for Personal Health Budgets in Learning Disability and Autism Services webinar

For information and to confirm your attendance contact: toby.holder1@nhs.net

Positive Risk Management

[11 & 12 February 2021 \(10.45am - 1.00pm\)](#)

(attendance on both days required)

17.2.21 1.30 – 2.30 Sensory needs in the early years

This webinar explores the identification and provision for children with sensory needs in the Early Years. It is relevant for Early Years SENCOs and practitioners from PVI settings, childminders and Early Years Foundation Stage teachers and teaching assistants in maintained schools.

<https://nasen.org.uk/events/sensory-needs-in-the-early-years.html>

Mental Capacity Act and Deprivation of Liberty Safeguards (MCA & DoLS) for Trainers

[18 February 2021 \(10.00am - 1.00pm\)](#)

[19 February 2021 \(9.45am - 12.30pm\)](#)

Delegates will receive a full suite of handouts in advance of the workshop to guide their learning, plus a Trainer's Manual.

20.2.21, 20.3.21 11 – 2.30 SEND Youth Voice, Vibe

For young people aged 11 – 17 who identify with having SEND who want to make a difference – gain new skills, meet new people, discuss issues that are important to YOU, take action.

Find out more and book online: <https://vibeuk.org/book-online>

22.2.21 7 – 8pm Online workshop for adult siblings of people with learning disabilities: Learn how to use Book Creator

Looking for a new way to keep in touch with your brother or sister who has learning disabilities? Learn how to make and send an interactive letter.

[Online workshop for adult siblings of people with learning disabilities: Learn how to use Book Creator - Sibs](#)

23.2.21 Understanding stress and Anxiety in Autism

This course explores how you can help autistic children and adults to reduce stress and anxiety, how to understand behaviour, and how to support them during difficult times.

[Understanding stress and anxiety in autism](#)

23.2.21 (Repeated on 5.3.21 and 17.3.21) Early Language and Identification Measure (ELIM) and intervention

This is a half day session hosted by Public Health England as part of the *Best Start in Speech, Language and Communication* programme. The events are aimed at leads and managers from health visiting, speech and language therapy, early years settings and those who will cascade training locally. The events are free-to-attend and financial backfill will be provided at a fixed rate. For further details please contact BestStartInLife@phe.gov.uk.

Please visit the [Book your place](#) page for full details.

25.2.21 10 – 12.30 Free course for practitioners working with children with SEND and their families

Contact's accessible and jargon-free course will give practitioners practical ideas about how they can support disabled children and their families, and skill them up to understand parents' concerns and how best to help them.

25.2.21 9.30 – 1 Restorative Parenting Recovery Programme

Learning objectives:

To discuss relevant theoretical frameworks which underpin the Restorative Parenting Programme

To explore the child's journey through the Restorative Parenting Programme

To display how it is monitored and progress measured

To look at the impacts of Covid and how continuity is maintained

[Halliwell Homes: Restorative Parenting Recovery Programme CPD Tickets, Thu 25 Feb 2021 at 09:30 | Eventbrite](#)

1.3.21 Venue to Virtual Kidz to Adulz exhibition

https://www.eventbrite.co.uk/e/venue-to-virtual-march-2021-registration-131175325931?utm_source=Disabled+Living&utm_campaign=5111721a00-Happy+New+Year+from+the+Kidz+to+Adulz+Team04%2F1%2F2&utm_medium=email&utm_term=0_538f180eb1-5111721a00-387706821

1 & 2.3.21 Children & Young People's Mental Health Summit

[Mental Health Summit | Home \(eventsforce.net\)](#)

Self-Neglect and Self-Harm and People with Learning Disabilities

[3 & 4 March 2021 \(3 March - 9.30am - 1.00pm\) \(4 March - 10.30am - 1.00pm\)](#)

(attendance on both days is required)

4.3.21 Annual literacy conference: interactive Teaching for the Digital Age

<https://www.bdadyslexia.org.uk/events/literacy-conference-interactive-teaching-for-the-digital-age>

4 – 5.3.21 Autism at work summit

A dynamic online event that will bring together and showcase leading initiatives from employers

[Autism at Work Summit 2021](#)

Loss and Bereavement - 6.5 hour workshop

[8 March 2021 \(9.45am - 4.00pm\)](#)

Introduction to Active Support

[10 March 2021 \(9.30am - 12.30pm\)](#)

15.3.21 ‘Supporting Autistic Children The Right Way’ Conference

There are so many different perspectives regarding how autistic children should be supported, it can be difficult to know what is right. This conference has been organised by a group of autistic young people in conjunction with professionals who they believe get it right.

For more information: <https://www.eventbrite.co.uk/e/138731267957>

15.3.21 Understanding autism in the workplace

This course will increase participants’ understanding of autism (including Asperger syndrome) and develop their confidence in identifying and implementing reasonable adjustments for their autistic colleagues.

[Understanding autism in the workplace](#)

15.3.21 10 – 12.30 DCO/DMO induction for new starters

This event is also open to deputies and SEND nurses.

You can register to attend [here](#). The password is: Induction1

16.3.21 CETR: Development Session

[C\(E\)TR: Development Session for Chairs/Clinical Advisors/Professionals Tickets, Tue 16 Mar 2021 at 09:15 | Eventbrite](#)

Supporting Medication in Social Care Settings for Trainers

[15 & 16 March 2021 \(11am-1pm\)](#)

(attendance on both days required)

You will receive:

a trainers’ pack, including a USB with all handouts and PowerPoint presentation
a sample workbook

an additional 30 minutes of personal support from your tutor, with the opportunity to ask questions and discuss your organisation’s specific requirements.

a certificate of attendance

18.3.21 10 – 12.30 Free course for practitioners working with children with SEND and their families

Contact’s accessible and jargon-free course will give practitioners practical ideas about how they can support disabled children and their families, and skill them up to understand parents’ concerns and how best to help them.

<https://www.eventbrite.co.uk/e/working-with-parentscarers-of-children-with-send-tickets-129475808629>

25.3.21 Next steps for the Ofsted inspection framework – adapting to the impact of Covid-19 and the return to school, remote learning and regulation of apprenticeship providers and FE colleges

<https://www.westminsterforumprojects.co.uk/book/Next-steps-for-the-Ofsted-Inspection-Framework>

MCA & DoLS for Managers

[29 & 30 March 2021 \(10.00am - 12.30pm\)](#)

29.3.21 – 4.4.21 World Autism Awareness Week

Mental Health in Learning Disability

[30th March 2021 \(9.45 am - 1.00 pm\)](#)

8.4.21 1 – 2.30pm National Community of Practice for Personal Health Budgets in Learning Disability and Autism Services webinar

For information and to confirm your attendance contact: toby.holder1@nhs.net

MCA & DoLS for Managers

[29 & 30 April 2021 \(10.00am - 12.30pm\)](#)

20.5.21 & 21.5.21 International Conference – Advancing dyslexia and dyscalculia, British Dyslexia Association.

www.bdadyslexia.org.uk/services/conference

SHARING LEARNING AND PRACTICE ACROSS THE NORTH WEST

Help us to support staff wellbeing (by Dr Rachel Lyons, *Deputy Principal Educational Psychologist, Bury*)

North West Educational Psychology Services have been working with the Anna Freud Centre to support the wellbeing of staff in early years and they'd like to ask for your help. They are looking for early years staff to complete [a short survey](#) which should only take about 10-12 minutes of your time. [The survey](#) is open to everyone working in early years settings in the UK, across private, voluntary, independent and local authority settings. The early years are among the most important in a child's life and we need to look after those who care for them.

They will use the information they collect to create a [free resource](#) to promote staff wellbeing which they'll share through the Anna Freud's Early Years in Mind network (you'll get information about this once you've completed the survey). Your contribution will be anonymous, so you can complete the survey in safety knowing that your data is untraceable.

So, they'd like to ask you to do two things:

- [Complete this survey](#)
- Share this survey with your colleagues.

Trafford – Giving Voice: Speech, language and communication in the early years

Watch their video [TRAFFORD EARLY YEARS VIDEO ONE NEW MUSIC - YouTube](#)

Lancashire – Professionals using one page profiles

Within Lancashire, all professionals within the Inclusion Service are working to develop their One Page Profile and it is hoped that by now no child will meet a professional without knowing beforehand something about who they are and why they are meeting them.

[Introducing ourselves to children and young people: what they want to know - edpsy.org.uk](http://edpsy.org.uk)

Manchester – Ordinarily Available Provision

In January CDC hosted a session that included presentations of the requirements of ordinarily available provision on local authorities as well as a session from Manchester about their approach.

The recording of the whole session is available at https://youtu.be/YzsC7VNC_3U

LuCiD – Developmental Language Disorder

Based at the University of Manchester is the ESRC International Centre for Language and Communicative Development (**LuCiD**). It is a research centre transforming understanding of how children learn to communicate with language and delivering the evidence base necessary to design effective interventions in early years' education and healthcare. You can watch recent recordings of seminars on Developmental Language Disorder (DLD) by Prof Laurence Leonard and Prof Courtenay Norbury here.

A NW contribution to a National SEND Participation Stakeholder Group

This newly established group brings together a group of influential organisations and individuals committed to the participation of children and young people.

The group will facilitate the sharing of activity with Participation & Engagement and examples of best practice whilst driving forward effective, inclusive participation of SEND young people across all sectors and services.

An initial meeting held on Wednesday 3 February was attended by SEND practitioners from widespread areas of the country. The Terms of Reference were collectively agreed along with clear definition as to the group's purpose and remit. The North West was represented by nominated members of the regional SEND Children & Young People's Coproduction Steering group, one being the SEND Youth Engagement Officer for Wirral Council, Poppy Cain. As a young person with lived experience of SEND, Poppy has already added value to this national group and will lead a Children and Young people strand of this group.

Further updates will follow.

For more information please e mail Sally Tittle, SEND Participation Manager, sallytittle@wirral.gov.uk

Vaccine Safety Information In Alternative Languages

This information has been kindly provided by Paul McCann at Sefton Council. The videos explain the safety and effectiveness of vaccines, have been filmed in alternative languages and shared by Liverpool University Hospitals NHS Foundation Trust. There is evidence to suggest people from BAME backgrounds are reluctant to get vaccinated.

[Vaccine safety information in alternative languages | Halton and St Helens Voluntary and Community Action \(haltonsthelensvca.org.uk\)](http://haltonsthelensvca.org.uk)

INDEPENDENT REVIEW OF CHILDREN'S SOCIAL CARE

The Department for Education has launched its [independent review of children's social care](#). The review will be chaired by Josh MacAlister, who founded social work charity Frontline.

Independent review of children's social care

The Department for Education (DfE) has launched its [independent review of children's social care](#). The review will be chaired by Josh MacAlister, who founded social work charity Frontline. The review aims “to raise the bar for vulnerable children across the country” according to the Secretary of State. It is set to cover the process from referral through to children becoming looked after and will address major challenges such as the increase in numbers of looked-after children, the inconsistencies in children’s social care practice, outcomes across the country, and the failure of the system to provide enough stable homes for children, DfE has said. The [terms of reference](#) set out the themes and questions that will be addressed.

RESOURCES

Free Clicker & Docsplus for home and school during lockdown AccessAbility Solutions

Until February half term AccessAbility are offering free access to Clicker and DocsPlus for all staff and pupils, which they can use in school and also pass on to parents to use at home. There is a short form to request [Clicker](#) or [DocsPlus](#) and you’ll receive free access codes within 1 – 2 working days.

[ALN Home School 21 \(google.com\)](#)

Kim Lawther, Assistive Technologist at Bridgend College, has put together a FABULOUS website packed full of accessible learning

[ALN Home School 19 \(google.com\)](#)

This website covers a raft of areas suited to all levels of needs. There is also a section on there for parents/carers on where to find out information on various subjects.

Engaging children at home

The [Education Endowment Fund](#) has produced support resources for parents. These include:

- ways to support your child’s reading at home
- advice on how to establish a routine with your child

Resources for parents of children with SEND

[COVID-19 educational resources](#) from The Sensory Projects

[SEND-specific resources for learning from home](#) from Tech Ability

[advice on supporting children with a learning disability or autistic spectrum disorder \(ASD\)](#) from the Council for Disabled Children

[resources for under 5s](#) from the Early Years Alliance

Curriculum materials are also available:

[specialist content for pupils with SEND](#) from Oak National Academy

[SEND-specific BBC resources and activities](#)

Support Services and Resources for families – Challenging Behaviour

Foundation: Covid-19 resources

New! Covid-19 Vaccine Information sheet. This includes information for families of individuals with severe learning disabilities on the vaccine itself, deciding whether vaccination is

appropriate and how to access support and ensure reasonable adjustments are made. Check their [website](#) for the latest updates.

Resources from other organisations

- Affinity Hub have produced [Supporting Parent Carer Wellbeing Guidance for Professionals](#)
- Learning Disability England have a variety of resources available on their [Coronavirus Hub](#)

More information and resources

Messages for children from world leaders

Books and stories for children and young people

Information about coronavirus for parents, carers and schools

Information and resources for educational psychologists

[Updated: Coronavirus \(COVID-19\) information for children, families and professionals - edpsy.org.uk](#)

NSPCC helplines

A [range of images](#) have been produced for councils to use on social media channels to promote NSPCC helplines to help keep children safe during the ongoing lockdown measures.

[BOOM! The Book – free book for children and families](#)

The COVID-19 pandemic and associated lockdowns are impacting all children. For vulnerable groups of children, who already experience poorer health and well-being, these impacts are amplified. A desire to support children through this pandemic led to a not-for-profit collaboration between a public health doctor, a child psychiatrist, a children's writer, an illustrator and a graphic designer. To help with emotions, mental health and wellbeing during and post-lockdown, they developed a children's book to help make sense of this challenging time in all our lives. It's a beautifully illustrated story of a family whose emotions get them all tied up in knots – and how they manage to work through it together.

<https://online.flippingbook.com/view/939871/>

FOCUS: REMOTE LEARNING

[Supporting your children's remote education during coronavirus \(COVID-19\) - GOV.UK \(www.gov.uk\)](#)

Best evidence on supporting students to learn remotely:

The EEF's rapid evidence assessment examines the existing research (from 60 systematic reviews and meta-analyses) for approaches that schools could use, or are already using, to support the learning of pupils while schools are closed due to Covid-19.

When implementing strategies to support pupils' remote learning, or supporting parents to do this, key things to consider include:

- Teaching quality is more important than how lessons are delivered
- Ensuring access to technology is key, especially for disadvantaged pupils
- Peer interactions can provide motivation and improve learning outcomes
- Supporting pupils to work independently can improve learning outcomes
- Different approaches to remote learning suit different types of content and pupils

https://educationendowmentfoundation.org.uk/covid-19-resources/best-evidence-on-supporting-students-to-learn-remotely/?mc_cid=a6ba8bfd8c&mc_eid=c63232fdb1#closeSignup

Short guide to what works well in remote education

Ofsted has published advice to help school and college leaders and teachers develop their remote education offer.

<https://www.gov.uk/government/news/ofsted-publishes-short-guide-to-what-works-well-in-remote-education>

What's working well in remote education

Daniel Muijs, Ofsted's Deputy Director, Research and Evaluation, shares some remote learning tips, based on research and visits to schools and colleges.

<https://www.gov.uk/government/publications/whats-working-well-in-remote-education>

Working remotely with children: Virtual rooms for Educational Psychologists

[Using virtual rooms as EPs: top ten tips to get started - edpsy.org.uk](#)

INFORMATION

Better Health – Every Mind Matters

COVID-19 has had a significant impact on the country's mental health. On 18 January 2021 Public Health England launched the Better Health - Every Mind Matters campaign to support the nation's mental wellbeing and encourage people to create a free NHS-approved '[Mind Plan](#)'. Over 2.6 million people have already created their personalised plan and accessed practical tips to help support their mental health and wellbeing.

Communications resources available on the [PHE Campaign Resource Centre](#) include a range of materials that will direct to the Mind Plan tool and drive to Every Mind Matters content on [NHS.UK](#). We encourage all communications colleagues to download these resources and support the campaign online with #EveryMindMatters.

Mainstreaming autism: making it work.

Paper@ Morewood, G.D., Humphrey, N. & Symes W. (2001) Good Autism Practice Journal 2.12.11, 62 – 68 www.qdmorewood.com/wp-content/uploads/2015/05/G-Morewood-GAP-Article.pdf

Blog on Saturation Model [Autism and inclusion: the saturation model explained | Optimus Education \(optimus-education.com\)](#)

Easy Read information on death and bereavement

<https://www.ldw.org.uk/project/coronavirus/> 1

Further education guidance

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/950735/January_2021_FE_operational_guidance_FINAL.pdf

Learning disability and autism, dementia and mental health Patient, carer and family engagement and communication during the coronavirus (COVID-19) pandemic

<https://www.england.nhs.uk/coronavirus/wp-content/uploads/sites/52/2020/03/C0590-Patient-carer-and-family-engagement-and-communication-during-the-coronavirus-COVID-19-pandemic.pdf>

Psychological resilience through the Pandemic

This document aims to provide evidence-based, self-help information and tips for getting through the coronavirus pandemic, based on psychology, neuroscience, resilience research and Cognitive Behaviour Therapy (CBT). Scroll down: <https://CBTBristol.net>

Parent carers added to Covid-19 vaccine priority list across the UK

The government's vaccine committee has revised its recommendations and now recommends unpaid carers who get Carer's Allowance or who are the main carer of an elderly or disabled person (child or adult) whose welfare may be at risk if the carers falls ill [should be prioritised alongside people with underlying health conditions.](#)

Skyle for iPad Pro – free demo

[Skyle for iPad Pro - Online scheduling \(oncehub.com\)](#)

Thinking Ahead guides

During uncertain times planning can bring a sense of purpose and hope

In recent months, many people have been using the Together Matters' Thinking Ahead guides to plan for the here-and-now as well as for the future.

Family carers have said that having ideas and tools to plan with their relative provides a practical focus and some optimism about the future.

Similarly, practitioners (in education, social care and health), personal assistants and carers' organisations have appreciated the structure offered by the guides to have supportive conversations with people with learning disabilities and/or autism as well as their family carers.

Click [here](#) for more information about *Thinking Ahead* and *I'm Thinking Ahead* and for free downloads.

Please [e-mail](#) if you would like more information about how the guides might be used in your local area in relation to preparing for adult life, making plans for emergencies, supporting older family carers, or any of the many other situations that benefit from planning.

The narrative around exclusions – The view of parents of children with autism

[The narrative around exclusions: Views from parents of children with autism with Jamie Allen, Kara Pirttijarvi and Daniel Acheampong - edpsy.org.uk](#)

OPPORTUNITIES TO GET YOUR VOICE HEARD

Making Ourselves Heard (MOH) Participation Opportunity to showcase your child health projects

MOH are looking for fantastic examples of children and young people getting involved in making a difference to child health across the UK so that they can share some of them at the Royal College of Paediatrics and Child Health Annual Conference. They would like you to fill out this [short form](#) to tell them about your project. It might have been a brilliant one day event, a regular project over a year or a fantastic idea that then changed services and made them better by children and young people being involved.

The projects must have children and/or young people and/or parent carers involved in leading the action or good evidence of working with health staff (collaboration). The projects must have happened in 2020 and have helped more than 5 people (not including family members) and could have been in person projects or done online.

The deadline for giving your project examples is 10th March at 9am.

The NHS Youth Forum are interested in hearing from 11-25 year olds with a Special Educational Need and/or Long Term Condition on your experiences of being in education settings by answering our questions.

<https://britishyouthcouncil.typeform.com/to/KHX8CM5w>

DEADLINE: 23:59pm Friday 12th Feb 2021

The data collected from this survey will be used to create a research report, help create a resource for teachers to help young people across the UK and may be shared on the NHS Youth Forum social media channels.

FOCUS: SEND INTERIM VISITS

Briefing on local areas SEND provision. Evidence from education, health and social care leaders and practitioners between 1 September and 4 December 2020.

<https://www.gov.uk/government/publications/covid-19-series-briefing-on-local-areas-send-provision-november-2020>

REPORTS

Inclusion and Education: All Means All. Global Education Monitoring Report, UNESCO (2020)

<https://bit.ly/36Bqf9W>

Young People's emotional and mental health: Trajectories and drivers in childhood and adolescence

Based on data from the Millennium Cohort Study, this report reveals insights into the determinants of young people's wellbeing, including how it is affected by their relationships, background, and use of social media.

The [study](#) examines the personal experiences of young people in England, at age 11, 14 and 17. The research shows that while the wellbeing of all young people declines by the end of their teenage years, there is a strong gender divide within this: girls see far lower levels of wellbeing and self-esteem than boys – driven by a sharp fall of both during mid-adolescence.

Hidden costs of support

This research report from National Development Team for Inclusion presents findings on the hidden costs of support for family carers of adults with learning disabilities in residential care and supported living. Find out more [here](#).

Mental Health Act White Paper

On 13th January the government published its White paper on the Mental Health Act, responding to the recommendations made in an independent review by Sir Simon Wessely in December 2018. The government will now hold a 3-month consultation on the proposed changes and plan to publish the reformed Mental Health Bill in 2022.

You can find the White paper and accompanying consultation [here](#).

You can read the full CBF statement on the White paper [here](#).

International early learning and child wellbeing

Findings from the international early learning and child wellbeing study (IELS) in England.

<https://www.gov.uk/government/publications/international-early-learning-and-child-wellbeing>

Reports of the Covid-19 pandemic on children's education and welfare
[COVID-19 isolation having detrimental impact on children's education and welfare, particularly the most vulnerable - GOV.UK \(www.gov.uk\)](#)

Report to the United Nations Committee on the Rights of the Child

Joint Commissioners' (England, Northern Ireland, Wales and Scotland) reports to the UN Committee on the Rights of the Child.

Every five years, the Committee examines the whole UK on how well it is meeting its promises under the UN Convention on the Rights of the Child (UNCRC). They assess how the UK Government and devolved administrations have progressed towards giving every child the opportunities and protections enshrined in the UNCRC.

The report "Are we there yet?" aims to provide the Committee with children and young people's voices about their experiences on the delivery of their rights. A summary report goes alongside it.

<https://www.childrenscommissioner.gov.uk/report/report-to-the-united-nations-committee-on-the-rights-of-the-child/>

<https://www.childrenscommissioner.gov.uk/report/are-we-there-yet-our-rights-our-say/>

One year on – National SENCO workload report

[One year on – National SENCO workload report – January 2020 \(bathspa.ac.uk\)](#)

I want to do well – Children's experiences of the pandemic

This literature review of evidence about children and young people's experiences of the pandemic focuses largely on experiences of lockdown, with further research anticipated as times goes on to capture changing views and longer-term impacts, as well as to better understand the varied experiences of different groups of children and young people.

[Microsoft Word - I Want To Do Well.docx \(afaeducation.org\)](#)

Family Voices: Families' experience of COVID-19 and what needs to change to make the future work

Together Matters, in partnership with Learning Disability England, wrote a paper in the autumn that shared important messages from family carers about their experience of lockdown. The paper has been used to inform strategy groups, such as the Social Care Task Force.

Family Voices contains many insightful comments about what needs to change, as well as positives that should be held on to. It is an invaluable paper for informing commissioners, support providers and local strategy groups on what families need at times of crisis.

Download [here](#)

SURVEYS AND RESEARCH OPPORTUNITIES

Research study: Coronavirus and people with Learning Disabilities

A collaborative new research study is exploring people with learning disabilities' experiences of the coronavirus pandemic. The surveys will be run three times over the next 12 months.

The [project website](#) explains how both carers and individuals with learning disabilities can get in touch if they are interested in taking part.

University of Warwick READ-IT programme

A team at the University of Warwick have developed an online programme called Teaching early reading skills to adults with intellectual

disabilities (READ-IT) that aims to help people with learning disabilities develop their reading skills. The project is currently recruiting adults with learning disabilities and people who support them to take part in a long-term feasibility study of around 6 months. The study is aimed at adults who cannot currently read and have some basic computer skills. Please note, this project includes a control group who will see no changes to their regular activities. For more information, please contact Nicholas Manktelow. Nicholas.manktelow@warwick.ac.uk or 07392125602.

Institute of Education: Child Development and Learning Difficulties Lab survey For parents of children and adults with SEND: COPING-19

Parents of individuals (children/adults) with Special Educational Needs – are needed for a study on how individuals with special educational needs are coping with the COVID-19 crisis. The Institute of Education Lab are interested in learning about how you and your child are experiencing the pandemic in terms of health issues, coping with stress and social distancing etc.

Please answer a short questionnaire by following this link:

https://fpse.qualtrics.com/jfe/form/SV_ebyVghEvk9HOjSC

UK Disability Survey

The Cabinet Office Disability Unit has launched the UK Disability Survey. They want to hear from as many people as possible. They are particularly keen to hear from disabled people, their carers, friends and family; but views from the wider public are also very welcome. The survey will remain open until 23 April.

<https://disabilityunit.citizenspace.com/cabinet-office/ukdisabilitysurvey/>

TRAINING

Sleep training

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

The Box training

The Box is a free elearning tool designed for professionals working in the Justice sector. It is designed to give professionals in the justice system the ability to identify communication issues and the skills to work successfully with individuals who have such issues. Research shows that a high number of offenders have speech, language and communication needs. Antisocial behaviour, school exclusion and custodial sentences can be a direct result of these needs.

The Box aims to develop your understanding of what communication difficulties are, and the possible impact on the individual and on your work with them. The course can be accessed remotely and completed in any order, at your own pace – the modules will save your progress so you do not have to do it all at once.

[The Box – free online training | RCSLT](#)

OTHER NEWSLETTERS

Afasic updates

[Afasic Email Updates - We are with you! \(mailchi.mp\)](#)

Autism newsletter

<https://mailchi.mp/af5d0c6b37bc/autism-enevletter?e=acbe2531b0>

Council for Disabled Children newsletter

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

ICAN news

[News \(ican.org.uk\)](http://www.ican.org.uk)

Making ourselves heard newsletter

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

Mental health, Learning Disability and Autism Bulletin

<https://mhlida.cmail19.com/t/ViewEmail/d/19605BC286B31C7F2540EF23F30FEDED/204745E813181C7063B21DE8DA818551>

National Autistic Society – Autism practice, criminal justice newsletter

[Welcome to Autism Practice – Criminal Justice \(nas-email.org.uk\)](http://www.nas-email.org.uk)

NHS England Learning Disability Newsletter – Easy read

[NHS England » Learning disability newsletter: Issue 12](#)

Ofsted news

[Ofsted News - Issue 97 - January 2021 \(mailchi.mp\)](#)

The Centre for Youth Impact News

[Centre for Youth Impact Newsletter: January 2021 \(mailchi.mp\)](#)