



# NW SEND Regional Network Newsletter

## May 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](http://www.nwsend.network) which has everything you might want to know in one place, including previous newsletters.

Dr Cathy Hamer  
NW SEND Regional Network co-ordinator  
Email: [cwh01@hotmail.co.uk](mailto:cwh01@hotmail.co.uk) Mob: 0778 357 7284

### **REGIONAL NETWORK EVENTS**

#### **6.6.19 SEN Purchasing System – Provider Market Engagement Session**

9.30am-12.30pm, The Mike Hannon Suite, Orford Neighborhood Jubilee Hub, Jubilee Way, Warrington WA2 8HE

We would like to invite you to attend an engagement event regarding the development of a Purchasing System for the purchase of SEN Provision for children and young people across the North West.

#### **Who should attend?**

Representatives from Special Free Schools and Independent Non-Maintained Special Schools

#### **Background**

For a significant number of years the North West has considered the establishment of a purchasing framework for SEN placements.

There remain many benefits to collaborating across the region including:

- effectiveness of market shaping and management

- consistency of core specification required by authorities and clarity of position in respect of expectations regarding outcomes
- transparency and value for money
- more streamlined processes for placement finding and contract management

### **Purpose of the Event**

The North West Purchasing System for SEN Placements survey was conducted January to March 2019. The survey was conducted online, and asked for feedback from individual local authority SEN leads and commissioners, to aid the development of a regional purchasing system.

The event will provide initial feedback from the survey findings and allow representatives from the sector the opportunity to help shape the development of a regional purchasing system

To book your place please click on the Eventbrite link below or call Jack Chedotal on 01270 686487

<https://www.eventbrite.co.uk/e/sen-purchasing-system-provider-market-engagement-session-tickets-60062285914>

### **17.6.19 Early Years SEND regional action learning set, 9.30 for 10 – 3.30pm St Thomas Centre, Ardwick Green N, Manchester M12 6FZ**

The Early Years SEND Partnership invite you to the second in our series of North West action learning sets (ALSs) to improve access and inclusion in the early years.

This is the second of three ALSs that are designed to support you with the review and development of local plans which you may have started at ALS1 in December 2018. We will also share information about the ongoing programme of training and hear from local areas who have received specialist support to their local action learning sets from the EYSEND Partners.

**Please note:** Part of the day will involve reviewing local action plans that were started at the first ALS in December. If you require a copy of your plan or a new copy of the toolkit, or need any further information please get in touch with Georgia Zimmer at [eysend@ncb.org.uk](mailto:eysend@ncb.org.uk)

**For more information and to sign up**, please follow the

link: <https://www.eventbrite.co.uk/e/improving-access-inclusion-in-the-early-years-als-2-north-west-tickets-60393236797>

### **\*New training opportunities\***

There are new **ICAN** and **contact** training dates. Please find where to sign-up and the full list of training available as part of the programme [here](#), including an [updated overview of EYSEND training](#).

### **25.7.19 DCO/DMO network meeting**

1- 4 Medequip, Unit G4, Leyland Business Park, Centurian Way, Leyland PR25 3GR  
For further information email [Julie.Hoodless2@sthelensccg.nhs.uk](mailto:Julie.Hoodless2@sthelensccg.nhs.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](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)

### **3.10.19 Ensuring quality support for SLCN in early years settings: ICAN, Crewe**

<https://www.eventbrite.co.uk/e/ensuring-quality-support-for-slcn-in-early-years-settings-crewe-tickets-59432339728>

### **10.10.19 Ensuring quality support for SLCN in early years settings: ICAN Preston**

<https://www.eventbrite.co.uk/e/ensuring-quality-support-for-slcn-in-early-years-settings-preston-tickets-59432477139>

### **19.11.19 Early years/SEND Regional Action Learning Set**

St Thomas Centre, Ardwick Green N, Manchester

## **OTHER EVENTS RELATING TO THE NORTH WEST**

### **4.6.19 Transforming Care – Webinar 12 – 1, Contact**

<https://register.gotowebinar.com/register/3213366011803561217>

### **4.6.19 The Legal Aspects of Housing & Accommodation for Children & Young People, 11 – 4 Leeds**

A day's training delivered by specialist disability **Barrister Steve Broach**, Monckton Chambers, The Inns of Court, London

Target Audience:

CCG Commissioners

Local Authority Children's Services Departments

SEND Teams

Community CAMHs (Tier 3)

Residential Care and Education Providers

30 places are available on two region wide sessions

There are 4 additional places available for Parent Carers per session

Indicative Session Content

This training is being offered to support and enhance hands-on multi-agency practice in preparing young people with Learning Disability, Autism or both; for full, rich and meaningful lives in their own homes. Topics covered will include:

- Tenancies for minors (i.e. pre-18);
- SEND duties relating to the provision of accommodation, care & support;
- Statutory duties to accommodate and support Looked After Children, including crisis placements;
- Ofsted/CQC interface;
- Human Rights considerations;
- An open session in which Steve Broach will answer your questions.

<https://www.events.england.nhs.uk/events/the-legal-aspects-of-housing-accommodation-for-children-young-people>

### **5.6.19 North Region C(E)TRs Chairs Development session, 9.30 – 4.30 Bolton**

This session is open to all Chairs (*including freelance Chairs*) regardless of type of C(E)TR or setting (*i.e. Children and Young People, Adults, Specialised Commissioning and Community*). The day will be an exploration of the Chairs role, and the emphasis will be on sharing and learning from the strengths and experiences of those attending, blended with theory.

1) Click on the registration link <https://www.eventbrite.co.uk/e/cetr-chairs-professional-development-north-tickets-60251669365>

2) Use the password **CETR2019** to enter the booking pages.

### **7.6.19 Basic Disability Rights and the Legal Frameworks around Children & Young People, 10 – 1 Leeds**

A three-hour session which provides a basic grounding in Learning Disability Rights which will include key messages from the following 'directives' and statute, and how they work together in outlining the fundamental rights and freedoms of people with a 'disability'.  
<https://www.events.england.nhs.uk/events/legal-basic-training>

### **8.6.19 Getting your child ready for school: Communication technology 2 - 4 years, The Bolton hub, Bolton**

This free event for parents and carers is an opportunity to learn more about how to support your deaf child before they start school

Topics:

Language for learning and play

Accessing technology

Support & Local Services

To book a place email: [Marcella.meehan@ndcs.org.uk](mailto:Marcella.meehan@ndcs.org.uk) or Tel: 0121 234 9832

### **9.6.19 Z-access Family Fun Day**

This free family fun day offers a safe and welcoming environment for families with disabilities and additional requirements to explore their creativity. It consists of free and inclusive drama, art, music and dance workshops for families to engage in together. It:

- takes place on Sunday, when the building is otherwise closed;
- is limited in attendees;
- has specialist trained facilitators with support assistants;
- has a BSL interpreter;
- and has special provisions such a sensory space, a visual story and colour-coded activity maps.

Booking is required. Children must be accompanied by their parent or guardian.

On Sunday 9 June, Z-access will be themed around [A World Inside a Book: Gruffalos, Dragons and Other Creatures](#).

You can book [online](#) or via Box Office (0161 226 1912)

### **10.6.19 Transforming Care Transition Toolkit, 10 – 4, Manchester**

This workshop will support the children and young people workforce who work with those who have a learning disability and or who are autistic to explore and understand;

- Cross-agency communication and language around the word 'Transition'
- Transforming Care Tools that can assist Transition pathways
- Patient experiences and case examples
- NICE Guidance
- Best practice levers
- Legal frameworks

<https://www.events.england.nhs.uk/events/transforming-care-transition-toolkit>

### **28.6.19 Basic Disability Rights and the Legal Frameworks around Children & Young People 10 – 1, Salford**

A three-hour session which provides a basic grounding in Learning Disability Rights which will include key messages from the following 'directives' and statute, and how they work together in outlining the fundamental rights and freedoms of people with a 'disability'.

<https://www.events.england.nhs.uk/events/legal-basic-training>

### **5.7.19 Love Life Music Festival 11 – 8, My Life Legacy, Thompson House Equestrian Centre, Pepper Lane, Standish, Wigan, WN6 0PP.**

Boogie on down with live music on two stages, comedy tent, cabaret, theatre, festival crafts, trashion show, stalls, physical theatre, games, festival hair & make-up, circus, vintage vehicles, children's shows, exhibitions, stalls and more at THE completely inclusive music

festival for the north-west! From great names from the world of entertainment to rising stars, there's something for everyone! Whether you'd prefer to wear your blue suede shoes, sequined hotpants, kinky boots or even your raspberry beret, will YOU win the prize for the best retro festival outfit?

Get your tickets at [www.my-life.org.uk/livelifefestival](http://www.my-life.org.uk/livelifefestival) or call 01257 472900 today.

### **9.7.19 Using Technology for Quality Care, 9.30 – 13.15 Kings House Conference Centre, Manchester**

The event is brought to you by the Local Government Association, Tech for Care, Care Provider Alliance and Skills for Care.

They are holding a series of free, half-day workshops bringing together commissioners, care providers and technology suppliers to support the sector with embracing technology in care. The purpose of the workshop is to learn from local areas where councils, providers and suppliers are working together to use technology to support quality of care. There will be an opportunity to hear about new digital developments, meet suppliers and hear from others who commission, deliver or work in social care.

There will also be an opportunity to hear from CQC and their perspective on digital social care. The workshop will be followed by lunch, exhibition and networking.

#### **Funding Opportunity 2019/20**

In 2019/20 care providers (in collaboration with councils) will have the opportunity to bid for funding to support digital ways of working.

Find out more about how to apply at the workshop

<https://lgaevents.local.gov.uk/lga/frontend/reg/thome.csp?pageID=247075&eventID=728&traceRedir=2>

### **13 & 20.6.19 Two seminars in Bury with Peter Limbrick**

These seminars are in support of people in Bury who are passionate about early child and family support – wanting children with disabilities and their families to be offered the most effective support possible within current resources. They are for parents, practitioners and managers. They will discuss:

- early intervention for the child that nurtures attachment, reduces anxiety and promotes quality of life
- constructive approaches to parents' stress, exhaustion and depression – helping them maintain a quality of life for themselves and their family
- possibilities for reducing practitioners' stress and exhaustion by rationalising their pattern of interventions for each child.

The seminars will offer the Team Around the Child approach (TAC) as a structure for service development. This is designed for babies and pre-school children who have more than one diagnosis with some combination of sensory, physical, learning and behavioural challenges. Each child's TAC brings parents and key practitioners together for joint working towards an agreed unified plan of action for the child's learning and development. This is a holistic approach that co-locates practitioners around each child regardless of which agency they come from.

The seminar will be facilitated informally by Peter Limbrick with a mix of plenary presentations and discussion groups. It will be a joint-working exercise to bring together everyone's knowledge, experience and expertise. We will identify local good practice as the place to start.

For further information and to book a place, contact:

BURY2GETHER [bury2gether@gmail.com](mailto:bury2gether@gmail.com)

### **14.6.19 Inclusion Matters 2019: Children in the Digital Age**

Gorton Monastery, Manchester

[https://www.catalystpsychology.co.uk/inclusion\\_matters\\_2019\\_children\\_in\\_the\\_digital\\_age](https://www.catalystpsychology.co.uk/inclusion_matters_2019_children_in_the_digital_age)

### **28.6.19 Transforming Transition in the North West, Liverpool**

If you are a professional and work with young people who are preparing for adulthood, who have long term conditions then this conference is for you

AIMS:

1. To understand the needs of young people with long term conditions, including those with complex health needs
2. The importance of good transition preparation, supporting and empowering young people and their families to enable young people to achieve their health, education and life outcomes
3. To consider the concerns young people and their families have about moving to adult services, and what is important to them
4. Managing complex health needs and transition to adult services
5. Service gaps and possible solutions
6. How organisations can work together to benefit preparing young people for adulthood

<https://www.eventbrite.co.uk/e/transforming-transition-fourth-annual-conference-tickets-59759575499>

### **28.6.19 'The Thriving Child In The North', The Lowry in Salford.**

This is one of a series of simultaneous conferences taking place at venues across the UK, led by the Royal Opera House, Covent Garden.

Children and young people face many challenges as they navigate their way through school and home life. Social mobility, class, poverty, issues around mental health and well-being, discrimination of many kinds may all combine to hinder children's flourishing. 'The Thriving Child' will examine these issues from a range of perspectives including academics, front-line charities, young people themselves and will consider how the arts, creativity and culture could respond and contribute. Questions will be asked as to whether our current practices might need to change to meet the needs and expectations of young people.

'The Thriving Child In The North' will incorporate livestreaming of content from the Royal Opera House, by speakers including Darren Chetty (teacher, writer and researcher) and Akala (rapper, journalist, author and founder of The Hip Hop Shakespeare Company). Conversations taking place in the room will be chaired by Julie Ward MEP (currently Labour's spokesperson on the European Parliament Culture and Education Committee) and will hear from a range of professionals working with children and young people in the North, whose life circumstances are a barrier to them thriving, including Ruth Ibegbuna from Roots (formerly CEO of Reclaim). Breakout sessions will be led by Centre Point, The Children's Society and other charities. The northern conference will also include a 'reverse panel', giving young people the opportunity to put their questions to the audience. Reserve your place [here](#).

### **28 – 29.6.19 The Autism Show, Manchester**

<https://autismshow.co.uk>

### **2.7.19 Personal Health budgets for Children and Young People (Starter/Basic level), Liverpool**

8 elements of the Personal Health Budget process requiring accountability and governance, we will have an opportunity to share your own stories and learn what works

- Assessment of Need
- Indicative budget authorisation
- Personalised care and support plan sign off
- Final Budget authorisation
- Agreeing flexible budget spend
- Personalised care and support plan review
- Budget review
- Financial audit

**Target Group:** Anyone who works with children and young people with Learning Disability, or who are Autistic. NB This is for the North of England professionals only.

<https://www.events.england.nhs.uk/events/personal-health-budgets-basic-starter-level>

### **16.7.19 Transforming Care Transition Toolkit, Carlisle**

This workshop will support the children and young people workforce who work with those who have a learning disability and or who are autistic to explore and understand;

- Cross-agency communication and language around the word 'Transition'
- Transforming Care Tools that can assist Transition pathways
- Patient experiences and case examples
- NICE Guidance
- Best practice levers
- Legal frameworks

For information email: [Linda.Pinkham@nhs.net](mailto:Linda.Pinkham@nhs.net)

### **17.7.19 STOMP-STAMP (Stopping Overmedicating of People) 10 – 1, Stockport**

This session will offer an opportunity to hear

- Hear examples of positive practice around the STAMP agenda from families
- Gain access to a range of national tools to promote and encourage STAMP
- Hear about the Bury STAMP project
- Understand outcomes shared via the STOMP-STAMP quality audit process
- Share and discuss your own case examples

**Target Group:** North Regional Professionals who Chair or contribute to CETR, GPs, Pharmacists, Psychiatrists

<https://www.events.england.nhs.uk/events/stomp-stamp-stopping-over-medicating-of-people>

### **4.9.19 Personal Health Budgets for Children and Young People 1 – 4, Salford**

8 elements of the Personal Health Budget process requiring accountability and governance, we will have an opportunity to share your own stories and learn what works

- Assessment of Need
- Indicative budget authorisation
- Personalised care and support plan sign off
- Final Budget authorisation
- Agreeing flexible budget spend
- Personalised care and support plan review
- Budget review
- Financial audit

**Target Group:** Anyone who works with children and young people with Learning Disability, or who are Autistic. NB This is for the North of England professionals only.

<https://www.events.england.nhs.uk/events/personal-health-budgets-basic-starter-level>

### **6.9.19 STOMP-STAMP (Stopping Overmedicating of People) 10 – 1, Liverpool**

This session will offer an opportunity to hear

- Hear examples of positive practice around the STAMP agenda from families
- Gain access to a range of national tools to promote and encourage STAMP
- Hear about the Bury STAMP project
- Understand outcomes shared via the STOMP-STAMP quality audit process
- Share and discuss your own case examples

**Target Group:** North Regional Professionals who Chair or contribute to CETR, GPs, Pharmacists, Psychiatrists

<https://www.events.england.nhs.uk/events/stomp-stamp-stopping-over-medicating-of-people-62244>

### **15.10.19 Accommodation and Housing, 10 – 1, Leeds**

This workshop will provide;

- An update on commissioning progress for new accommodation for young people.
- Positive case examples of young people in the community.
- Pathways and who can support with placements.
- Co-production model to plan for independent living - IGNITE programme
- Benefits available to young people an opportunity to discuss local gaps and support available including Capital funding opportunities.

**Target Group:** Children's Commissioners in LA and CCG, Children's Social Workers  
**Requirements:** Working with young people up to the age of 25 who have a learning disability and/or who are autistic

<https://www.events.england.nhs.uk/events/accommodation-and-housing>

### **18.10.19 The 10 Year Forward Plan -What does it mean for children and young people with learning disabilities or who are autistic?10 – 1, Manchester**

Exploring how local areas can take forward best practice in line with the 10 Year Plan for Children with Learning Disabilities and/or who are autistic. This workshop will include:

- Progression with Dynamic Risk Stratification Process
- Exploring the Keyworker role
- Commissioning for quality outcomes; STOMP-STAMP, CETR impact
- Increasing GP Annual Health Checks for Learning Disabilities age 14 + and integration with other Children's Plans
- Service users' feedback; Commissioning a diagnostic pathway for children who are autistic

**Target Group:** Professionals working with young people up to the age of 25 who have a learning disability and/or who are autistic

### **22.10.19 Personal Health Budgets for Children and Young People 10 – 1, Manchester**

8 elements of the Personal Health Budget process requiring accountability and governance, we will have an opportunity to share your own stories and learn what works

- Assessment of Need
- Indicative budget authorisation
- Personalised care and support plan sign off
- Final Budget authorisation
- Agreeing flexible budget spend
- Personalised care and support plan review
- Budget review
- Financial audit

**Target Group:** Anyone who works with children and young people with Learning Disability, or who are Autistic. NB This is for the North of England professionals only.

<https://www.events.england.nhs.uk/events/personal-health-budgets-for-children-young-people-basic-starter-level-62232>

### **24.10.19 Accommodation and Housing, 10 – 1, Manchester**

This workshop will provide;

- An update on commissioning progress for new accommodation for young people.
- Positive case examples of young people in the community.
- Pathways and who can support with placements.
- Co-production model to plan for independent living - IGNITE programme
- Benefits available to young people an opportunity to discuss local gaps and support available including Capital funding opportunities.

**Target Group:** Children's Commissioners in LA and CCG, Children's Social Workers

Requirements: Working with young people up to the age of 25 who have a learning disability and/or who are autistic

<https://www.events.england.nhs.uk/events/accommodation-and-housing-62273>

### **10.11.19 & 11.10.19 2 day Youth Mental Health First Aid (MHFA) training - Manchester**

[http://www.nasen.org.uk/professional-learning/events-listing.2-day-youth-mental-health-first-aid--mhfa--training-manchester.html?utm\\_campaign=2379716\\_nasen%20newsletter%20May%202019&utm\\_medium=email&utm\\_source=Nasen&dm\\_i=2F68,1F078,7KZLHG,4P98Y,1](http://www.nasen.org.uk/professional-learning/events-listing.2-day-youth-mental-health-first-aid--mhfa--training-manchester.html?utm_campaign=2379716_nasen%20newsletter%20May%202019&utm_medium=email&utm_source=Nasen&dm_i=2F68,1F078,7KZLHG,4P98Y,1)

### **14.11.19 Kidz to Adultz Exhibition**

Event City, Manchester 9 – 4.30 <https://www.kidzexhibitions.co.uk/kidz-north/>

## **CALL FOR EVIDENCE: Funding for SEND and those who need alternative provision**

In December 2018 the Secretary of State announced the intention of the SEND Implementation Team of DfE to hold a call for evidence on the current funding arrangements for those with special educational needs, those with disabilities, and those who require alternative provision. This call for evidence is intended to help them understand how the current available funding is distributed, and what improvements to the financial arrangements could be made in future. They are also aware of the wider concerns about the overall amount of funding and the pressures on their budgets that many are reporting: they are separately looking carefully at this ahead of the next government Spending Review.

The call for evidence can be accessed at <https://www.gov.uk/government/consultations/send-and-ap-provision-call-for-evidence> and will be open from now until 31 July 2019.

In addition, the Council for Disabled Children have been asked to organise a small number of workshops across the country, to discuss the themes in this call for evidence in greater detail.

If you would like to attend one of these events, please register your interest at [senfinancialevents@ncb.org.uk](mailto:senfinancialevents@ncb.org.uk) giving your name, role, organisation and email address.

They will send you information about the events as soon as it is available.

Closing date: 31st July 2019

## **What is important to children and young people?**

NCB are working in partnership with the British Academy to gather the views and experiences of children and young people on Childhood. The British Academy are conducting a wide ranging review of policy and research across England, Scotland, Wales and Northern Ireland, to understand the impact of policy development of children and young people's experiences of growing up in the UK.

NCB wants to make sure this important review includes the voices and experiences of children and young people. They will gather views through a survey and focus groups to understand what is important to children and young people in the UK today.

The survey can be filled out by clicking here: <https://www.surveymonkey.co.uk/r/BGLN7TC>  
Please note that the deadline for responses is 10<sup>th</sup> June.

An Easy Read information sheet is also available. If you have any questions or need further information, please email [research@ncb.org.uk](mailto:research@ncb.org.uk)

## **Opportunities**

### **Chair of the new SEND System Leadership Board**

Applications for the Chair of the new SEND System Leadership Board have been reopened. The Chair will play a pivotal role in driving this newly formed Board, which works across DfE and DHSC and whose remit involves:

- Clarifying and communicating the principles which should underpin all SEND commissioning and the good outcomes we are seeking to achieve for children and young people with SEND.
- Encouraging improved joint working, commissioning and planning by and between education, health and social care partners.
- Identifying where partners can better share data, insight, guidance, good practice and peer support to help encourage improved commissioning and planning, working to alleviate the long-term high needs budget pressures.

Following one round of applications DfE are reopening the competition to access a broader range of candidates. Previous applications will be considered alongside new applications from this round, and do not need to be resubmitted. Further information on the role of the Chair and the person specification, alongside application details, can be found [here](#). **Applications close on Sunday 9<sup>th</sup> June.**

### **LEARN EQUALITY, LIVE EQUAL A free programme to help schools tackle homophobic, biphobic and transphobic bullying**

The National Children's Bureau has been awarded a grant from the Government Equalities Office as part of series of grants to support schools to tackle homophobic, biphobic and transphobic (HBT) bullying. The project is called Learn Equality, Live Equal (LELE), and it is being delivered in partnership with the Anti-Bullying Alliance (ABA), and Sex Education Forum.

LELE is a free 12 week supportive whole-school programme, enabling schools to find practical solutions to tackling HBT bullying. The programme will reach 150 schools from April 2019 - March 2020 and it is aimed at schools who have not previously done significant work to address HBT bullying.

#### **What's included?**

- 4 focused CPD face-to-face training sessions
- Online CPD training and interactive video tutorials
- Support from an expert advisor with extensive experience in implementing anti-bullying strategies in schools
- The opportunity to learn, collaborate, network and share best practice with other schools participating in the programme nationwide

To find out more email - [learnequality@ncb.org.uk](mailto:learnequality@ncb.org.uk)

### **SEND Senior Leadership programme**

Applications are invited from senior strategic SEND managers in local areas who have a strategic responsibility for delivering support and services for SEND and the power to make funding decisions.

For more details about the programme and an application form:

Call: Pauline Roberts or Julie Pointer on 01225 789135

Email: [Pauline.Roberts@ndti.org.uk](mailto:Pauline.Roberts@ndti.org.uk) or [Julie.Pointer@ndti.org.uk](mailto:Julie.Pointer@ndti.org.uk)

Visit: [www.ndti.org.uk/our-work/our-projects/leadership/leadership-training/](http://www.ndti.org.uk/our-work/our-projects/leadership/leadership-training/)

### **Sharing practice across the North West: Warrington**

Case study: Using behavioural insights to manage demand for Education and Health Care (EHC) Assessments and Plans – Special Educational Needs and Disabilities (SEND) Panel Interventions.

Warrington's SEND behavioural insights project focused on improving the effectiveness of its decision making arrangements around undertaking statutory assessments; issuing new Education, Health and Care (EHC) Plans; and allocating resources to meet the needs of children and young people. The two main aims of the project were to ensure that requests for new EHC Plans and additional resources received appropriate scrutiny and challenge and that statutory partners engaged in the process. The project involved trialling new processes around how the information for Panel was gathered and prepared and how the meetings were staged and proceeded.

<https://www.local.gov.uk/sites/default/files/documents/Warrington%20Case%20Study%20-%20final.pdf>

## **NNPCF & Contact conference**

NNPCF and Contacts' joint conference and AGM happened in November 2018 in Coventry. Bringing together Parent Carer Forums from all over country including those from the North West.

This last year has been a challenge for many parent carer forums, as well as for the National Network, in terms of capacity and keeping the focus on the work we do. It is always amazing to see so many forums represented in the room together. Just how much effort and planning has been put in to arrive, stay and give this time. We often don't pause to appreciate that. There is such a positive energy and power when people gather to give their time to ensure things get better and improve.

A new parent rep from the NW said that it felt 'inspirational to see all these people who do what I do and know we are all doing it all over the country'.

Along with forums are people who work nationally, regionally, and locally with parent carer forums. The NNPCF and Contact joint conference offers a chance to relax, reflect on the previous years' work, and to start to build towards the next.

Workshops included; A whole school approach, demystifying SEND funding, and preparing for adulthood.

Take a look at the highlight video and see if you can spot some familiar faces.

<http://www.nnpcf.org.uk/get-involved/annual-conference-and-agm-2018/annual-conference-and-agm-2018-conference-overview/>

Dates and venue for next year will be released after March, please look on the NNPCF website ([www.nnpcf.org.uk](http://www.nnpcf.org.uk)) for updates. Does your PCF send a representative to conference? Please do get in touch at [northwest@nnpcf.org.uk](mailto:northwest@nnpcf.org.uk) for more details.

Kath Bromfield, North West Steering Group Member, NNPCF

## **INFORMATION:**

### **Mental health of children and young people in England, 2017**

#### **Key facts:**

- One in eight (12.8%) 5 to 19 year olds had at least one mental disorder when assessed in 2017
- Specific mental disorders were grouped into four broad categories: emotional, behavioural, hyperactivity and other less common disorders. Emotional disorders were the most prevalent type of disorder experienced by 5 to 19 year olds in 2017 (8.1%)
- Rates of mental disorders increased with age. 5.5% of 2 to 4 year old children experienced a mental disorder, compared to 16.9% of 17 to 19 year olds. Caution is needed, however, when comparing rates between age groups due to differences in data collection. For example, teacher reports were available only for 5 to 16 year olds. Please refer to the Survey Design and Methods Report for full details
- Data from this survey series reveal a slight increase over time in the prevalence of mental disorder in 5 to 15 year olds (the age-group covered on all surveys in this series). Rising from 9.7% in 1999 and 10.1% in 2004, to 11.2% in 2017

- Emotional disorders have become more common in five to 15 year-olds – going from 4.3% in 1999 and 3.9% in 2004 to 5.8% in 2017. All other types of disorder, such as behavioural, hyperactivity and other less common disorders, have remained similar in prevalence for this age group since 1999

<https://bit.ly/2TAn0qy>

## **WORKFORCE DEVELOPMENT:**

### **Acquired brain injury**

Factsheet together with a pre-recorded e-learning session:

<https://childbraininjurytrust.org.uk/how-we-help>

### **Muscular Dystrophy**

Introductory module on muscular dystrophy

<https://online.walkgrove.net/mduklms/login.php>

## **RESOURCES:**

### **Child exploitation disruption toolkit**

The toolkit is primarily aimed at frontline staff, including law enforcement, social care, education, housing and the voluntary sector, working to safeguard children and young people under the age of 18 from sexual and criminal exploitation.

Additionally, it is intended to help all safeguarding partners to understand and access existing legislative opportunities at their disposal and to target specific risks and threats.

The use of existing legislative powers, such as orders and injunctions, are an essential part of the safeguarding process.

The toolkit aims to set out many of the tools useful for police and other safeguarding professionals to disrupt the sexual and criminal exploitation of children and young people, break the cycle of abuse and send a signal to perpetrators about the consequences of their actions.

The toolkit incorporates relevant legislation to address:

- abduction and trafficking
- sexual offences
- victim care
- unusual or harmful behaviour
- locations of specific concern

In addition, the toolkit includes best practice in information sharing and multi-agency working as well as intelligence and evidence gathering.

<https://www.gov.uk/government/publications/child-exploitation-disruption-toolkit>

### **Supporting Young People with Epilepsy**

Young Epilepsy has just launched a free online guide for schools on supporting young people with epilepsy. This guide provides information on supporting young people with epilepsy to ensure they are safe and included in all aspects of school life.

You can access the online guide here: [www.youngepilepsy.org.uk/guideforschools](http://www.youngepilepsy.org.uk/guideforschools)

### **Ask Listen Do – project leaflet**

This four page accessible leaflet is a good introduction to this project. The project was set up by NHS England in partnership with other organisations to improve people's experience of feedback, concerns and complaints across health care, social care and education.

### **Ask Listen Do – booklet for organisations**

This booklet guides organisations in meeting their legal and statutory duties to ensure that children, young people and adults have equal access to services. These simple principles can help providers improve how they deal with feedback, concerns and complaints in health care, social care and education for autistic people, people with a learning disability and families.

[www.england.nhs.uk/asklistendo/organisations](http://www.england.nhs.uk/asklistendo/organisations)

### **Ask Listen Do film for organisations**

This film was produced to support staff training

<https://www.youtube.com/watch?v=VAqGe48-Lfg>

### **Ask Listen Do – booklet for autistic people**

This booklet was written and produced by autistic people working with Speak Up Self Advocacy. It includes people's experiences and lots of tips to make it easier for autistic people to give feedback, raise a concern or complain. All the resources can be found on the NHS England website and the resources for autistic people are hosted on:

[www.speakup.org.uk/asklistendo](http://www.speakup.org.uk/asklistendo)

### **Ask Listen Do – autism feedback, concerns and complaints form**

As part of this project, the group also produced a separate form that people can fill in and use across health, social care or education. There is also a template of this form that organisations can adapt and make their own.

[www.speakup.org.uk/asklistendo](http://www.speakup.org.uk/asklistendo)

### **Ask Listen Do – learning disability booklet**

This easy read booklet was written by people with a learning disability working with Speak Up Self Advocacy. It gives lots of tips to make it easier for people with a learning disability to give feedback, raise a concern or complain. The group also produced a form that people can use across health care, social care or education, inside the booklet. There is also a template of this form that organisations can adapt and make their own.

[www.speakup.org.uk/asklistendo](http://www.speakup.org.uk/asklistendo)

### **Ask Listen Do – family and other carers**

NHS England worked with families and paid carers around England with the help of [Bringing us Together](#) to create a booklet to help families, parent and carers of people with a learning disability and autistic people to give feedback, raise concerns and make complaints across education, health and social care. [www.england.nhs.uk/asklistendo/people](http://www.england.nhs.uk/asklistendo/people)

### **Ask Listen Do video for people and families**

<https://www.youtube.com/watch?v=4svbf7LXato>

An awareness raising film made with people and families about feedback, concerns and complaints.

### **Animations:**

"What is an Education Health and Care Plan?"

<https://councilfordisabledchildren.org.uk/information-advice-and-support-programme/useful-resources-publications-animations/what-education-health-and-care-plan%C2%A0>

"What is an Annual Review?" <https://councilfordisabledchildren.org.uk/information-advice-and-support-programme/useful-resources-publications-animations/what-annual-review>

"What is Person Centred Planning?" <https://councilfordisabledchildren.org.uk/information-advice-and-support-programme/useful-resources-publications-animations/what-person-centred-planning>

### **Inclusive participation**

Making Participation Work produces factsheets and resources to support participation professionals to deliver inclusive participation.

<https://councilfordisabledchildren.org.uk/help-resources/resources/making-participation-work-factsheets>

## **INFORMATION:**

### **DCO/DMO handbook**

The Handbook is available at: <https://councilfordisabledchildren.org.uk/help-resources/resources/designated-medical-officer-and-designated-clinical-officer-revised-handbook>

### **Diabetes**

Diabetes – What schools need to know

Diabetes – Passport for schools

To obtain a free copy email: [martin@iddtinternational.org](mailto:martin@iddtinternational.org)

## **FOCUS: SEND assessment in the early years**

### **A celebratory approach to SEND assessment in the early years**

This document provides the context, guiding principles and an overview of SEND assessment in the early years along with an include assessment process. Recommendations are made in relation to Key Practitioners' skills, engaging with parents/carers and families, the graduated response process, one page profiles, observations, planning and demonstrating progress. There is a toolkit of case studies on parental engagement, assessing young children with SEND, planning and setting requirements.

<https://www.pengreen.org/wp-content/uploads/2018/05/A-Celebratory-Approach-to-SEND-Assessment-in-Early-Years-1.pdf>

## **FOCUS: Exclusions**

The [Timpson review](#), published on 7 May, highlights that there is variation in exclusion practice across different schools, local authorities and certain groups of children, and too many missed opportunities for children to remain in the education that best suits their needs. The report concludes that while there is no optimal number of exclusions, there needs to be action to ensure permanent exclusions are only used as a last resort, where nothing else will do. Edward Timpson's review found that in addition to variations in the way schools use exclusion, there was a small minority of schools 'off-rolling'. It also found evidence that good behaviour cultures are vital in maintaining orderly environments that support all children, but teachers need consistent guidance and tools to deal effectively with poor and disruptive behaviour. Edward Timpson CBE said: "Although I did see examples of schools using exclusions appropriately and effectively, there is clear room for improvement and everyone – from teachers and parents, the Department for Education and Ofsted, to local authorities and children's services - has their part to play."

The review makes 30 recommendations to Government, to ensure exclusions are used appropriately and support children at risk of exclusion, and that there are safeguards in place and a well-functioning system that makes sure no child slips through the net.

To inform the review and its recommendations, Edward Timpson collated a large volume of detailed evidence from schools, local authorities, parents, carers, children and other interested organisations. This also includes a literature review on school exclusion to support understanding of the disproportionate exclusion of certain groups of children, and new analysis of exclusion data, both of which have been [published alongside the review](#).

## Government response

As set out by the Education Secretary in his letter to Edward Timpson, the Government has welcomed the thorough and extensive review of school exclusion and its recommendations. The Government is clear that every child deserves an excellent education. This is true regardless of their background, their ethnicity, the area they live in, any special educational needs they may have, and whether they are in mainstream school, special school or alternative provision (AP). In order to deliver this, teachers need to be able to teach – and pupils to learn – in a safe and orderly environment. This means supporting head teachers to use their powers to issue fixed period exclusions in response to poor behaviour, and to permanently exclude as a last resort.

Education Secretary Damian Hinds said: “This pivotal review demonstrates widespread good practice in support for students and in the use of exclusions, and I will continue to back head teachers in creating safe and orderly environments that enable teachers to teach and provide the right learning conditions for pupils – and sometimes exclusion will be the final option.”

The [Government has announced their plans](#) to take forward an ambitious, wide-ranging response to the findings and recommendations made in the Timpson review, by:

- Making schools accountable for the outcomes of permanently excluded children. We will work with education leaders over the summer to design a consultation, to be launched in autumn, on how to deliver these reforms.
- Establishing a practice programme to embed effective partnership working between LAs, schools, APs and other partners, to better equip schools to intervene early for pupils at risk of exclusion, and to ensure that the most effective provision is put in place for those who are excluded.
- Working with sector experts, led by DfE’s lead advisor on behaviour, Tom Bennett, to rewrite guidance to address the uncertainty amongst some school leaders about what good practice looks like, and give head teachers the confidence to act decisively when that is needed.
- Calling on local authorities, governing bodies, academy trusts and local forums of schools to review information on children who leave schools, by exclusion or otherwise, to ask how the data on the characteristics of such children feeds local trends, and to use this information to inform improvements in practice and reduce disparities.
- Working with Ofsted to define and tackle the practice of ‘off-rolling’.
- Extending support for alternative provision (AP). In the autumn, we will set out plans to go further to improve outcomes for children in AP, including through a new workforce programme.

The Timpson review of school exclusion and Government’s response can be found [here](#).

## **RESEARCH**

### **Responding to adverse childhood experiences - An evidence review**

This report from Public Health Wales’ Policy, Research and International Development directorate in conjunction with the Public Health Collaborating Unit at Bangor University, examines evidence across a variety of programmes responding to adverse childhood experiences (ACEs). The report looked at programmes and interventions for 11 individual ACE types, and ACEs as a collective term, to identify common approaches across programmes.

<http://www.wales.nhs.uk/sitesplus/888/news/50989>

### **FOCUS: Transforming Care - Care Education and Treatment Reviews (CETRs)**

NHS England and Pathways Associates have produced three webinars for families and professionals who would like a simple, quick, accessible introduction to CETRs.

The webinar links are below and explain what a CETR is, how to request a CETR and offer tips on how to contribute to a CETR. If you work with children or young people with a **learning disability** or who are **autistic**, please click on the links below to view the interactive 'bite size' learning sessions and hear more about how CETRs can become part of your working practice.

### **CETRs for families: The right to ask**

This webinar explores the purpose of a CETR and the benefits of improving outcomes for families.

<https://healthsector.webex.com/healthsector/ldr.php?RCID=664a96efee495e8e6ca17f8e9db234e>

Promoted link: <https://www.england.nhs.uk/publication/care-and-treatment-review-ctr-workbooks/>

### **CETRs for schools and SEND leads**

This webinar shares the outcomes associated with CETRs for children who have additional needs, and how CETRs can complement existing processes including Education Health and Care Plans. The webinar explores how a CETR can be helpful in an education setting.

<https://healthsector.webex.com/healthsector/ldr.php?RCID=6ec6e7afcf5e77e756d917cec8bbe1c>

Promoted link: <https://www.england.nhs.uk/publication/care-and-treatment-review-ctr-workbooks/>

### **CETR for Children's Social Workers**

This webinar explains the collaboration and partnership working within the aims of the Transforming Care Programme. It explains how CETRs can enhance multi-agency working to support young people when behaviours escalate and helps Social Workers understand how they can best contribute to a CETR if they are called to attend.

<https://healthsector.webex.com/healthsector/ldr.php?RCID=4cc19d7aa9ed19cb780abc809f843a22>

Promoted link: <https://www.england.nhs.uk/publication/care-and-treatment-review-ctr-workbooks/>

## **LINKS TO OTHER NEWSLETTERS:**

### **Afasic news:**

<https://mailchi.mp/8225784608cc/afasic-may-update-supporting-families-affected-by-dld?e=99e418390f>

### **Council for Disabled Children: Spring Digest**

<https://mailchi.mp/ncb/cdc-summer-digest-1296877?e=59c28d4a77>

### **Disabled Living news:**

[https://issuu.com/disabledliving/docs/disabled\\_living\\_newsletter\\_may?e=26748259/69692239](https://issuu.com/disabledliving/docs/disabled_living_newsletter_may?e=26748259/69692239)

### **Learning Disability newsletter: Issue 9**

<https://www.england.nhs.uk/publication/learning-disability-newsletter-issue-9/>

### **Making Ourselves Heard: news**

<https://mailchi.mp/ncb/webinars-forums-and-more-1296873?e=59c28d4a77>

### **National Autistic Society: Criminal Justice newsletter**

<https://nas-email.org.uk/YA3-69748-A1KUG4LR64/cr.aspx>

**NFER Direct for Schools: April/May**

<https://r1.dmrk.net/4R3K-5G9E-8310I01T75/cr.aspx>

**Positive About Autism news**

<https://mailchi.mp/35b7e409ce73/autism-newsletter?e=acbe2531b0>

**RCPCH & Us news:**

<https://dmrk.net/12S1-6ATEF-65S3W13E61/cr.aspx>

**SEND Single Route of Redress – National Trial newsletter: May**

Link to all newsletters on the NT guidance and toolkit at the bottom of the page [here](#). Link directly to the newsletter [here](#).

**Whole School SEND newsletter:**<https://dmrk.net/2F68-1F2OK-527KZLHGDE/cr.aspx>