



NW SEND Regional Network Newsletter

December 2018

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

16.1.19 Children and young people's participation event 9.30 for 10 – 3.30pm Venue now confirmed – The Peel Room, Town Hall, Knowsley St, Bury BL9 0SW

The Making Participation Work programme, jointly delivered by the Council for Disabled Children and KIDS and funded by the Department for Education, is delivering a participation learning event for professionals working across the disabled children's sector in conjunction with the NW SEND regional network and Youth Focus NW.

This event will support statutory managers and practitioners to gain a deeper understanding of how participation of disabled children and young people is central to the implementation of the SEND reforms.

The workshop will provide an opportunity to develop a regional approach to participation.

The event will also provide an opportunity for the region and local areas attending to identify how they may wish to draw down the bespoke training and coaching opportunities being delivered by the KIDS team as part of the programme.

Who should attend:

This event is for professionals who have a role in designing and delivering participation at a strategic level across health, education and social care. This includes those with roles supporting strategic decision making, such as service managers; those who commission services; staff who are developing joint working, and front line practitioners who engage directly with disabled children and young people. To book at place:

<https://www.eventbrite.co.uk/e/making-participation-work-north-west-regional-learning-event-tickets-52050269758>

If eventbrite booking has closed please email cwh01@hotmail.co.uk

17.6.19 and 19.11.19 Early Years SEND action learning sets – Save the dates

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. Information will also be shared about a significant amount of training designed primarily for early years setting managers available across the region.

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. Representatives from different services and agencies, including health and social care will be welcome.

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 our 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

Peer Challenge

If you are interested in becoming a Peer Reviewer, to engage in peer challenge activity across North West Local Authority areas, training is available at

<https://global.gotomeeting.com/play/recording/663e7ee4a3ecbeaae32d6fe8e88559ba25afb929cdd473116370ed390c4f8a1d>

To express an interest either in becoming a Peer Reviewer and/or in having a peer challenge please contact Cathy Hamer email: cwh01@hotmail.co.uk Mob: 0778 357 7284

SEND Reforms Regional Leadership Programme

The regional SEND Leadership Programme has been commissioned from NDTi as part of the Delivering Better Outcomes Together (DBOT) delivery support programme. This is the first regional short course, commissioned by DfE because of the highly positive response from participants and their managers to the longer (10 day) previous programmes.

Who Can Apply?

Applications are invited from SEND managers in local authorities who have a strategic or operational responsibility for delivering the reforms. Applications are welcomed from individual SEND managers, social care and NHS applicants with responsibility for SEND. All applicants must have a leadership role in delivering the SEND reforms being responsible either for the overall delivery of the reforms and SEND services within the authority, or else reporting to that person with a responsibility for delivering a significant element of the reforms.

The programme is appropriate both for experienced SEND managers wishing to develop their personal leadership knowledge and skills and for recently appointed SEND senior managers who, as well as leadership development, also wish to build their knowledge of SEND.

There are two main content elements to the programme – Leadership, Change and Personal Skills and Leading Edge Practice. The programme will be delivered through two two-day residential modules. In addition there will be opportunities for personal advice/mentoring with the programme leaders, access to best practice materials and innovative ideas, mutual learning through the development of networks with participants in similar roles across the country and access to an online resource to share ideas and ask questions of fellow participants and the facilitators.

NB The original application date has been extended and programme delivery will now take place in the new year. Further information and application forms can be found at

<https://www.ndti.org.uk/our-work/our-projects/leadership/send-leadership-short-programmes/>

OTHER EVENTS IN THE NORTH WEST

16.1.19 Tony Talks Autism

St Helens

With best selling author and world autism expert Tony Attwood

Learn from one of the world's leading experts on Autism Spectrum Disorders.

Gain practical information and tips.

Change the way you think about Autism.

Certificate of Attendance.

Network with others.

Be inspired!

To book:

Online: www.medicacpd.com Email: carolyn@medicacpd.com Tel: 0141 638 4098

29.1.19 + 15.5.19 + 26.9.19 + 13.12.19 SEND Casework Award, Manchester

<http://www.nasen.org.uk/professional-learning/events-listing.send-casework-award-manchester.html>

8.2.19 Safeguarding conference, Manchester

<https://www.oneeducation.co.uk/safeguardingconf19>

SEND ANNOUNCEMENTS

1. The Right Support for Every Child

The Education Secretary, Damian Hinds, has announced new measures to support children with complex needs and disabilities. Councils will receive an additional £250 million over the next two years, on top of the high needs budget already allocated to provide support to children and young people with complex SEND. £100 million will also be provided to create specialist places in mainstream schools, colleges and special schools, through capital funding.

More special free schools will also be approved by the department, with the Education Secretary confirming that he will approve all high quality bids in the current round of applications. This should create more educational places for children and young people with SEND, and give parents more choice.

The Government has also confirmed an expansion of the funding to train more educational psychologists, and the launch of a long term research and analysis programme. This will assess the impact of current SEN provision on children and young people's outcomes, and the value for money of SEN provision in England.

2. A Leadership Board for SEND

Following recommendations from CDC Director Dame Christine Lenehan's 2018 report "Good Intentions, Good Enough", a Leadership Board for SEND is to be established to improve the commissioning and delivery of services, and outcomes for children. This new expert board will include representatives of local health, social care, and education services, and will work closely with charities, school and families.

The Secretary of State's letter to local authorities, detailing these announcements, can be found at <https://mailchi.mp/ncb/the-right-support-for-every-child-announcement-from-the-education-secretary?e=59c28d4a77>

3. Extension of the Government's review of its autism strategy to cover children and young people, as well as adults.

The review will inform the new joint adults and children autism strategy to be published in autumn 2019. The review is looking at:

- joining up health, care and education services to address autistic children's needs holistically
- developing diagnostic services to diagnose autism earlier, in line with clinical guidance
- improving the transition between children and adult services so that no young people miss out, and ending inappropriate reliance on inpatient hospital care
- improving understanding of autism and all its profiles, including recently identified forms such as pathological demand avoidance (PDA)

You can find further details here: <https://www.gov.uk/government/news/government-review-to-improve-the-lives-of-autistic-children>.

COUNCIL FOR DISABLED CHILDREN (CDC) SURVEYS:

Survey of autism or autism spectrum disorder pathways

CDC want to understand what it looks like when different agencies and change programmes come together to identify and support children and young people with autism as part of an integrated pathway. The aim is to produce a tool highlighting areas of best practice and how to get there, to help local areas develop a more aligned and comprehensive support offer for this and other cohorts of children. As a first step they want to hear about your local process

for identifying, assessing and supporting children and young people with autism. Please do respond to a survey at <https://surveymonkey.co.uk/r/XW9HZMW>

Survey of Joint commissioning arrangements

<https://www.surveymonkey.co.uk/r/27NWPXC>

GUIDANCE:

Mental health and behaviour in schools:

This Department of Education guidance is for school staff and applies to all schools, including maintained nursery schools. It is intended for all staff working to support children. It gives advice on how schools can support pupils whose mental health problems manifest themselves in behaviour, including:

- understanding the link between mental health and behaviour
 - how to identify children with possible mental health problems
 - where and how to put in place support, including working with external agencies where required
- It also provides links to sources of further support and guidance.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/755135/Mental_health_and_behaviour_in_schools_.pdf

FUNDING:

YHA Family breaks fund

The Family Breaks fund from the Youth Hostel Association offers a free 2-night stay with meals in Youth Hostels in England and Wales to families struggling with financial hardship, disability, long-term illness, bereavement, homelessness or other challenging circumstances. One break per year at a YHA Youth Hostel (listed on the website) is available to families with up to 2 adults & children aged 2-18 years (0-2 years in crisis and emergency situations) where the family has an annual household income below £25,000 (gross) & where the break will make a significant difference to the child or young person's life.

The following criteria apply:

- A child is disabled or has a life limiting or threatening condition
- The family has experienced homelessness or are living in temporary accommodation
- The family has witnessed or experienced domestic violence
- The family has experienced bereavement (either the loss of a parent or sibling)
- The family includes a young carer
- The family has lives in an area of deprivation.

How to apply: <https://www.yha.org.uk/special-offers/free-breaks-families>

Deadline: The application window closes on the 31st January 2019.

New Education Endowment Funding round to improve outcomes for pupils with special educational needs or disabilities (SEND)

The Education Endowment Foundation (EEF) has launched a new funding round testing different approaches to improving attainment and other outcomes for children with SEND. Official figures show there is a larger attainment gap for pupils with SEND than for any other group. Pupils with SEND are also twice as likely to come from disadvantaged homes, (27% of pupils with SEND are eligible for free school meals compared to 12% of all other pupils) so often face a double disadvantage in the classroom.

To date, the EEF's funding has focused on improving the outcomes of socio-economically disadvantaged pupils. Much of this work – particularly around the effective use of teaching assistants – has generated evidence schools can apply to support the teaching of pupils with

SEND. However, this is the first time the EEF has focused a funding round specifically on improving outcomes for pupils with SEND. This round will aim to generate both useful evidence for practitioners, and insights about how to conduct rigorous evaluation in this area. Successful projects might include whole-school programmes, teacher training programmes, or targeted interventions for pupils with particular needs. The EEF is also hoping to fund pilots of interventions working in special schools, to find out how feasible it is to evaluate approaches in these settings using the EEF's approach.

The funding round will be open from 17 October until 14 January 2019 at 5pm.

For information on how to get involved, visit the [EEF website](#)

FOCUS: JOINT WORKING

On Friday 7 December a workshop on joint working for quality improvement and integration around SEND was held in Wigan. Below are links to resources you may find helpful, some of which were discussed on the day:

- [CDC Joint Commissioning Bulletins](#) and [CDC Joining up the Dots Webpage](#) which includes case studies on [Hertfordshire's Outcome Bees](#), [strategic alignment in Devon](#) and other resources
- Christine Lenehan's [review on residential special schools and colleges](#) and [These are our children](#)
- [NHS England Quick Guides for SEND](#)
- DMO/DCO and CCG Children's commissioners' forums: if you're interested in joining either forum please contact Mathilde at mchiesa@ncb.org.uk
- [Nadhim Zahawi's letter](#) in response to the report *Autism and education in England 2017* by the APPG on autism

PROFILING PRACTICE IN THE NORTH WEST

Developing support for pupils with autism in mainstream schools in Rochdale

Like many areas of the country, Rochdale was seeing a growing number of children with autistic trends and needs relating to communication and interaction. Following discussions with school leaders and SENCOs, SEND leaders at the Council recognised that there was a clear need to build understanding of and confidence in meeting the needs of pupils with autism in mainstream secondary schools. Working together with local secondary schools, Rochdale embarked upon a programme of work the primary aim of which was to build the capacity of the local system to support pupils with autism. In addition, colleagues noted that the programme was likely to have a wider benefit in terms of schools' ability to differentiate support and develop strategies for including pupils with a wider range of needs. The central aspect of this programme was providing all secondary schools in Rochdale with a budget to test and develop new approaches to supporting pupils with autism. The programme involved staff training, provided by the Autism Education Trust and the Seashell Trust, but was deliberately non-prescriptive: applying the principles of co-production, the aim of the programme was to engender school ownership of their own approaches to supporting pupils with autism. A recent evaluation has shown that some approaches proved more effective than others, but, overall the programme has boosted attendance and reduced exclusions in all secondary schools across Rochdale. Programmes that focused on building capacity of staff (especially teaching staff) and building a suitable environment have been particularly effective in ensuring a culture of inclusion is sustained. Examples of this includes where specialist staff were brought in with the aim to upskill current teaching staff with specific techniques to engage students, or where longer-term bespoke curriculum programmes were developed, or where a physical base for pupils with autism was designed within school.

Through these initiatives, additional support (through a named keyworker) for autistic pupils to make the transition from Year 6 to Year 7 and a wider programme of supporting families of children with autism, the Council consider that this programme has been an effective way of shining a light on support for pupils with autism, developing understanding and building inclusive capacity.

Parent champions in Manchester

In Manchester, parents and carers have been empowered to support one another in getting to grips with and navigating the SEND system. Three years ago, feedback from local engagement exercises and through the local offer team and SENDIASS suggested that parents valued being able to gather information about SEND support and services from a range of sources, but particularly valued being able to ask questions from other parents. In response, Manchester worked with interested parents to set up a programme of “parent champions”, where parents are given training in understanding the local system, using the local offer and SEND information reports, how to access local support and how to give feedback on gaps in provision. To fulfil the role, parent champions simply have to be available to have conversations with other parents of children with SEND and to help other parents access Manchester’s local offer. Many have taken a much more pro-active approach organising information, support and engagement events within their local communities. So far, over 100 parents have been trained as parent champions. 14 Feedback from those parents who have been trained and those who have been supported by the parent champions has been extremely positive. The parent champions complement the strategic work being undertaken by Manchester Parent Carer Forum and together are making sure that parents and carers are key partners in improving services for children and young people with SEND.

FOCUS: SEND INFORMATION ADVICE AND SUPPORT

The Minimum Standards for Information, Advice and Support services Minimum Standards have been updated.

https://councilfordisabledchildren.org.uk/sites/default/files/uploads/documents/Minimum%20StandardsFINAL%20with%20DfE%20DH%20logos_0.pdf

Easy read:

https://councilfordisabledchildren.org.uk/sites/default/files/uploads/documents/Easy%20read%20Minimum%20Standards%20final%20edit_0.pdf

The guidance that provides links to the law and a glossary will be available in the new year.

RESEARCH:

Local Government Association research into high needs funding – initial findings

<http://ncasc.info/wp-content/uploads/2018/11/WW3ISOSLGASEND.pdf>

Mental health of children and young people in England – survey findings

<https://digital.nhs.uk/data-and-information/publications/statistical/mental-health-of-children-and-young-people-in-england/2017/2017>

WORKFORCE DEVELOPMENT:

Accredited Early Years SENCO Award

Would you like to achieve an accredited Early Years SENCO Award which is completely free in selected areas across England? Do you work in a Private, Voluntary or Independent Early Years setting? Would you like to develop your confidence and knowledge about effective SEND provision for the children in your care? The Early Years SENCO Award is a 12.5 day

course running over 13 weeks which includes expenses for the course venue, lunch and printed course materials. You would receive nasen individual Gold Membership free for a year! All that's asked is that you complete the required course tasks and evaluation and you must attend all the sessions.

Please note that course content, dates and venues are yet to be confirmed, but applicants are invited to register an interest to receive more information as it becomes available.

<https://r1.dotmailer-surveys.com/382f68e0-533hjvcd>

National Autistic Society online training

New employment module designed to support autistic adults and young people into employment available from 7.1.19

<https://www.autism.org.uk/professionals/training-consultancy/online.aspx>

RESOURCES:

Wellbeing measurement for primary schools

An accessible resource from the evidence based practice unit that enables primary schools to easily measure key aspects resilience and wellbeing through the subscales of 'me and my feelings', 'life satisfaction' and the 'student resilience survey'

https://www.corc.uk.net/media/1506/primary-school-measures_310317_forweb.pdf

The Anna Freud Centre has recently added a new self-care page to their [On My Mind website](#). The page consists of a range of self-care strategies which young people have told them help them manage their mental health and wellbeing when they are feeling low or anxious. They feel this page will be particularly helpful for young people who do not wish to engage with professionals or who are waiting for support. Young people can also provide feedback on each strategy to help us build the evidence base for each activity and help direct future research: www.annafreud.org/selfcare.

Data collection

Here are links to new resources which the Royal College of Paediatrics and Child Health are promoting, to encourage data collection at the point of care:

<https://www.rcpch.ac.uk/resources/snomed-ct-best-practice-video-resources>

The following links provide more detailed outputs from data collected at the point of care in Sunderland.

Children and young people with learning needs

<https://youtu.be/Zqu-q8VXfNo>

Children and young people with autism spectrum disorder

<https://youtu.be/us688QWuAY0>

Children and young people with behavioural and/or mental health needs

<https://youtu.be/8fld1S2mjTI>

Children and young people with physical disabilities

<https://youtu.be/B-p4aaH4x3o>

Resources available from pdnet: national network for supporting learners with physical disability.

In April 2017 pdnet was awarded the DfE contract 'Support for Children and Young People with Physical Disabilities' which aims improve the knowledge, skills and the capacity of the physical disability workforce across all phases of education. Over the past 18 months pdnet have worked with the sector to develop phase-specific online training modules and Standards, all of which are now available to access FREE of charge online at pdnet.org.uk. Pdnet Standards The pdnet Standards provide a practical structure for schools and settings to self-evaluate current provision and reflect on the effectiveness of their organisation in meeting the diverse needs of children and young people with physical disability.

A set of Standards has been developed for all three educational phases including Early Years. 'Raising Awareness of Physical Disability' Online Training. These training modules are designed for anyone working within an educational setting who needs to develop their awareness and understanding of physical disability and the impact it can have on learning. Each module is approximately 1 hour in length and uses custom graphics and scenario based learning to help users to understand the barriers or challenges that can be faced by children with physical disability and the steps that can be taken to overcome these. The Effective Practice Hub holds resources to help support children with physical disability. Free to access online, resources available include: information and advice leaflets, case studies, risk assessment examples and 'top tips'. All resources have been written by professionals from across the physical disability sector and then quality assured by the pdnet Editorial Board. For more information about pdnet and/or help with any of these resources, please visit pdnet.org.uk or email support@pdnet.org.uk

REPORTS:

National Network of Parent Carer Forums

Please find below the link to the NNPCF 2018 annual report.

https://contact.org.uk/media/1395557/nnpcf_2018_annual_report.pdf

Improving information on childcare for children with Special Educational Needs and Disabilities: NAFIS/Coram report

The National Association of Family Information Services (NAFIS) is a national membership organisation meeting the needs of local Family Information Services and providing a national framework, quality standards and best practice. It was set up in 1992 and is operated by Coram Family and Childcare. In the spring and summer of 2018, NAFIS delivered a project to support local authorities to improve their information provision on childcare for children with special educational needs and disabilities (SEND). This report summarises learning from the workshops and sits alongside the self-assessment tool for local authority. It provides the key points of discussion from the workshop and the improvements and successes that local authority staff identified.

<https://www.familyandchildcaretrust.org/improving-information-childcare-children-send>

Survey of maintained nursery schools: findings on SEND funding:

Early Education, a professional association for early years, undertook a survey of maintained nursery schools in December 2017/January 2018 to assess the impact of funding changes on their ability to fulfil their role as centres of excellence for supporting children with Special Educational Needs and Disabilities (SEND) in the early years. Four in ten report that SEND funding has decreased since the introduction of the Early Years National Funding Formula. One in six received no additional funding for children with SEND, despite having children eligible for SEND support, and holding or working towards securing Education and Health Care (EHC) plans. On average survey respondents were spending £17,000 more than they received in high needs funding.

<https://www.early-education.org.uk/news/report-shows-reductions-send-funding>

Mental Health Act Independent Review

This report has sections on

- People with learning disabilities or autism
- People detained under Part 111 (criminal justice) sections

Here's a link to the report and the easy read version of the recommendations:

<https://www.gov.uk/government/publications/modernising-the-mental-health-act-final-report-from-the-independent-review>

Report on Dual and Multiple Exceptionality

'The Current State of Play' is an independent report looking at the recognition, identification and support of DME in schools across England. DME is a term used to describe those who have high learning potential and in addition to this have a special educational need or disability.

http://www.nasen.org.uk/newsviews/newsviews.nasen-launch-insightful-report-on-DME-Dual-and-Multiple-Exceptionality.html?utm_campaign=22510

Counting the Costs 2018 Report

<https://contact.org.uk/ctc-launch-2018>

Ofsted's annual report includes the following comments on SEND

HMCI Commentary (introduction, p.8)

In the second year of our local area SEND inspections, we have seen a continuing lack of coordinated 0–25 strategies and poor post-19 provision. We have seen a continuing trend of rising exclusions among children and young people with special educational needs and/or disabilities (SEND). Mental health needs are not being supported sufficiently. The quality of education, health and care (EHC) plans is far too variable. Critically, the gap in performance and outcomes for children with SEND is widening between the best and the worst local areas.

Getting the basics right:

Special education needs and/or disabilities review (p.13)

However, increasingly, success in getting the basics right for one group of vulnerable children is not translating to getting it right for another. We are still seeing too many local areas providing a sub-standard service when it comes to SEND provision. At the end of our second year of LA SEND inspections, we have inspected 68 local areas. Thirty of these have been required to provide a written statement of action.

Frontline workers are clearly dedicated and professional, but improvement in many local areas is often slow and inconsistent. In particular, in the areas we visited, we are seeing:

- a continuing trend of rising exclusions among children and young people who have SEND
- mental health needs not being supported
- children and young people who have autism waiting up to two years to be diagnosed; some were not being educated at all during this time
- a continuing lack of coordinated 0–25 strategies and poor post-19 provision, which means some young people just doing the same things for six years more after age 19 and not moving into employment.

Education, health and care (EHC) plans are now in place. However, the quality of these plans is far too variable within some local areas and across the country, and contributions from care services to EHC plans are weak. The areas that have successfully implemented the government's reforms are jointly commissioning services that support parents and lead to good outcomes for young people.

But many EHC plans have not been successfully implemented. As a result, the gap in outcomes for children with SEND continues to widen. Identification of SEND is weak and those who do not quite meet the threshold for an EHC plan have poor outcomes.

Understandably, this leads to many parents feeling that to do the best for their children, they need to go to extreme lengths to secure an EHC plan, which of course not every child will need. same things for six years more after age 19 and not moving into employment

The report can be found here:

<https://www.gov.uk/government/publications/ofsted-annual-report-201718-education-childrens-services-and-skills>

Work experience for young people on SEN support

This rapid evidence assessment presents the available evidence on work experience and work experience-related support for young people aged 16 to 19:

- ♣with less complex special educational needs and disabilities
- ♣who are studying vocational or technical study programmes in the further education or training sectors

<https://www.gov.uk/government/publications/work-experience-for-young-peopleon-sen-support>

LOCAL AREA SEND INSPECTION OUTCOME LETTERS

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

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

OTHER NEWSLETTERS:

Centre for Youth Impact news:

<https://mailchi.mp/1939402cd153/centre-for-youth-impact-newsletter-september-444263?e=c44aa6d09f>

Contact: Benefits News

<https://mailchi.mp/contact/news-and-information-from-contact-1818837?e=08dbbea055>

Council for Disabled Children Newsletters:

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

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

Disability Living News:

https://issuu.com/disabledliving/docs/disabled_living_dec_newsletter?e=26748259/66165826

ICAN news:

<https://mailchi.mp/899fa33d8758/i-can-communicate-september-220149?e=417996feb0>

Making Ourselves Heard newsletter:

<https://mailchi.mp/ncb/webinars-forums-and-more-1296157?e=59c28d4a77>

Royal College of Paediatricians and Child Health & Us – Engagement Collaborative eBulletin:

<https://dmtrk.net/12S1-61ACD-65S3W13E61/cr.aspx>