



NW SEND Regional Network Newsletter

October 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

22.11.18 The first meeting of the North-West DMO/DCO Forum

1.30pm – 3.30pm Thursday 22nd November in Training Room 4, Stephenson's Resource Centre, Warrington Road, Rainhill, Prescot L35 8LB with parking available on site and close by.

Email to book a place: julie.hoodless2@sthelensccg.nhs.uk
julie.hoodless@nhs.net

7.12.18 North West regional workshop: Joint working for quality improvement and integration around SEND

DW stadium, 15 Loire Dr, Wigan, WN5 0UH

The Council for Disabled Children is working in partnership with the North West Regional SEND Network and National Network of Parent Carer Forums to host a full-day workshop on

joint working and integration around SEND. This is an event for parent carer representatives and strategic managers working across education, health and social care. It will build on learning from the 24th May event, 'Building Productive Relationships with Health'.

Attendees will:

- Hear about examples of good practice and innovative work happening around joint working and integration across the region;
- Discuss learning from effective practice examples with colleagues locally and across the region.

Who should attend?

There are **four places** available per local authority area, for:

- One Local Authority representative (LA SEN leads, Disabled Children's Service Managers, Social Care leads, Post-16 and Transition leads and Public Health leads)
- One Health representative (CCG commissioners with responsibility for SEND agenda; Designated Medical and Clinical Officers)
- Two parent carer representatives (to be coordinated by local parents carer forums)

***In order to get the most out of this session we recommend that you coordinate with others in your area to agree who will attend. Please do ensure all 4 places are taken up if the above representatives are not available.**

Learning Outcomes

Attendees will:

- Gain confidence enabling and support joint working and integration.
- Learn from promising approaches to joint working and integration.
- Work collaboratively with colleagues from a range of backgrounds to discuss learning on joint working and integration.

You can register for the event here: <https://bit.ly/2NWizDz>.

If you have any questions please contact: TShorrock@ncb.org.uk

16.1.19 SAVE THE DATE – Watch this space for an event on children and young people's participation

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

OTHER EVENTS IN THE NORTH WEST

8.11.18 Kidz to Adultz North

EventCity, Manchester M41 7TB

Exhibition and seminars dedicated to children and young adults up to 25 years with disabilities and additional needs, their families, carers and the professionals who support them.

<https://www.kidzexhibitions.co.uk/kidz-north/>

8.11.18, 29.1.19, 8.5.19, 26.9.19 SEND casework award

Manchester

http://www.nasen.org.uk/professional-learning/events-listing.send-casework-award-manchester.html?utm_campaign=2143966_nasen%20July%20newsleter&utm_medium=email&utm_source=Nasen&dm_i=2F68,19YAM,7KZLHG,43QU9,1

8 & 9.11.18 ADHD in 2018. Neurodiversity and Mental Health, the 6th ADHD Foundation National Annual conference. Titanic Hotel, Liverpool.

For booking information, go to www.adhdfoundation.org.uk and click on "Book Now" on the Home page and fill in the booking form.

9.11.18 Psychological Interventions for children and families.

Northern College of Music, Manchester

This conference is run by The Association for Child and Adolescent Mental Health.

Book online at <https://bit.ly/2M2mahG> or email: events @acamh.org

13.11.18 Autism, a hands on approach. 15th Annual National Conference organised by Professionals & Parents in Partnership.

Stepping Hill Hospital, Stockport

Further details: Tanya Farley: 07966 399 709 or email:

autism.ahandsonapproach@gmail.com

14 – 16.11.18 National Children and Adult Services

Manchester

<http://ncasc.info/>

8.11.18 Motivational interviewing

Manchester

As part of the ESRC Festival of Social Science, the Manchester Motivational Interviewing Network

is running a free training event in central Manchester on 8th November. This would be ideal for people new to MI, or for colleagues in schools who might be interested in effective communication with students. Tickets are available

at https://www.eventbrite.co.uk/e/helpful-conversations-using-motivational-interviewing-tickets-50733001774?utm_term=eventname_texthttps://bit.ly/2OiGfVF

Please feel free to circulate the link to anyone who might be interested.

20.11.18 Pathological Demand Avoidance conference

Manchester

https://learn.autism.org.uk/ehome/index.php?eventid=200179653&&utm_source=The%20National%20Autistic%20Society&utm_medium=email&utm_campaign=9649437_TCC-%20Health%20July&utm_content=PDA&dm_i=YA3,5QTJX,KUG4LR,MELVP,1

22.11.18 Mental health and wellbeing in schools conference

Manchester

<http://www.healthinschoolsuk.com/>

23.11.18 pdnet meeting - a network for those supporting learners with physical disability

Ace Centre, Oldham

<http://pdnet.org.uk/event/north-west-meeting/>

5.12.18 Looked After Children: Improving Life Chances

Manchester

<http://www.salford.ac.uk/onecpd/conferences/child-safeguarding-conference>

6.12.18 Child safeguarding conference

Manchester

<http://www.salford.ac.uk/onecpd/conferences/child-safeguarding-conference>

12.12.18 Seminar: 'Bringing up babies/infants with very special needs - a better deal for families'.

11am – 2pm Friends Meeting House, Manchester

FREE to pairs of practitioners and parents.

For a booking form, e-mail: peter.limbrick@teamaroundthechild.com

Tel: 01497 831550

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

8.2.19 Safeguarding conference

Manchester

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

SURVEYS:

Council for Disabled Children survey on Joint Commissioning – Integration in your local area

To respond please go to

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

Ambitious about autism

Ambitious about autism are currently running two surveys on education for young autistic people. They will use the experiences to inform their We Need An Education campaign - highlighting the problems that autistic children and young people face in the education system. Surveys can be completed anonymously.

There is a parent/carer one here: <https://www.surveymonkey.co.uk/r/K6DBX2C>

And one created by their Youth Council for young people

here: <https://www.surveymonkey.co.uk/r/D7PGHJC>

GOVERNMENT RESPONSES

Government responds to Bercow: 10 Years On

The Bercow: 10 Years On report was published in March 2018. Nadhim Zahawi and Caroline Dinenage have now published a letter in response.

The letter, addressed to Bob Reitemeier of ICAN and Kamini Gadhock of the RCSLT, details what measures the government has taken to improve outcomes for children and young people with SEND, and particularly with SLCN, over the years since the original Bercow Review. These include:

- The SEND Reforms, including the SEND Code of Practice 2015
- SEND leadership training for all local authorities
- Support from CDC and Contact to promote joint working in LAs
- Local Area SEND inspections, which are proving to be an important driver for change

- Actions to promote social mobility, including professional development for early years professionals in early language and literacy
- Investment in evidence-based practice such as through the EEF
- A focus in Opportunity Areas on the development of speech, language and communication
- Improved support for mental health in children and young people

www.nasen.org.uk/newsviews/?id=government-responds-to-bercow-10-years-on&utm_campaign=2220257_Copy%20of%20October%20news%20letter%201&utm_medium=email&utm_source=Nasen&dm_i=2F68,1BL5T,7KZLHG,4AKQB,1

Government response to the Education Select Committee Inquiry on Alternative Provision

Having launched an inquiry into AP in September 2017, on 25 July 2018 the Education Select Committee published their report [Forgotten children: alternative provision and the scandal of ever increasing exclusions](#).

On 17 October, the Government published its [response](#) to the committee's inquiry, setting out its plans to consider the recommendations alongside the exclusions review, which will report at the beginning of next year.

WORKFORCE DEVELOPMENT:

New early years inclusive practice qualification now available online

Launched in January this year, the course was designed by early years SEND specialists Dingley's Promise – a charity that runs specialist centres across Berkshire and is committed to spreading good practice to enable more children to experience a mainstream early years education.

Learners have the opportunity to study four units over four months, covering 'child centred learning', 'communication', 'sensory needs and challenging behaviour' and 'wider systems'. Activities include an online group session with a dedicated trainer at the beginning and end of each unit, online materials to study in the learner's own time, and practical activities for them to undertake in their own settings. The content includes video footage from Dingley's Promise Centres to see some of the strategies in action, and an online forum means the trainees can access peer support both during and after their course.

One learner said: 'The course content was outstanding from how to support children with SEND in your setting with continuous provision, to having meetings with parents, to putting in place smart targets and making referrals, and applying for EHC plans. The course has benefited me and my setting. I'd highly recommend it to all.' 100% of trainees stated they would recommend the course to a friend.

Chief Executive of Dingley's Promise Catherine McLeod MBE said 'we are passionate about making sure every child with SEND gets the best start in life. We have been asked by settings to develop this training and so we gathered our learning from the past 35 years and created this qualification. It is our dream that we can help to build a more inclusive society by helping early years settings have the knowledge and confidence to support children with SEND through inclusive practice.'

For more information about the course, see www.dingley.org.uk/our-services/#trainingor contact Aimee at aimee.knight@dingley.org.uk who can give you more information.

FREE online modules:

Raising awareness of physical disability – Early years, Schools, Post 16

These online 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 one 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 and young people with physical disability and the steps that can be taken to overcome these.

By the end of the training you should be able to:

- describe what is meant by physical disability
- recognise how a physical disability might affect a child or young person and their experience of learning
- know which laws and national guidelines to refer to if you want to find out about best practice related inclusion and access
- be more aware of the challenges faced by children and young people with physical disability
- know about reasonable adjustments and how they can be made
- work more effectively with children and young people, parents and the professionals in the 'Team Around the Child'

Once registered, you are able to work through the training at your own pace and revisit as many times as you need. As you work through the modules your progress will be automatically saved, so if you need to leave the training you'll be able to pick up where you left off when you return. A downloadable certificate is awarded on completion of the training. <http://pdnet.org.uk/online-learning/raising-awareness-of-physical-disability/>

Mencap E-learning module

Work experience placements can be hugely valuable for young people with SEND, but it isn't always easy to find the right placement or make it a success for the young person and the employer.

As part of [The Right Place](#) project, DfE has funded Mencap to develop a free, online learning resource for education providers. Based on best practice, four e-learning modules will help you to engage employers, allocate the right student to the right placement, and provide effective support to the young person and the employer. There are resources for you to download at the end of each sub-module.

Each module takes about 45 minutes to complete, and you can come back and complete them in stages to fit around your busy schedule.

The modules can be accessed through this link -

<https://www.foundationonline.org.uk/course/view.php?id=97>.

FREE webinars:

BDA Quality Mark, a sign of good practice! Schools and Further Education Colleges

22.11.18 7.30 – 8.30pm

CPD Certificate provided.

This session will present some key issues about the BDA's Quality Mark and how it celebrates and encourages good practice. Reference will be made to some examples of good practice and the positive impact of this process on learners and educators alike.

Book at www.bdadyslexia.org.uk/events

Scanning Pens – Empowering Struggling Readers with Assistive Technology

5.12.18 7.30 – 8.30pm

During this session, the BDA team at Scanning Pens will explore the ways that Assistive Technology can support and empower struggling readers.

Book at www.bdadyslexia.org.uk/events

Building A Learner Profile: Using the Neurodiversity Profiler

6.12.18 7.30 – 8.30pm

This session will explore the Neurodiversity profiler developed as part of the recent BDA led DfE Dyslexia and SpLD Support Project. It will discuss how this free tool can be used to

develop an understanding of learner needs and help in constructing an effective learner profile.

Book at www.bdadyslexia.org.uk/events

Making Participation Work Webinars

The Council for Disabled Children and KIDS, as part of the Making Participation Work programme, are hosting a series of webinars where professionals and young people discuss how to improve participation methods of children and young people with Special Educational Needs and disabilities (SEND) in decision making.

These webinars are intended for practitioners and professionals at all levels who wish to improve their participation skills, and better understand how to meaningfully include children and young people in decision making.

Below is a list of the webinars that have been done to date. Each webinar is filmed live, with a digital audience who have the ability to join in with interactive elements, including a dedicated Q+A session. If you want to attend the next one, make sure you are signed up to the CDC and Making Ourselves Heard newsletter where future dates will be announced.

To watch the "Breaking Down Barriers" Webinar, click here

To watch the "Gathering Young People's Evidence for SEND Local Area Inspections" Webinar, click here

To watch the "Effectively Engaging Children and Young People Using Social Media" Webinar, click here

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

FUNDING:

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](#)

INFORMATION

Flu vaccination for people with learning disabilities and their carers

Public Health England are working to promote the message that people with a learning disability and those who care for them should have flu vaccination this winter. Importantly, paid carers who are employed by a registered care provider are eligible for a free flu

vaccination this year, as well as primary family carers. If carers have the vaccination this improves protection for the people they care for. An [easy read information sheet](#) (aimed at people with learning disabilities and their carers) has been developed with the National Development Team for Inclusion explaining this. We hope this will give people the information they need to get their vaccination at either their GP surgery or pharmacy, and overcome any barriers to that happening. It is not yet well known enough that this group, and their carers, are eligible.

There is also published [guidance](#) about flu vaccinations for people with learning disabilities, aimed largely at health and social care professionals.

A recording of a webinar recently held about flu immunisations and people with learning disabilities is available [here](#).

Number of Special Educational Needs and Disability mediation cases that have been held in England

https://lginform.local.gov.uk/reports/lqastandard?mod-metric=4862&mod-area=E92000001&mod-group=AllRegions_England&mod-type=namedComparisonGroup

FOCUS: LOCAL OFFER

Children's Education Advisory Service

The Children's Education Advisory Service (CEAS) within the Ministry of Defence provides advice and guidance to Service parents, educational establishments and local authorities on educational issues relating to Service children, including issues relating to SEN. As such, links to CEAS should be included on all local offers, as essentially any Service family, anywhere in England, can access CEAS support.

The children of Service personnel is a group referenced in chapter 10 of the Code of Practice, and DfE have asked all LAs to include a [link to CEAS](#) on their local offers.

REPORTS:

Access to children and young people's mental health services – 2018

This report examines access to specialist services, waiting times for treatment, and provision for those children that are not able to receive treatment, drawing on Freedom of Information requests to providers of child and adolescent mental health services (CAMHS) and local authorities in England.

<https://epi.org.uk/publications-and-research/access-to-camhs-2018/>

State of Care 2017/18 (Care Quality Commission)

Each year, the Care Quality Commission publish their annual assessment of health and social care in England. This year's State of Care tells a story of contrasts. It highlights both the resilience and the potential vulnerability of a health and care system where access to good care increasingly depends on where in the country you live and the type of support you need. State of Care 2017/18 is out now and can be downloaded

here: <https://www.cqc.org.uk/publications/major-report/state-care>

'Realistic positivity': understanding the additional needs of young children placed for adoption, and supporting families when needs are unexpected

A new report by the Council for Disabled Children explores support for young adopted children and their families in relation to special educational needs, disability and health. Realistic Positivity focuses on children's needs that only become known or knowable during or after adoption, or that parents felt unprepared to expect. It aims to contribute to good practice in supporting children and families. Findings from interviews with adoptive parents

and professionals are considered alongside policy and available literature in a full report, summary and practice briefing. All are available at: <http://bit.ly/RealisticPositivity>

Empty promises: the crisis in supporting children with SEND

The National Association of Headteachers (NAHT) has published a report following an online survey between 21 May 2018 and 11 June 2018 which received a total of 637 responses from NAHT members. Of the respondents 94% were from primary or nursery settings; 91% were from mainstream and 9% from special schools. The survey found that it is getting harder to support children with SEN because of reduced funding. The report contains several recommendations for government action

<https://www.naht.org.uk/news-and-opinion/news/funding-news/empty-promises-the-crisis-in-supporting-children-with-send/>

The Good Childhood Report 2018

A report from the Children's Society reports that one in six children reported self-harming. The charity surveyed 11,000 children to discover the reasons for the unhappiness that can lead to children self-harming.

The report urges the government to make sure that every child can talk to a counsellor in their school.

https://www.childrenssociety.org.uk/sites/default/files/thegood_childhood_report_2018_0.pdf

RESEARCH

Research in practice – Research and policy update: Special Educational Needs and Disabilities (SEND).

- How does the classroom environment affect learning?
- Facilitating inclusive classrooms
- SENCos views of SEND reforms
- The barriers to working with children and young people with learning disabilities

<https://www.rip.org.uk/resources/research-policy-updates/rpu-affiliates-archive/>

Education, Health and Care (EHC) Plan Journey Website

The ehcpjourneys.com website has been active for two and a half years, having been based on independent [research](#) in 2015 into the parental experience of the new EHC needs assessment process. During that time, the site has had almost 20,000 visits.

The site provides real-life examples of what it is like to go through the EHC process from the perspective of children, families and young people who are going, or have gone, through it. It also discusses ways for services to get feedback on their local delivery, and how to improve their system. New case studies have recently been added and this is a great resource to use if you are looking to improve your EHC needs assessment and plan-writing processes.

New research on Alternative Provision

[‘Alternative Provision Market Analysis’](#), by ISOS partnership, working with Peter Gray, Karina Kulawik and Aliya Saied-Tessier. The report considers the supply of and demand for AP, and the features of a successful local AP commissioning and funding system. Findings are based on a survey completed by 118 local authorities, and fieldwork in 15 local areas to meet with school, AP and local authority leaders.

[‘Investigative research into alternative provision’](#), by IFF Research Ltd, Professor Martin Mills (University College London) and Professor Patricia Thomson (University of Nottingham).

The report considers what schools do to prevent exclusions, schools' relationship with AP, and practices in AP settings. Findings are based on interviews with teachers in 276

mainstream and special schools and 200 AP settings, as well as 25 in depth case studies in AP settings with teachers, pupils and their parents.

RESOURCES:

Early Developmental Support (UK) and access to Early Support resources

NHS Health Education England has recently launched a new open online portal, Early Developmental Support, which allows anyone to register to learn about supporting children and young people with special educational needs and disabilities, and their families.

The portal also gives access to the whole range of resources of the Early Support programme, including Developmental Journals and key working guidance.

If you are not NHS staff you can access this as follows:

<https://www.e-lfh.org.uk/programmes/early-developmental-support/>

- Enter your email address (it does not have to be a work email)
- Click on 'Register'
- Check appropriate button in 'About you' (click 'none of the above' if necessary)
- In the middle column headed e-LfH, scroll down and click on 'Continue'
- Fill in Registration Details (you can choose 'Parent (Public)' under 'Job role' if appropriate and leave 'Organisation Name' blank)
- Click on Register
- Select 'Early Developmental Support' under the heading 'Primary, Social and Mental Healthcare'

Effective Practice Hub – Raising awareness of physical disability

The Effective Practice Hub holds a wealth of useful resources to help support children and young people 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, please visit pdnet.org.uk or email support@pdnet.org.uk.

A new website for people with learning disabilities

<http://learningdisabilitypride.org.uk/>

Autism Education Trust: Early years resources

AET early years autism standards

AET early years autism competency framework

<https://www.autismeducationtrust.org.uk/resources/early-years-resources/>

Autism Education Trust: Schools resources

AET schools autism standards

AET schools autism competency framework

AET schools autism progression framework

<https://www.autismeducationtrust.org.uk/resources/schools-resources/>

Autism Education Trust: Post 16 resources

AET Post 16 autism standards

AET Post 16 autism competency framework

AET Post 16 guidance

<https://www.autismeducationtrust.org.uk/training-programme/post-16/>

Work experience resources

Work Experience Guide for Employers and Education Providers

Work experience is an important part of a young person's journey towards employment, and young people with SEND often struggle to gain a meaningful experience of being in the workplace. A new [guide on work experience](#) has been published on the Preparing for Adulthood website. It contains top tips on supporting employers and education providers to prepare, and host, young people with SEND on work experience.

Routes Into Work Factsheet

The Preparing for Adulthood website also contains a factsheet on [routes into work](#). This factsheet provides information about options for young people with SEND to help them move into paid employment. It includes details of what qualifications are required to access study programmes, supported internships, traineeships and apprenticeships, where to find out more information about them, and how to apply to join a programme.

Jargon Busters

The world of healthcare can be confusing for a child or young person. So can the world of policy and government. Both have a lot of technical words and acronyms that are present in documentation and every day speech, and these can be difficult for a young person to understand.

This is why the Council for Disabled Children have created jargon busters in an attempt to simplify the language used in these two contexts. They are A-Zs of commonly seen words, and present each word in an easy to understand explanation.

Health and policy jargon busters are available. Please share them with the young people you work with!

<https://councilfordisabledchildren.org.uk/help-resources/resources/jargon-busters>

INFORMATION FOR FAMILIES:

Local area SEND inspections: information for families

Information for families about inspections of local area services for children and young people with SEND.

<https://www.gov.uk/government/publications/local-area-send-inspections-information-for-families>

Factsheets – Planning for life

Check out the FREE Afasic 'Planning for Life After 16' factsheets for parents of young people with speech and language difficulties in their teens and twenties. This series of factsheets helps parents navigate a smooth path through their son or daughter's teenage years and into adulthood.

<https://mailchi.mp/5570002d25ff/afasic-september-update-free-factsheets-available?e=99e418390f>

Parent helpline

A free helpline is available for parents and carers of any child, including those with SEND, during the evenings and weekends. The helpline offers confidential emotional support, information and guidance on all aspects of parenting. Befrienders and counsellors are also available.

You can text on 07537 404 282 and email on NDPSS@family-action.org.uk

New Childline website for under 12s

Childline has launched a website aimed at children under 12 which provides age appropriate content on topics including:

- bullying
- family
- friends
- feelings

- school
- abuse and
- staying safe

It also includes games and therapeutic tools for young visitors to play and express how they are feeling.

It will be promoted through the NSPCC's Speak out Stay safe programme.

<https://www.childline.org.uk/kids>

Autism and UK airports... what help can you expect in the country's terminals

If you, a child, or companion is on the autism spectrum this guide will help to explain the assistance and information you can expect when flying from major UK airports.

For adults and children with autism spectrum disorder (ASD), travelling through airports can be an overwhelming experience that could unfairly put many off flying, but help is at hand to ensure air travel really is open to all.

New regulations from the Civil Aviation Authority demand airports implement measures to ensure anyone with hidden disabilities can expect help and understanding when travelling through the UK's terminals

https://www.aph.com/community/holidays/autism-airports-help-revealed/?ref=email&utm_source=email&utm_medium=direct&utm_campaign=weekly1

Tips for parents/carers and disabled people

<https://our.choiceforum.org/t/huge-collection-of-tips-for-parents-carers-and-disabled-people/5872>

GUIDANCE:

Childhood acquired brain injury: The hidden disability – mini-guide

This guide aims to introduce childhood brain injury (ABI), consider how it is acquired and why it is often misdiagnosed, and provide some practical support strategies.

<https://dmtrk.net/2F68-1B2G7-527KZLHGDE/cr.aspx>

DATA

Youth custody data

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

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

LOCAL AREA SEND INSPECTION OUTCOME LETTERS

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

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

OTHER NEWSLETTERS:

Communication Trust newsletter:

<https://mailchi.mp/90a51bd9105c/the-communication-trust-newsletter-forward-together?e=879177a2b4>

Contact: News

<https://mailchi.mp/contact/news-and-information-from-contact-1818693?e=08dbbea055>

Council for Disabled Children newsletter:

<https://mailchi.mp/ncb/your-june-newsletter-is-here-1295673?e=59c28d4a77>

Disabled Living news:

https://issuu.com/disabledliving/docs/disabled_living_september_newslette?e=26748259/64301494

ICAN: News

<https://mailchi.mp/bbd76f61b7b9/i-can-communicate-september-220141?e=417996feb0>

Making Ourselves Heard newsletters:

<https://mailchi.mp/ncb/webinars-forums-and-more-1295593?e=59c28d4a77>

<https://mailchi.mp/ncb/webinars-forums-and-more-1295725?e=59c28d4a77>

National Autistic Society: UK Health, Justice and Learning Disability/Autism Network Newsletter

<https://nas-email.org.uk/YA3-5W4SC-A1KUG4LR64/cr.aspx>

PMLD Link News

<http://www.pmlmlink.org.uk/the-journal/summer-issue/>

RCPCH & Us Engagement collaborative eBulletin

<https://dmtrk.net/12S1-5UTQT-65S3W13E61/cr.aspx>