



# NW SEND Regional Network Newsletter

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

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### **REGIONAL NETWORK EVENTS**

**18.5.18 Focus groups for parents and young people – The impact of delayed discharge from hospital on families and young people.** 11 – 1 Parents, 4 – 6 Young People. Ronald McDonald House, Hathersage Road, Manchester M13 0 BH  
These groups, led by the Council for Disabled Children, will look at experiences of children's discharge from hospital in the North West.

For further information and to take part please contact:

Sarah Hart, Council for Disabled Children. Tel: 07432739030 Email: [SHart@ncb.org.uk](mailto:SHart@ncb.org.uk)

## **22.5.18 Making Participation Work learning webinar – Effectively engaging children and young people**

Following on from the series of regional learning events delivered by the Making Participation Work programme, this is an interactive online webinar for professionals involved in participation at a strategic level. This event will be more focused than the face to face meetings, offering an opportunity to address three key issues related to strategic participation in line with the SEND reforms:

### **10.45am Engaging children and young people via social media:**

Understanding purpose, methodology and types of engagement  
Working with children and young people as content creators  
Practical considerations, feasibility and implications

<https://register.gotowebinar.com/rt/6084241441253746178>

### **11.45am Young people's barriers to strategic participation:**

Understanding the barriers children and young people face to getting involved at a strategic level  
Practical considerations when designing and delivering opportunities  
Identifying resources and tools to support inclusive participation

<https://attendee.gotowebinar.com/rt/7531983794841071874>

### **1.30pm Gathering young people's evidence for SEND local area inspections**

How do young people want to be involved?

How do we make the process accessible to young people?

Upskilling young people

What do we do with the evidence young people provide

<https://attendee.gotowebinar.com/rt/1733987402206186754>

You are invited to engage in any or all of these modules for which you will need to sign up separately. As with the face to face learning events, the barriers module will be co-facilitated by disabled children and young people. Who should attend?

This participation webinar is designed 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.

## **24.5.18 Building productive relationships with health**

10 - 2.30 (refreshments available from 9.30) DW Stadium, Loire Drive, Robin Park, Wigan WN5 0UN.

This event is being co-hosted by NHS England (North) with The National Network of Parent Carers, and the North West (Special Educational Needs and Disability) SEND Regional Network. There will be a keynote speech from Dame Christine Lenehan.

The event will bring key partners together including: Parent/Carers; Local Authority SEND and social care leads; Clinical Commissioning Group (CCG) SEND Leads and children's commissioners; Designated Medical and Clinical Officers for SEND to improve health services for children with SEND and their families. There are **2** places available for Local Authority reps and **2** places for CCG SEND Leads/ Commissioners/ DCO and DMO from each Local Authority area along with 4 places for parent carer forums from each LA area.

To book your place please email the following address: [england.safeguarding-events@nhs.net](mailto:england.safeguarding-events@nhs.net). Email confirmation will be sent directly to those whose application is successful.

## **6.6.18 Preparing for Adulthood regional network**

9.30 for 10 – 1 The Edge, Wigan.

We will be focussing on outcomes in EHCPs and how we use outcomes to plan, deliver and evaluate services. Outcomes were recently prioritised by the network as a key area of focus for 2018.

The session will provide some information, and an opportunity to share the current practice. We will be sharing ideas and plans on how we can make further improvements to outcomes.

The session is aimed at the NW PfA network members, SEN leaders, Post 16-25 education and training providers and children and adult commissioners from across education, health and care along with representation from the NNPCF.

Please book you place on the eventbrite below. The password is: NWNnetwork

<https://nw-pfa-network-june-2018.eventbrite.co.uk>

### **2.10.18 Preparing for Adulthood regional network meeting**

Save the date

### **3.10.18 Seek, Listen & Act: Developing Participation Skills to work with Young People.** 9.30 – 1, Friends Meeting House, Manchester

Do you want to learn more about how you can meaningfully involve children and young people in your service? Co-delivered by a young person, this half-day interactive workshop will enable participants to identify which skills are necessary to work with young people, identify any challenges and explore strategies for overcoming these challenges and learn from examples of good practice among the group.

This event is mainly aimed at local authority and third sector professionals who undertake participation work.

To register or to find out more, please follow the below links

[Manchester: 3rd October 9.30 - 13.00](#)

<https://www.ncb.org.uk/what-we-do/how-we-work/events-training/seek-listen-act-developing-participation-skills-work-young-0>

## **OTHER EVENTS IN THE NORTH WEST**

### **18.5.18 Small Children, Tiny Voices? The Inequalities Young Children Can Face During Healthcare Procedure.**

1 – 2pm Edge Hill University, Ormskirk

<https://www.edgehill.ac.uk/events/event/2018-05-18-small-children-tiny-voices-inequalities-young-children-can-face-healthcare-procedure/>

### **18.5.18 Raising the voice of children in the youth justice system**

6 – 7pm Edge Hill University, Ormskirk

<https://www.edgehill.ac.uk/events/event/2018-05-18-raising-voice-children-youth-justice-system/>

### **19.5.18 NATESOL Conference 2018 – Diversity with Inclusivity: Special Educational Needs, Disability and the Second Language Learner.** Manchester Metropolitan University.

This event will bring together language teachers from around the North West and UK to discuss special educational needs and look at ways of making teaching more inclusive. The day will consist of keynote talks from leading academics in this area, with parallel sessions to provide participants the opportunity for discussion and exchange of ideas.

[www.natesol.org/conference-2018.html](http://www.natesol.org/conference-2018.html)

### **3.6.18 Autism: A curious case of the human mind**

3 – 4pm Edge Hill University, Ormskirk

<https://www.edgehill.ac.uk/events/event/2018-06-03-autism-curious-case-human-mind/>

### 5.6.18 Spaces: Imagining Inclusion and Beyond

Tate Liverpool

<https://www.edgehill.ac.uk/events/event/2018-06-05-spaces-imagining-inclusion-and-belonging/>

### 6.6.18 Healthy Minds – National Deaf Children’s Society

9.30 – 5, Chester

- Are you a professional who works with deaf children and young people?
  - Do you want creative ideas to help you support their emotional health and well-being?
- This interactive training day will help you know how to effectively use the Healthy Minds resource. You will have opportunities to try these techniques and methods throughout the day, sharing further knowledge and ideas with other like-minded professionals. You’ll leave the training feeling inspired and confident to encourage deaf children and young people to explore ideas and create strategies to prevent low self-esteem and poor mental health

<https://www.eventbrite.co.uk/e/healthy-minds-training-chester-tickets-41309422595>

### 11.6.18 Seminar series (UK) about antidotes to stress & strain in children with special needs, their families and professionals.

1.30 – 4.30pm Liverpool Quaker Meeting House

Facilitated by Peter Limbrick, the questions the seminars will discuss include:

What are the implications for bonds of attachment?

When does prolonged parental stress and fatigue tip over into mental ill-health?

How far do our interventions get in the way of normal baby and child activity?

How can we protect and nurture child and family’s quality of life?

For further information email: [peter.limbrick@teamaroundthechild.com](mailto:peter.limbrick@teamaroundthechild.com)

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

Here is a short film clip from last year’s conference

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

Speakers include some of the leading names in ADHD research and practice nationally and internationally, including Professor Barry Carpenter, Professor Sandra Kooij (Dutch Centre for Adult ADHD) Professor Antoni Ramos- Quiroga (Independent University of Barcelona), Dr Khalid Kalim, Dr Thomas Martin, Dr Jack Hollingdale, Polly Mackenzie, Professor Anita Thapar.

Presentations on the **8<sup>th</sup> November** include:

“Optimising Treatment for ADHD”, ADHD, Late Sleep & Health”, “ADHD and Co-morbidity – challenges for patients, families, and clinicians” “ADHD – an neurodevelopmental disorder but also a mental health issue”

“Mindfulness-virtual reality as treatment for adults with ADHD” “ADHD in females” “Best Practice models for Nurse led ADHD clinics”

Presentations on the **9<sup>th</sup> November** include:

“ADHD What every School needs to know” *The Green paper on CYP Mental health – what this means for schools* “Forest Schools and ADHD”, “Strategies to support learners with Tourette’s,” *Working Memory and ADHD*,” “ASC, ADHD and Attachment in Early Years,”

For booking information, go to [www.adhdfoundation.org.uk](http://www.adhdfoundation.org.uk) and click on “Book Now” on the Home page and fill in the booking form.

**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](mailto:autism.ahandsonapproach@gmail.com)

## **INQUIRY:**

### **Special Educational Needs and Disability Inquiry**

The House of Commons Education Committee has launched an inquiry into support for children and young people with SEND that is intended to review the success of the SEND reforms, how they have been implemented, and what impact they are having in meeting the challenges faced by children and young people with special educational needs and disabilities.

Terms of Reference - Call for written evidence on the following:

- Assessment of and support for children and young people with SEND
- The transition from statements of special educational needs and Learning Disability Assessments to Education, Health and Care Plans
- The level and distribution of funding for SEND provision
- The roles of and co-operation between education, health and social care sectors
- Provision for 19-25-year olds including support for independent living; transition to adult services; and access to education, apprenticeships and work

Closing date for written submissions: **Thursday 14 June 2018.**

- [Send a written submission to the Special educational needs and disability inquiry](https://www.parliament.uk/business/committees/committees-a-z/commons-select/education-committee/news-parliament-2017/special-educational-needs-and-disability-launch-17-19/)  
<https://www.parliament.uk/business/committees/committees-a-z/commons-select/education-committee/news-parliament-2017/special-educational-needs-and-disability-launch-17-19/>

## **CONSULTATIONS**

### **Home Education: call for evidence and revised DfE guidance**

This consultation has 2 parts.

The first is a call for evidence on issues connected with elective home education. In particular:

- registration of children educated at home
- monitoring of home education provision
- support for home educators

The second part is seeking comments on draft versions of 2 DfE guidance documents about elective home education. One is designed for local authorities and the other for parents.

Closing date 2<sup>nd</sup> July

<https://www.gov.uk/government/consultations/home-education-call-for-evidence-and-revised-dfe-guidance>

### **A consultation on extending legal rights to have for personal health budgets and integrated personal budgets Prepared by the Department of Health and Social Care, and NHS England**

Views and comments by 8<sup>th</sup> June

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/697825/personal-health-budgets-and-integrated-personal-health-budgets-consultation.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/697825/personal-health-budgets-and-integrated-personal-health-budgets-consultation.pdf)

## **PROFILING PRACTICE IN THE NORTH WEST**

**Stockport** have put additional resource into *upskilling the local Early Years workforce* so they are better equipped to support children with SEND in their settings and make appropriate and informed referrals into the EHC process when required. They have formalised all of their processes and made sure that all practitioners are familiar with what the SEND Team offers and how to access their services. Funding is available from the SEND Team to local nurseries (through high needs to-up) for providing intervention for their children with SEND, attempting to prevent any issues worsening, and potentially reducing the need for an EHC plan at a later stage.

The model uses a strong 'Team Around the Child' approach and all of the Early Years practitioners are trained in Early Support. Team members from a wide range of disciplines (OT, SLT, Portage, paediatricians, nursery providers, etc.) regularly meet to discuss support for families on their caseload. The team has carried out joint training (on legal issues, developing appropriate outcomes, and working in partnership in the early years) and worked together on planning and developing processes.

The local information templates have been made suitable for use with an Early Years population. The system is set up so that a member of the Portage team helps families to complete the paperwork.

What is the impact?

By building close links with Early Years providers and providing them with the skills to identify children with additional needs the service has a clear idea of all the children in its area who are likely to need which support, so they are able to plan what support is likely to be needed in future. For example, if a group of children with potential autistic spectrum conditions are identified in a certain area, the service would plan ahead so that there is sufficient supported provision in that area or consider if they need a new resource there. Families of children with SEND are engaged in the system earlier and the team can consider the future potential educational impact of their child's needs and to build up links with relevant teams. This ensure that families are provided with the support they need as early as possible. Children with SEND are now entering primary school with an appropriate plan in place, rather than being referred at a later stage when difficulties become more challenging to address.

The local team are now looking to extend the training and information sharing up the age range, so they are intervening as early as possible with children of all ages.

**Cheshire East Council** has recently launched a SEND Youth Forum in the North and South of the Borough aimed at promoting the voice of SEND children and young people. Already young people have begun to develop a training package for professionals from the perspective of a young person on how to deal with/work with young people that have additional needs and/or ill mental health. In the future participants will become a key part of positive change within the Local Authority, giving views and ideas about preparing for adulthood, EHCPs and working with priority leads in the Children and Young People's Trust Board to help review and amend the Children and Young People's Plan ready for relaunch in 2019. Additionally, the Participation team are delivering a series of training events to employees that work with SEND children and young people ensuring coproduction principles and participation is embedding across the local authority.

## **PARTICIPATION OPPORTUNITY**

The NHS Youth Forum brings together a diverse range of 25 young people aged 14 – 25 with different skills and experiences. Currently there is the opportunity for 13 new members to join the group from June 2018 to March 2019.

Applicants must have experience of using health care services and/or being a carer, have taken part in a local, regional or national health project, forum or campaign and are passionate about youth representation, advocacy and the improvement of health services for all young people.

Visit the website for an application pack <http://www.byc.org.uk/uk/nhs-youth-forum>

To apply, young people must send a completed application form and diversity monitoring form to [nhsyouthforum@byc.org.uk](mailto:nhsyouthforum@byc.org.uk) by Wednesday 16<sup>th</sup> May at 10am.

## **REPORT**

### **Eye care for children with learning disabilities**

SeeAbility has supported over 1,200 special school children across England, providing adjusted eye tests and collecting data. Of the children using the SeeAbility service over a four academic year period it was found that:

- Nearly half (47.5%) had a problem with their vision.
- A third (31.7%) needed glasses.
- Over four in ten (43.7%) had no history of any eye care.
- Only 7% had ever used a community optician.

Of those children with a sight problem more than a quarter (28%) had a problem that was previously unknown to school or their parents

The full report can be accessed via <https://www.seeability.org/pages/category/equal-right-to-sight>

### **FOCUS: Early Years SENCO**

Early years SENCO job description

<http://www.sendgateway.org.uk/resources/ey-senco-job-description.html>

Early years SENCO Level 3 specification

<http://www.sendgateway.org.uk/resources/ey-senco-l3-qualification-specification.html>

### **FOCUS: Social Care**

#### **Free E-learning - Introduction to the Role of Social Care in the SEND Reforms**

This online training module, developed by the Council for Disabled Children, is designed to be an introduction to the SEND reforms, and the role of social care within these. By the end of the module professionals will have an understanding of the key legislation, the role of social care (including identification of social care needs and provision of good quality advice) and the purpose of Education, Health and Care plans in supporting children, young people and their families.

The module should take approximately 1.5 hours to complete and can be accessed at

<https://councilfordisabledchildren.org.uk/learning/sections/frontline-practice/social-care-and-send-reforms>

A user handbook for the module is available at

<https://councilfordisabledchildren.org.uk/help-resources/resources/introduction-role-social-care-send-reforms-e-learning-handbook>

### **FOCUS: Children and young people's rights / participation**

The following papers are part of an ESRC funded project which is examining the ways in which the children's rights agenda is being implemented in practice in the field of SEN/ASN across England

and Scotland. A number of working papers have been produced which include work on SEN/ASN legislative frameworks and recent surveys of local authority practice around supporting CYP to participate in decisions about their education and local SEN provision. These can be accessed at <https://www.ed.ac.uk/education/rke/centres-groups/creid/projects/autonomy-rights-sen-asn-children>

Autonomy, Rights and Children with Special Needs: A New Paradigm? Working Paper 2  
Legislative and Policy Developments in Special Educational Needs in England and  
Additional Support Needs in Scotland: Advancing Children and Young People's Rights  
[http://www.docs.hss.ed.ac.uk/education/creid/Projects/39\\_ii\\_ESRC\\_SENChildren\\_WP\\_2.pdf](http://www.docs.hss.ed.ac.uk/education/creid/Projects/39_ii_ESRC_SENChildren_WP_2.pdf)

Autonomy, Rights and Children with Special Needs: A New Paradigm? Working Paper 4  
English Local Authority Survey Results  
[http://www.docs.hss.ed.ac.uk/education/creid/Projects/39\\_ii\\_ESRC\\_SENChildren\\_WP\\_4.pdf](http://www.docs.hss.ed.ac.uk/education/creid/Projects/39_ii_ESRC_SENChildren_WP_4.pdf)

### **Royal College of Paediatrics and Child Health**

Find out about their work with children, young people and families and how you can increase patient engagement and voice in your work.

<https://www.rcpch.ac.uk/work-we-do/working-children-young-people-families>

## **RESOURCES:**

### **Lots of adapted, easy read leaflets on mental health**

<http://www.wales.nhs.uk/sitesplus/866/page/88296>

### **Family Survival Guides – Care and Treatment Reviews**

Disability charity Bringing Us Together has launched Family Survival Guides written by and for parents of disabled children.

The [guides](#) are designed to help parents cut through professional jargon and find the sources of support they need, particularly relating to care and treatment reviews (CTRs).

<http://bringingustogether.org.uk/a-family-survival-guide-care-and-treatment-reviews-ctrs/>

### **Free Resources: Communication between family carers and providers**

In 2016 a co-production research group, consisting of family carers and a PhD student, devised and shared a survey to explore interaction between service providers and carers.

They have now developed some resources to try and facilitate communication between carers and providers. These resources are based on what carers said would be useful.

The resources include a set of Standards, a communication agreement, a keeping in touch circle, staff training slides and a carer survey.

These have been tested out with a small group of providers.

The resources are free to use and available here:

<https://drive.google.com/drive/folders/1cETqUZC1r-icR0M0ks5vcPx7MdthgXQ?usp=sharing>

Please feel free to send a copy to the support providers who work with your family members if you think they would be useful.

### **What works in SEN Support?**

Effective SEN support: research evidence on effective approaches and examples of current practice in good and outstanding schools and colleges

[www.sendgateway.org.uk/download.sen-support-research-evidence-on-effective-appr...](http://www.sendgateway.org.uk/download.sen-support-research-evidence-on-effective-appr...)

## **Children and Young People with SLCN – a Brief Guide**

The Communication Trust's guide is a free, accessible resource for practitioners in education settings. The resource covers the strategies you can use to gain the views, wishes and feelings of children and young people, ideas and advice to enable them to participate as fully as possible in decision making, and information about how to help them achieve the best possible outcomes. As you work through this guide you'll find reference to a number of printable resources you can download and keep in your setting.

<http://www.thecommunicationtrust.org.uk/resources/resources/resources-for-practitioners/involving-children-and-young-people-with-slcn-a-brief-guide/>

## **'Mentally healthy schools' website for primary schools**

This new website has been developed to support primary schools with their approach and response to mental health. It aims to bring together a whole range of expert and practical information and resources to help all primary school staff understand, promote and deal confidently with children's mental health issues. It is divided into four sections: teaching resources, risk and protective factors, mental health needs and whole school approach.

<https://www.mentallyhealthyschools.org.uk/>

## **SENCo Forum**

This forum is an online platform, hosted by DfE, that enables SENCos to post questions or other messages which are then emailed to members for their responses. Anyone is able to participate in the solution-focused group which is 'collaborative and mutually supportive'. There is also an archive of previous messages which can be browsed.

<http://lists.education.gov.uk/mailman/listinfo/senco-forum>

## **Ask Listen Do**

This leaflet, funded by the Department for Education and developed by families, is intended to help build a mutually respectful partnership between families and the school, college or other education settings. On occasion, relationships between families and schools are not as successful as they need to be. By building trust this can change and a new way of working together can be developed.

[http://www.sendgateway.org.uk/resources.nhs-england-ask-listen-do\\_1.html](http://www.sendgateway.org.uk/resources.nhs-england-ask-listen-do_1.html)

## **RESEARCH OPPORTUNITY**

### **TranseND study: Transition in Neurodevelopmental Disorders**

Jo Van Herwegen, Maria Ashworth & Olympia Palikara

This study examines transition from primary to secondary school in children with neurodevelopmental disorders. Comparisons between Autism, Williams syndrome, and Down syndrome allow insight into the unique and shared challenges and opportunities in relation to children's transitions.

*Why is this important?* Using a novel approach by triangulating the views from parents, professionals, as well as children's own voices, their cognitive abilities, and mental health outcomes, this study allows for the development of informed guidelines to support school transitions in these populations.

*Who can take part in this study?* Children with Autism, Williams syndrome or Down syndrome (as well as their parents, and their professionals) who are currently in their final year at primary school and move to a new secondary school in September 2018

*What does taking part entail?* Children will take part in two online assessments and a short online interview (in Spring 2018 and again in Autumn 2018). Parents and professionals are asked to complete some questionnaires and to take part in a short interview.

*Who to contact?*

Maria Ashworth: [m.ashworth@kingston.ac.uk](mailto:m.ashworth@kingston.ac.uk)

## **INFORMATION**

### **CEA Card - complimentary cinema tickets**

The CEA Card is a national card scheme developed for UK cinemas by the UK Cinema Association (UKCA). It enables a disabled cinema guest to receive a complimentary ticket for someone to go with them when they visit a participating cinema. To find out more, visit <https://www.ceacard.co.uk/>

### **Autism friendly adjustments at Belong by GAME Arena in Manchester Trafford Centre**

Dimensions are working with [Belong by GAME](#) to trial autism friendly adjustments at their Arenas.

Do you know someone with autism who lives near the Manchester Trafford Centre?

This is a brilliant opportunity for them to find a hobby in gaming, in an inclusive environment with welcoming and likeminded people.

To find out more, visit

<https://www.dimensions-uk.org/get-involved/campaigns/autism-friendly-with-belong-by-game/manchester-trafford-autism-friendly-belong-arena/>

### **Manchester Motivational Interviewing network**

Sharing practice within Greater Manchester

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

## **WORKFORCE DEVELOPMENT**

### **SEND Leadership Development programme**

Applications are invited for a 4<sup>th</sup> cohort of the SEND Leadership Development programme. Commissioned, and heavily subsidised, by the Department for Education, this is a high profile leadership development opportunity for local authority managers (both education and social care) and their NHS partners. Applicants must have significant strategic leadership responsibility for delivering the SEND reforms. Consisting of five two day residential modules, the programme encompasses up to date learning about leadership and change, with a strong focus on personal development, alongside access to leading edge practice and ideas around the SEND reforms. Closing date for applications in May 23<sup>rd</sup>, with the first module taking place in mid July. Application is expected to be very competitive – last year there were twice the number of applicants for the available places. More details and the application form are available at <https://www.ndti.org.uk/our-work/our-projects/leadership/leadership-training/>

## **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:**

### **Afasic news: April**

<https://mailchi.mp/5a210b1f1c91/afasic-april-update-50-years-of-unlocking-speech-language?e=99e418390f>

### **The Communication Trust newsletter: April**

<https://mailchi.mp/f448280283df/the-communication-trusts-april-newsletter?e=879177a2b4>

### **Contact news:**

<https://mailchi.mp/contact/bq4tetiike-1818393?e=08dbbea055>

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

<https://councilfordisabledchildren.org.uk/sites/default/files/field/attachemnt/Spring%20Digest%202018%20v5.pdf>

### **Making Ourselves Heard newsletter**

<https://mailchi.mp/ncb/moh-december-1294677?e=59c28d4a77>

### **NAS Criminal Justice newsletter**

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

### **National Children's Bureau news**

<https://mailchi.mp/ncb/diabetes-child-poverty-and-the-financial-costs-facing-families-with-disabled-children-ncb-newsletter-april-2018?e=59c28d4a77>

### **RCPCH&Us Engagement collaborative bulletin**

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

### **Youth Justice project SEND newsletter**

<https://mailchi.mp/afaeducation/youth-justice-send-newsletter-issue-16?e=58e6d0ec6f>