



# NW SEND Regional Network Newsletter

## February 2019

The network is keen to profile effective practice developed in the North West and other regional contributions. Do please consider sending your examples for inclusion in future editions.

If there are particular areas of work or themes that you would like support with, activities or events then do let us know. We would also welcome any good news you have to share, or challenges you'd like to work with others to find solutions for, in order that we can share the learning across the North West. We welcome contributions to network activities, requests for connections for support, information about forthcoming events for future editions of this newsletter and new additions to the newsletter circulation list.

Also, do check out our website [www.nwsend.network](http://www.nwsend.network) which has everything you might want to know in one place, including previous newsletters.

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### **REGIONAL NETWORK EVENTS**

#### **4.3.19 EYSEND Partnership: Meeting the needs of every child: SEND for managers in PVI, Manchester**

The course offers information and resources for supporting all children with SEND in PVI settings, including the role of the SENCO and effective inclusive practice, and then focuses specifically on speech, language and communication needs (SLCN). It will enable managers to offer training in SEND to their staff teams. This training day may also be relevant to leaders in Nursery and Reception classes (EYFS 1 & 2) in schools. Travel subsidy of up to £40 per manager is available.

<http://www.nasen.org.uk/professional-learning/events-listing.html?date=2019-03-04>

**21.3.19 9.30 for 10am – 1pm North West Preparing for Adulthood Network meeting [The Edge Conference Centre in Wigan](#)**

We will be focussing on improving PfA Pathways and outcomes 19 -25. We will hear from the local areas in the region who successfully bid for the post 19 support who will share their learning.

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

To book your place and see the agenda click here: <https://www.eventbrite.co.uk/e/north-west-preparing-for-adulthood-network-tickets-55519769124>

The password is: NWnetwork

### **22.3.19 EYSEND Partnership: Meeting the needs of every child: SEND for managers in PVI, Stockport**

The course offers information and resources for supporting all children with SEND in PVI settings, including the role of the SENCO and effective inclusive practice, and then focuses specifically on speech, language and communication needs (SLCN). It will enable managers to offer training in SEND to their staff teams. This training day may also be relevant to leaders in Nursery and Reception classes (EYFS 1 & 2) in schools. Travel subsidy of up to £40 per manager is available.

<http://www.nasen.org.uk/professional-learning/events-listing.html?date=2019-03-22>

### **25.3.19 2 – 4.30pm Single route of redress – LA briefing event**

**Doubletree by Hilton Manchester Piccadilly, One Piccadilly Place, 1 Auburn St, Manchester M1 3DG**

NW Local authorities are invited to attend the SEND Single Route of Redress National Trial Stakeholder Briefing event, with the aim of providing local areas with an update on the progress of the trial since the 3<sup>rd</sup> April 2018 start date. This will include sharing key learning, highlighting emerging issues, reminding local areas of the regulations and duties relating to the trial and a Q&A session with a First-Tier Tribunal Judge.

There are 3 spaces per local authority area at the events, spaces are allocated as follows:

1 place for a senior SEND representative

1 place for a senior social care representative

1 place for a senior health representative

Parent carer representation will be managed through the NNPCF at a regional level.

<https://www.eventbrite.com/e/national-trial-stakeholder-briefing-event-north-west-region-tickets-53813485584>

### **2.4.19 Children & Young People's Participation > Co-production, 1 – 3pm Venue to be advised**

This will be a practice sharing event for practitioners. There will be 2 places per local authority area. To express an interest in attending please email:

[cwh01@hotmail.co.uk](mailto:cwh01@hotmail.co.uk)

### **17.6.19 and 19.11.19 Early Years SEND regional action learning sets, St Thomas Centre, Manchester – Save the dates, booking links coming soon**

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.

**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.

**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 the SEND Early Years partnership; 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](mailto:tshorrock@ncb.org.uk)

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

### **5.3.19 10.30am – 2.30pm Family Fund Information and Support Drop-in Day**

Burnley CVS Centre, Rachel Kay Room, 62/64 Yorkshire Street, Burnley. BB11 3BT

Learn more about support services, grants and information available to disabled children, young people and families. Meet Family Fund and other charities and get help with a Family Fund application. To let the Family Fund know you're coming or ask any questions email: [events@familyfund.org.uk](mailto:events@familyfund.org.uk) or just turn up.

### **8.3.19 Bendrigg Taster Weekend, Kendal**

The Bendrigg Trust Is A Residential Activity Centre Specialising In High Quality Courses For People With Physical And Learning Disabilities Or Disadvantaged.

Bendrigg are holding a weekend 'taster' course for teachers and group leaders where they can sample the 'Bendrigg Experience' for themselves. Participants will be accommodated in their new Acorn House building to properly showcase the newest accessible accommodation. They are able to offer a limited number of places for a small cost which includes accommodation, food and all activities. Exact activities will be tailored around attendees' objectives so their feedback is important.

It's open to all new groups and returning groups who haven't been to Bendrigg in the last 2 years. To book or find out more please call on 01539 723766 or email [jo@bendrigg.org.uk](mailto:jo@bendrigg.org.uk)

### **8.3.19 SEND Reviewer training, Manchester**

The SEND Review Guide, part-funded by the Department for Education, and developed in partnership with outstanding schools and leading third sector organisations, aims to improve outcomes for learners with SEND by establishing a free, standardised framework for evaluating provision.

<http://www.nasen.org.uk/professional-learning/events-listing.html?date=2019-03-08>

### **12.3.19 11am Northern Tribunal User Group**

Court Room 3, Darlington Magistrates Court, Parkgate, Darlington DL1 1RU

To book a place email: [susan.harrison@Justice.gov.uk](mailto:susan.harrison@Justice.gov.uk)

### **20.3.19 DCO DMO - National Event, Birmingham**

This event is aimed at Designated Medical Officers / Designated Clinical Officers at which the launch of the New revised DCO/DMO Handbook will take place. It will also showcase 3 Case Studies and films (including a day in the life of) and commissioned research so will be key to going forward post April 2019. Places are limited but can be booked via the link below

<https://www.eventbrite.co.uk/e/designated-medicalclinical-officer-national-event-tickets-53382482442>

### **21.3.19 10.30am – 2.30pm Family Fund Information and Support Drop-in Day**

The Hub, Bold Street, Bolton, BL1 1LS

Learn more about support services, grants and information available to disabled children, young people and families. Meet Family Fund and other charities and get help with a Family Fund application. To let the Family Fund know you're coming or ask any questions email:

[events@familyfund.org.uk](mailto:events@familyfund.org.uk) or just turn up.

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

If you work with children or young people with a **learning disability** or who are **autistic**, these are free 45 min. webinar interactive 'bite size' sessions to hear more about how CETRs can become part of your working practice.

NHS England and Pathways Associates are hosting these awareness raising sessions for anyone who wants a simple, quick, accessible introduction to CETRs for children and young people.

The webinars explain what a CETR is, how to request a CETR and tips on contributing to a CETR. There will be a key note speaker in relation to each topic with 5 top tips to enhance learning. There will be an Expert by Experience or Professional Expert sharing their knowledge and skills in each webinar topic and the opportunity for questions and discussion.

Please book on the webinar you are interested in through the links below:

#### **21.3.19 10.45 – 11:30 CETRS for families: The right to ask, Manchester**

This webinar will explore the purpose of CETR and benefits towards improving outcomes for families. There will be top tips from Expert Families who have experience of CETRS

<https://www.events.england.nhs.uk/events/cetrs-for-families-the-right-to-ask>

#### **21.3.19 12.15 – 1.00 CETR for schools and SEND leads, Manchester**

This webinar will share the outcomes associated with CETRs for children who have additional needs, and how CETRS can complement existing processes including Education Health and Care Plans. The webinar will explore how a CETR can be helpful in an education setting, particularly if a young person is becoming at risk of exclusion due to escalating behaviours.

<https://www.events.england.nhs.uk/events/transforming-care-webinar-cetr-for-schools-and-send-leads>

#### **21.3.19 1:30 – 2.15 CETRs for professionals working with young people who are autistic**

This webinar will help understanding the key characteristics of Autism and will help to understand the trigger points to request a CETR to support young people with escalating behaviours who may be at risk of presenting in Acute settings.

<https://www.events.england.nhs.uk/events/transforming-care-cetrs-for-professionals-working-with-young-people-who-are-autistic>

#### **22.3.19 12.30 – 1:15 CETR for Children's Social Workers**

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

<https://www.events.england.nhs.uk/events/transforming-care-webinar-cetr-for-childrens-social-workers>

NB The above webinars will be recorded and made available to share and cascade via the Pathways Associates website <http://blog.pathwaysassociates.co.uk>

### **26.3.19 Sexuality, relationships and autism**

Manchester

This one day course will explore a range of issues related to autistic people and sexuality including boundaries, friendships and relationships.

[https://learn.autism.org.uk/ehome/200184351?utm\\_source=The%20National%20Autistic%20Society&utm\\_medium=email&utm\\_campaign=10173512\\_TCC%20Sector%20Health%20-%20Segment%201%2009.01.19&utm\\_content=Sexuality%20and%20relationships&Keywords=Sexuality%20and%20relationships&dm\\_i=YA3,621XK,KUG4LR,NRK4J,1](https://learn.autism.org.uk/ehome/200184351?utm_source=The%20National%20Autistic%20Society&utm_medium=email&utm_campaign=10173512_TCC%20Sector%20Health%20-%20Segment%201%2009.01.19&utm_content=Sexuality%20and%20relationships&Keywords=Sexuality%20and%20relationships&dm_i=YA3,621XK,KUG4LR,NRK4J,1)

### **26.3.19 Family Fund information and support day, 10.30 – 2pm**

**St Thomas Centre, Ardwick Green North, Manchester M12 6FZ**

This information and support day aims to be a hub for families where they can learn more about support services, grants and information available, meet Family Fund and other organisations. They want to make it as easy as possible for families to find out if they are eligible for grants, how they could apply to charities, how to apply for DLA and much, much more. They're also running two focus groups on the day to ask families about how they find the information, advice and support they may need. The discussion will last about 90 minutes each and they will be asking families to pre-register to take part.

<https://www.familyfund.org.uk/event/manchester-information-and-support-day2>

### **1 – 7.4.19 World Autism Awareness Week**

<https://www.autism.org.uk/get-involved/world-autism-awareness-week/form-individual.aspx>

### **25.4.19 Combating Gangs, Violence and Weapon Crime, Manchester**

26 years ago a 14 year old school boy was gunned down on the streets of Moss Side, Manchester. John 'Benji' Stanley's death heralded the early beginnings of the gang culture, its cause, effect and impact on the many lives that have been lost over the past quarter of a century and the climate of fear and despair that continues to blight our communities. The Government is determined to do all it can to break the deadly cycle of violence that devastates the lives of individuals, families and communities. The 'Serious Violence Strategy' launched on 9th April 2018 sets out how we will respond to serious violence. Funding of £40 million has been made to boost local 'open access' youth provision in six targeted disadvantaged areas in England.

This conference will look at the cities affected, lessons learned, what works, what doesn't work and more importantly what we need to do in order to prevent, intervene and rehabilitate disaffection, disadvantage and disillusionment that can lead to anti-social behaviour, gang related violence and extremism.

With keynotes from senior bodies and case study examples of best practice, attendees will get the latest information and be able to benchmark and gain new insights and strategies.

<https://www.governmentevents.co.uk/product/combating-gangs-violence-and-weapon-crime-manchester/>

## **10 – 11.5.19 Nursery World North**

Manchester Central

<https://www.nurseryworldshow.com/manchester>

## **10 – 11.5.19 Tes SEN North 2019**

Manchester Central

[www.tessenshow.com/manchester](http://www.tessenshow.com/manchester)

## **13 – 16.5.19 ADOS2 Administration and Coding Course**

Manchester

ADOS-2 is the latest revision of the Autism Diagnostic Observation Schedule and has been adapted to anticipate the changes to the diagnostic definitions of DSM-5. The ADOS is the most widely used observational assessment in the diagnosis of autism spectrum disorder, for both clinical and research purposes. It is often described as the “Gold Standard” research assessment for autism.

Courses take place over 4 days for Modules 1 to 4. Trainees will become familiar with the administration and coding of each of these modules through watching and coding videos of the ADOS, and through discussion with our highly experienced, expert trainers. Trainees will also have the opportunity to practice various tasks, and explore the materials and toys provided with the ADOS-2 kit.

<https://our.learningdisabilitieshealthnetwork.org.uk/t/autism-assessment-and-diagnosis-ados2-training-manchester-13th-16th-may-2019/1159>

## **CONSULTATIONS:**

### **Consultation on mandatory training and development for staff working with those with a learning disability or autism**

The government wants to know how they can make sure that health and social care staff have the right training to understand the needs of people with a learning disability and make reasonable adjustments to support them.

The consultation considers issues around the training and development staff need to better support people with a learning disability or autistic people.

They want to know what people think about their proposals on:

- The planned content of the training
- How the training should be delivered
- How to involve people with a learning disability or autistic people in training
- How they can mandate, monitor and evaluate the impact of training

The consultation will be of particular interest to people with a learning disability or autistic people, the families and carers of people with a learning disability or autistic people, patient groups, providers of health and social care services.

The consultation at the link below is open until 29<sup>th</sup> March.

<https://www.gov.uk/government/consultations/learning-disability-and-autism-training-for-health-and-care-staff>

### **Alcohol: school-based interventions**

This guideline covers interventions in secondary and further education to prevent and reduce alcohol use among children and young people aged 11 to 18. It also covers people aged 11 to 25 with special educational needs or disabilities in fulltime education. It aims to encourage children and young people not to drink, to delay the age at which they start drinking, and to reduce the harm to those who do drink.

Stakeholders can now review and comment on this draft guideline.

Closing date: 22nd March 2019

<https://www.nice.org.uk/guidance/indevelopment/gid-ng10030/consultation/html-content-2>

## **Education inspection framework 2019: inspecting the substance of education**

Ofsted seeks your views on our proposals for changes to the education inspection framework from September 2019.

Alongside this consultation they have published the following materials:

- the draft education inspection framework 2019
- the draft inspection handbooks for early years, schools, non-association independent schools and further education and skills
- a commentary setting out the research that has informed the development of the criteria in the framework

Your feedback will help Ofsted refine and improve their proposed approach. They will consider all responses carefully before finalising and publishing the framework in summer 2019.

Closing date: 5.4.19

<https://www.gov.uk/government/consultations/education-inspection-framework-2019-inspecting-the-substance-of-education>

## **Service model for people with a learning disability and behaviour that challenges, National Institute for Health and Care Excellence**

This NICE Quality Standard covers the design, delivery and coordination of support and services for children, young people and adults with a learning disability (or a learning disability and autism) and behaviour that challenges, and their families and carers. It describes high-quality care in priority areas for improvement.

Closing date: 18.3.19

<https://www.nice.org.uk/guidance/GID-QS10072/documents/draft-quality-standard>

## **SURVEY: Autism Act 10 years on**

This year marks the 10th anniversary of the Autism Act in England. National Autistic Society (NAS) are working with the All Party Parliamentary Group on Autism (APPGA) to find out more about the state of care and support for autistic children and adults across the UK. The Autism Act says the Government has to review its autism policy from time to time. This is happening this year, giving a vital opportunity to uncover what has and has not changed over the last decade and to campaign for further improvements to support for autistic people. **NAS want as many autistic people and families to engage in this survey to help them tell Government what needs to change.**

This survey covers areas such as social care, training, benefits, mental health and transition from childhood to adulthood. Over recent years they have also carried out surveys on other topics, like employment and education, which will be included in our research.

The survey should take 15 to 30 minutes to complete and should be completed by **10pm on Sunday 7 April 2019**. If you have any questions about the survey, or are experiencing any problems filling it out, then please email [policy@nas.org.uk](mailto:policy@nas.org.uk).

<https://www.smartsurvey.co.uk/s/OB5OB/>

## **FOCUS: Early Years SEND Partnership**

Early Years SEND partnership funded by the Department for Education. Find out more at <https://councilfordisabledchildren.org.uk/early-years-send-partnership>

An overview of the programme is available at

<https://councilfordisabledchildren.org.uk/sites/default/files/uploads/EYSEND%20Activity%20-%20Table.pdf>

An overview of the training programme is available at

<https://councilfordisabledchildren.org.uk/sites/default/files/uploads/EYSEND%20Training%20-%20Table.pdf>

## Early Years SEND Partnership 2<sup>nd</sup> newsletter

<https://mailchi.mp/d495a420990d/early-years-send-newsletter-february-2019?e=59c28d4a77>

Sign up to join the circulation list for future newsletters at <https://bit.ly/2Gw88Ft>

## Statutory Duties – Early Years SEND

<https://councilfordisabledchildren.org.uk/early-years-send/resources/early-years-sen-disability-duties>

## **FOCUS: Grants**

### **Holiday Grants for Disadvantaged and Disabled Children**

Schools, youth groups, not for profits and charities can apply for grants of £500-£2,500 to support recreational trips or holidays in the UK between 1st February-30th April 2019 for groups of children experiencing disadvantage or who have disabilities. Children need to be aged 13 or under to qualify. Priority will be given to applications coming from the 20% most deprived areas in the UK. Grants can cover up to two-thirds of the cost of a holiday or trip lasting 1-7 days. How to apply: <https://www.henrysmithcharity.org.uk/explore-our-grants-and-apply/holiday-grants-forchildren/holiday-grants-for-children-funding-guidelines/>

**NB** The deadline to apply is 28.2.19

### **Marvellous Family Grants**

Family Grants are awarded to families facing financial hardship whilst caring for a child with a serious illness. Grants of up to £1,000 can fund a variety of essential items and services including (but not limited to) specialist equipment, creative therapies, hospital travel expenses, everyday items to improve the child's quality of life, attending medical/support group conference, social activities and memberships. Marvellous Family grants are open to any UK family with a child who has a serious illness that could be life-limiting as described by the following criteria:

Group 1: Life threatening conditions for which curative treatment may be feasible but can fail (e.g. epilepsy, irreversible organ failures of heart, liver, kidneys.)

Group 2: Conditions where premature death is inevitable (e.g. cystic fibrosis.)

Group 3: Progressive conditions without curative treatment options (e.g. Batten disease.)

Group 4: Irreversible but non-progressive conditions causing severe disability leading to susceptibility to health complications and likelihood of premature death (e.g. sickle cell disease, cerebral palsy, multiple disabilities such as brain or spinal cord insult.)

Group 5: Syndromes without a name (SWAN) causing severe, chronic disability or illness.

How to apply: <http://www.roalddahl.com/charity/family-grants?platform=hootsuite>

**NB** The deadline for the next meeting is 5pm on 28.2.19

### **The Peter Cruddas Foundation**

The Peter Cruddas Foundation provides funding for projects that benefit disadvantaged and disengaged young people aged 14 to 30 to pursue pathways to Education, Training and Employment with the ultimate aim of helping them to become financially independent. There is no minimum or maximum amount and projects can be funded for more than one year. Priority is given to applicants able to demonstrate that they can manage the amount they have applied for and how they intend to continue (if appropriate) after the funding has been spent. Please note that the Foundation is not accepting applications for Capital Projects.

How to apply: [http://www.petercruddasfoundation.org.uk/how\\_to\\_apply.htm](http://www.petercruddasfoundation.org.uk/how_to_apply.htm)

**NB** The next closing date for applications is the 1.3.19.

### **St James' Place Charitable Foundation**

Smaller charities and Special Needs Schools in the UK can apply to the small grants programme of the St James's Place Charitable Foundation for grants of up to £10,000.

There are 3 themes:

Supporting Young People with Special Needs

Disadvantaged Young People

Supporting People with Cancer

The Foundation will support projects that provide services to young people (under the age of 25) who suffer from physical or mental health difficulties or conditions, a life-threatening degenerative illness, or who are disadvantaged (including young people under the age of 25 caring for others). Applicants can expect to receive a visit from a representative of the Foundation who will report back to the Trustees before a decision on awarding a grant is made. How to apply: <https://www.sjpfoundation.co.uk/apply-for-funding.aspx>

There are no deadlines or closing dates.

## **RESOURCES:**

### **Statutory Relationships and Sex Education: Meeting the needs of children with SEND**

<https://mailchi.mp/ncb/webinars-forums-and-more-1296361?e=59c28d4a77>

### **Flying with a disability – powered wheelchair users**

<https://www.disabledliving.co.uk/training/e-learning/>

### **A Guide to the Care Act**

Hft's Family Carer Support Service have produced a guide to the Care Act 2014 (and the accompanying Care and Support Statutory Guidance). It breaks down the law into easy to understand points and can be used to support family carers in conversations with their local authority. There is a section that outlines the principles of the Mental Capacity Act 2005 and there are examples throughout of how these laws can be used in practice, as well as links to useful resources.

<https://www.hft.org.uk/our-services/family-carer-support-service/fcss-updates/guide-care-act-2014/>

### **An Employer's Guide to Supported Employment**

Many employers are missing out on the pool of talent and skills that disabled people can bring to the workplace, including people with a mental health condition, a learning disability and/or autism.

NDTi (the National Development Team for Inclusion) have produced a step-by-step guide which helps employers understand how they can tap into this potential talent pool.

Their resources, including a handy Road Map Poster.

<https://www.ndti.org.uk/resources/publications/an-employers-guide-to-supported-employment>

### **Exam access arrangements: A Guide developed by the Autism Education Trust**

<https://www.autismeducationtrust.org.uk/shop/aet-exam-accommodations/>

### **Advocacy toolkit**

This toolkit considers the rights of disabled young people in the transition planning process and has sections on:

- The ideal transition
- Common issues and barriers
- Jargon buster

- What the law says
- Still having problems? Things to try

[https://councilfordisabledchildren.org.uk/sites/default/files/field/attachemnt/advocacy\\_toolkit\\_-\\_the\\_rights\\_of\\_disabled\\_young\\_people\\_in\\_transition\\_planning\\_1.pdf](https://councilfordisabledchildren.org.uk/sites/default/files/field/attachemnt/advocacy_toolkit_-_the_rights_of_disabled_young_people_in_transition_planning_1.pdf)

### **Student wellbeing framework**

Student wellbeing framework – Australia

<https://www.studentwellbeinghub.edu.au/>

## **WORKFORCE DEVELOPMENT:**

**Disabled Living offer e-learning courses at the following link**

<https://www.disabledliving.co.uk/training/e-learning/>

## **REPORTS:**

### **Reducing restrictive intervention of children and young people**

This report from the Challenging Behaviour Foundation shares family carers' account of their children's experiences of restrictive intervention through a survey and case studies.

<https://www.challengingbehaviour.org.uk/cbf-articles/latest-news/restraintseclusionnews.html>

### **Skipping School: Invisible Children. How children disappear from England's schools**

The Children's Commissioner for England, has published a report, shining a light on the increasing number of children who are being educated at home.

The report notes that while there are many parents who make a positive philosophical choice to educate their children at home, and do an excellent job, this is not always the case. There are tens of thousands of children in England receiving no school education. Many of them are 'off-grid', invisible to LAs.

<https://www.childrenscommissioner.gov.uk/publication/skipping-school-invisible-children/>

Following these investigations and research in the Commissioner's report, the Children's Commissioner is now calling for a compulsory home education register, stronger measures to tackle 'off-rolling', more support for families who home educate, a greater oversight of home schooled children and decisive action against unregistered schools. Later this year, the Children's Commissioner's Office will also collect data from all councils in England and publish it, school by school, identifying which schools have high numbers of children being withdrawn into home education which may suggest practices of off-rolling.

<https://www.childrenscommissioner.gov.uk/2019/02/04/huge-increase-in-children-disappearing-from-schools-to-be-educated-at-home-childrens-commissioner-for-england-calls-for-a-compulsory-register-of-off-the-grid-children/>

## **MENTAL HEALTH IN SCHOOLS**

There is an [exciting campaign film by YoungMinds](#). The film is all about making wellbeing a priority in schools, and shows why it's so important that Ofsted reflect this.

<https://www.youtube.com/watch?v=TOd3UIucQoM&feature=youtu.be>

The charity is encouraging people to take Ofsted's consultation, telling them to ensure that wellbeing is a priority in their inspection framework. In January, Ofsted published some proposed changes to their framework, and while there are some welcome changes in their proposals, YoungMinds have identified some key areas which need strengthening.

YoungMinds would love any support you can give them by doing any or all of the below:

**Sharing the film!** You can share the film by retweeting and sharing their [Facebook](#), [Twitter](#), [YouTube](#) and [LinkedIn](#).

**Taking the action!** If you have five minutes to spare, please **take their action and #TellOfsted what you think needs to change** (they have given some suggestions to get you started and you can personalise as much as you like)

**Share the action!** Using the share buttons at the end of the action, you can send it via email, Whatsapp, Twitter or Facebook to your networks

## **PARTICIPATION OPPORTUNITIES**

### **An opportunity for young autistic people aged 16-25.**

Ambitious for Autism are recruiting new members for their Youth Council

The Youth Council is a group of autistic 16-25 year olds who meet at least four times a year to discuss and plan campaigns, events and consultations. The Youth Council make sure that all the work done at Ambitious about Autism reflects the views and needs of autistic children and young people.

To be a member of Youth Council you must be:

- aged 16-25 years old and living in the UK
- diagnosed with autism
- able to attend meetings in London and events across the country (they will pay reasonable travel expenses, provide lunch and practical support so that you can take part and contribute).

They really want our Youth Council to represent the range and diversity of the whole autism spectrum. This means that they are particularly keen to hear from autistic young people who use assistive communication methods, those who have a learning disability or have never been involved in such an opportunity before. You do not need to have any experience to apply.

Application forms here: <https://www.ambitiousaboutautism.org.uk/youth-patrons>

Deadline: 1.3.19

### **Gastrointestinal Disorders**

Opinion Health are currently inviting young individuals (5-7 year olds and 13-18 year olds) who have been diagnosed with a Gastrointestinal

Disorder and their parents/caregivers to take part in an interview, in order to discuss the wording of a questionnaire that will be used during clinical trials. The aim of this exercise is to ensure that the wording and terminology used in this questionnaire will be easy to understand by all involved in the trials.

As this questionnaire has been designed to specifically address the needs of patients with Gastrointestinal Disorders, they would be very interested in a feedback and comments from people who have been diagnosed with this condition and their parents/caregivers. Every single person participating in this survey will be playing an important role in producing a document, which will be clear and easy to understand for all patients and medical professionals who will be using it in the future medical research.

<https://survey.opinionhealth.co.uk/uc/12033/ospe.php?SES=d473817b14eec910e2e8757eeeb87f40&syid=32506&sid=32507&act=start&js=16&flash=0&devicetype=0>

### **Transition to secondary school research**

Research at UCL, Institute of Education, University of Roehampton and Kingston University is investigating transition from primary to secondary school for children with Down syndrome, Williams syndrome and children on the autistic spectrum in order to provide evidence for successful transitions.

They need 10 more participants in the Down syndrome and Williams syndrome groups. If you are a parent of a child with Down syndrome or Williams syndrome who is moving to secondary school this September 2019 (or is experiencing a transition to an 'upper school')

they would welcome your participation in this project. If you have questions or would like to sign up please email Maria at [m.ashworth@kingston.ac.uk](mailto:m.ashworth@kingston.ac.uk). Follow this link for more information <http://www.jovanherwegen.co.uk/index.php?clD=118>

## **YOUNG INSPECTORS**

Youth Focus NW are looking at the two concepts and practices of young people's involvement with inspecting services and young people's involvement in commissioning of services.

If you have any training resources, guidance notes or templates that you don't mind sharing with Youth Focus North West please pass them on to Stuart Dunne Email: [s.dunne@youthfocusnw.org.uk](mailto:s.dunne@youthfocusnw.org.uk).

In addition, if you would like to be part of a Northern discussion on young people's involvement with inspections and the commissioning of services, please email [s.dunne@youthfocusnw.org.uk](mailto:s.dunne@youthfocusnw.org.uk)

## **FOCUS: SENCOS**

### **Senco workload survey findings**

<https://www.bathspa.ac.uk/schools/education/research/senco-workload/>

### **Seeking the views of SENCOS**

A University of Exeter student is exploring the experiences of young people with ADHD, as part of the research the views of SENCOS is sought.

The link is below:

[https://apc01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fgoo.gl%2Fforms%2FWrYCaabCqcTSpkfN2&data=02%7C01%7C%7C157292a2bca54fd2818f08d685fb06e3%7C84df9e7fe9f640afb435aaaaaaaaaaaa%7C1%7C0%7C636843710532651278&sd\\_ata=%2BRV%2FRcZ3uqNvXLRc3CS5decY75NGFPZfweHmdoKN%2BBw%3D&reserved=0](https://apc01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fgoo.gl%2Fforms%2FWrYCaabCqcTSpkfN2&data=02%7C01%7C%7C157292a2bca54fd2818f08d685fb06e3%7C84df9e7fe9f640afb435aaaaaaaaaaaa%7C1%7C0%7C636843710532651278&sd_ata=%2BRV%2FRcZ3uqNvXLRc3CS5decY75NGFPZfweHmdoKN%2BBw%3D&reserved=0)

## **FOCUS: Safeguarding in Early Years settings**

### **Safeguarding children and protecting professionals in early years settings: online safety considerations**

With internet enabled devices being a part of everyday life for children, early years settings (birth to 5 years old) provide a vital foundation for online safety education in today's digital age.

To support early years settings, the UKCIS Education Working Group has developed two documents to help early years settings managers and staff consider their practice and to take steps to safeguard both children and adults online.

### **Safeguarding Children and Protecting Professionals in Early Years Settings: Online Safety Considerations for Managers**

This guide will help managers of early years settings (including wrap around care for the early years age group) ensure that their online safeguarding practice is in line with statutory requirements and suggested best practice.

It explores the current statutory guidance in the form of a checklist with key questions to help early years managers reflect and evidence their existing practice. The guidance highlights a range of resources which can be used to support early years settings to develop a whole setting approach towards online safety in line with national guidance.

### **Safeguarding Children and Protecting Professionals in Early Years Settings: Online Safety Guidance for Practitioners**

This guide is provided as a resource for staff working in early years settings to help them understand their role in promoting the online safety and wellbeing of children in their care, as well as enabling them to consider their own professional practice. The guidance highlights a range of resources which can be used by practitioners in early years settings to safeguard children, parents and themselves as professionals online. The document can be read by staff independently as part of developing their own safeguarding knowledge and understanding. It could also be used by managers as part of staff induction or to stimulate a discussion with staff regarding their settings online safety policy and procedures.

<https://www.gov.uk/government/publications/safeguarding-children-and-protecting-professionals-in-early-years-settings-online-safety-considerations>

## **SEND REVISITS TO LOCAL AREAS**

A programme of revisits to local areas asked to produce a Written Statement of Action (WSOA) following their SEND inspections was announced by the DfE in November. They will focus on progress made against each of the actions in the WSOA. The current programme of inspections is in place until 2021.

The local area will receive 10 days notification of the revisit which will last between two and four days depending on the number of actions in the WSOA. A report will be published on the Ofsted and CQC websites, usually 33 days after the inspectors have finished the revisit. It will set out whether the local area has made sufficient progress against each area.

Where a local area is considered to have made sufficient progress against its WSOA, monitoring visits from the DfE and NHS England will cease. DfE and NHS England will determine on a case-by-case basis the next steps for any local areas that have made insufficient progress.

For more information see <https://www.gov.uk/government/publications/local-area-send-inspection-framework>

## **LOCAL AREA SEND INSPECTIONS: Information for families**

Information for families about inspections of local area services for children and young people with special educational needs and/or disabilities.

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

## **FOCUS: Children in Custody 2017-18**

An analysis of 12–18-year-olds' perceptions of their experiences in secure training centres and young offender institutions.

Peter Clarke, HM Chief Inspector of Prisons, publishing the study of children held in 2017-18 in England and Wales, warned against complacency because of improvements seen in some recent inspections of secure training centres and young offender institutions.

Despite indications of improved behaviour, significant numbers of children in both types of establishment still said they had felt unsafe at some time. The figures were 34% for STCs and 40% in YOIs.

In February 2017, Mr Clarke warned the Minister for Victims, Youth and Family Justice that HM Inspectorate of Prisons could not then classify any STC or YOI as safe enough to hold children, because of high levels of violence.

This year (2017-18), Mr Clarke said, "there have been some encouraging signs of improvement in safety at some establishments, but history tells us that all too often early signs of improvement have not been sustained.

<https://www.justiceinspectorates.gov.uk/hmiprison/inspections/children-in-custody-2017-18/>  
<https://www.justiceinspectorates.gov.uk/hmiprison/media/press-releases/2019/01/children-in-custody-welcomesignsofimprovementbut>

### **Youth justice statistics**

Annual statistics concentrate on the flow of young people (aged 10-17) through the Youth Justice System in England and Wales.

Details of all the administrative databases and bespoke collections used for youth justice statistics can be found in a guide to youth justice statistics. This contains further information on the data sources, methodologies, data quality and terminology.

<https://www.gov.uk/government/collections/youth-justice-statistics>

### **Guide to youth justice statistics**

A guide to youth justice statistics which covers youth justice statistics.

<https://www.gov.uk/government/statistics/guide-to-youth-justice-statistics>

### **Youth Justice statistics: 2017 to 2018**

Youth Justice annual statistics for 2017 to 2018 for England and Wales.

<https://www.gov.uk/government/statistics/youth-justice-statistics-2017-to-2018>

## **LINKS TO OTHER NEWSLETTERS:**

### **Afasic news:**

<https://mailchi.mp/dc1b873eae5c/afasic-february-update-free-resources-on-speech-language-development?e=99e418390f>

### **Centre for Youth Impact news:**

#### **Making Ourselves Heard newsletter:**

<https://mailchi.mp/ncb/webinars-forums-and-more-1296361?e=59c28d4a77>

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

<https://mailchi.mp/ncb/cdc-summer-digest-1296337?e=59c28d4a77>

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

<https://nas-email.org.uk/YA3-63GSZ-A1KUG4LR64/cr.aspx>

### **Positive About Autism news:**

<https://mailchi.mp/de868f1d4ed4/autism-newsletter?e=acbe2531b0>