



NW SEND Regional Network Newsletter

April 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 which has everything you might want to know in one place, including previous newsletters.

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NW SEND Regional Network co-ordinator
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REGIONAL NETWORK EVENTS

20.5.19 Children & Young People's Participation > Co-production 12.45 for 1 – 3pm

NB The venue for this event has now been changed to Willowbrook – The Living Well, Borough Road, St Helens WA10 3RN

This will be a practice sharing event for practitioners interested in children and young people's participation with a view to coproduction. There are 2 places per local authority area. To express an interest in attending please email:

cwh01@hotmail.co.uk

30.5.19 DCO/DMO network meeting

1.30 – 3.30 Medequip, Unit G4, Leyland Business Park, Centurian Way, Leyland PR25 3GR

For further information email Julie.Hoodless2@sthelensccg.nhs.uk

6.6.19 SEN Purchasing System – Provider Market Engagement Session

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

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

Who should attend?

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

Background

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

There remain many benefits to collaborating across the region including:

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

Purpose of the Event

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

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

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

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

An agenda will be issued nearer to the date.

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

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

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

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

For more information and to sign up, please follow the link to the Eventbrite page: <https://www.eventbrite.co.uk/e/improving-access-inclusion-in-the-early-years-als-2-north-west-tickets-60393236797>

New training opportunities

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

24.9.19 Ensuring quality support for SLCN in early years settings: ICAN, Manchester

https://www.eventbrite.co.uk/e/ensuring-quality-support-for-slc-in-early-years-settings-manchester-tickets-58428128104?utm_source=ICC+March+2019&utm_campaign=cb795c02ff-EMAIL_ICC_January_2018_COPY_01&utm_medium=email&utm_term=0_fcc16e164c-cb795c02ff-115538993

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

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

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

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

19.11.19 Early years/SEND Regional Action Learning Set

St Thomas Centre, Ardwick Green N, Manchester

OTHER EVENTS RELATING TO THE NORTH WEST

3.5.19 Interactions between CQC and providers – online focus groups, 2-3pm

The CQC are running a series of online focus groups with providers of care to support their work on understanding what good interactions between providers and inspectors look like. To do this they started by holding focus groups with Inspectors to explore their views and experiences; they are now seeking to better understand provider views on this and look at the impact of good interactions on the quality of care as part of their work with Manchester University Business School.

These focus groups will support this work by:

- Helping them to understand what good interactions look like from the perspective of providers and enabling them to 'test' some of the theories developed with inspectors.
- Providing opportunity to explore some of the good practices in provider and inspector relationships and what the impacts of these might be.
- Discussing some of the practicalities about how such good practices might be adopted by inspectors.

Who should attend the focus group:

A representative from the provider who has had the most interaction with CQC which could be at inspection, and/or interactions between inspections.

The focus group will be online and will last one hour. If you would be happy to attend please confirm by contacting samuel.wallace@cqc.org.uk

Once you have confirmed your attendance they will send you any further information and joining details as required.

7 & 21 May, 4 & 18 June 2019 Understanding and supporting autistic people

Lancaster

This practice-based autism course is a collaboration between the University of Cumbria and the National Autistic Society.

This 20-credit module has been validated at both undergraduate and postgraduate levels. A practice-based course, it explores ways of working with autistic people in range of settings. It creates an opportunity to also learn from your peers who will consist of students from a diverse range of professional backgrounds, family members and autistic people. It will be of

relevance to anyone working directly or indirectly with autistic people; including parents, health professionals, support staff, those working in education and social services. For further information and an application form please contact the University of Cumbria by calling 01524 384360 or emailing pgadmissions@cumbria.ac.uk For online booking, please visit [the University of Cumbria's website](#).

9.5.19 Institute of Health Visiting conference, Manchester

<https://mailchi.mp/ihv/ihv-conference-update-ihv-evidence-based-conference-health-for-all-children?e=232568875>

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

11 & 12.5.19 Newly Diagnosed Information Days

Has your child recently been identified as deaf? (0 – 2 years)

Manchester

This free family event is an opportunity to explore the early stages of your deaf child's development.

Topics:

- Developing communication
- Supporting your child's early learning
- Your child's hearing
- Accessing technology

To book a place email: Wendy.gallagher@ndcs.org.uk or Tel: 028 9332 4010 / 07968 143165

12.5.19 Newly Diagnosed Information Day

Has your child recently been identified as deaf? (0 – 12 years)

Manchester

This free family event is an opportunity to explore the early stages of your deaf child's development.

Topics:

- Developing communication
- Your child's hearing
- Accessing technology

To book a place email: Wendy.gallagher@ndcs.org.uk or Tel: 028 9332 4010 / 07968 143165

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>

16.5.19 County Lines: Preventing and Tackling the Criminal Exploitation of Children and Vulnerable Adults

Manchester

The Home Office recently published guidance to help multiple stakeholders recognise the signs of exploitation of children and vulnerable adults in county lines activity. The guidance is provided to assist practitioners to respond appropriately so that potential victims of exploitation receive the support and help they need.

Hear the latest guidance and good practice from leading experts and practitioners in the field on how to identify, support and help young and vulnerable victims of criminal exploitation. This is an important event for LAs, the police, schools and other key stakeholders and will equip participants with the tools to effectively reduce the impact of child criminal exploitation.

http://www.westminster-briefing.com/county_lines_manchester

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

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

Topics:

Language for learning and play

Accessing technology

Support & Local Services

To book a place email: Marcella.meehan@ndcs.org.uk or Tel: 0121 234 9832

14.6.19 Inclusion Matters 2019: Children in the Digital Age

Gorton Monastery, Manchester

https://www.catalystpsychology.co.uk/inclusion_matters_2019_children_in_the_digital_age

28.6.19 'The Thriving Child In The North'

The Lowry in Salford.

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

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

'The Thriving Child In The North' will incorporate livestreaming of content from the Royal Opera House, by speakers including Darren Chetty (teacher, writer and researcher) and Akala (rapper, journalist, author and founder of The Hip Hop Shakespeare Company). Conversations taking place in the room will be chaired by Julie Ward MEP (currently Labour's spokesperson on the European Parliament Culture and Education Committee) and will hear from a range of professionals working with children and young people in the North, whose life circumstances are a barrier to them thriving, including Ruth Ibegbuna from Roots (formerly CEO of Reclaim). Breakout sessions will be led by Centre

Point, The Children's Society and other charities. The northern conference will also include a 'reverse panel', giving young people the opportunity to put their questions to the audience. Reserve your place [here](#).

28 – 29.6.19 The Autism Show

Manchester

<https://autismshow.co.uk>

14.11.19 Kidz to Adulz Exhibition

Event City, Manchester 9 – 4.30

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

CONSULTATIONS:

Review of the National Autism Strategy 'Think Autism': call for evidence

The government wants to hear from autistic people, families and carers about their experiences of care and support.

In April 2014 the government published 'Think Autism', a strategy for meeting the needs of autistic adults in England. The strategy supports the Autism Act 2009.

This year the Department of Health and Social Care, working with the DfE, will review the strategy and extend it to cover children as well as adults. To help them do this, they want to hear about people's experiences of care and support.

This call for evidence is for England only. It will be of particular interest to:

- autistic people – adults, children and young people
- their families
- their carers
- organisations and professionals that provide care and support to autistic people or work with autistic people

The results will be used to find out where people think progress has been made and where more needs to be done in the future.

Closing date: 16th May 2019

<https://www.gov.uk/government/consultations/review-of-the-national-autism-strategy-think-autism-call-for-evidence>

Children not in School:

This Department for Education (DfE) consultation is about children of compulsory school age who do not attend state-funded or registered independent schools. It seeks views on proposed legislation to establish:

- a register maintained by local authorities of children not attending mainstream schools
- duties on parents and the proprietors of certain educational settings. It also consults on proposed legislation to establish a duty to support parents who educate children at home and seek support from their local authority in doing so.

Launch date: 2 April 2019 Closing date: 24 June 2019

<https://consult.education.gov.uk/school-frameworks/children-not-in-school/>

https://consult.education.gov.uk/school-frameworks/children-not-in-school/supporting_documents/EHE2019consultationpaper9.5.pdf

DfE consultation launched on post-16 qualifications at level 3 and below

The Government has launched a consultation on the review of post-16 qualifications at level 3 and below in England (EXCLUDING A LEVELS AND GCSES). The intention of this review, alongside the development of T Levels, is to build a world-class technical education system. The review is an opportunity to develop a qualifications system where every student,

including those with SEND, benefit from high quality qualifications that help them realise their talents and achieve their career ambitions.

The consultation includes questions about qualifications generally, and also at level 3, level 2 and level 1 and below. The DfE would like to encourage SEND stakeholders to respond to the consultation.

There are also two accompanying ad hoc statistical releases, which can be found here:

- [Students and qualifications at level 3 and below in England](#)
- [Non-GCSE qualifications in England: key stage 4 entries and absence and exclusions outcomes](#)

The consultation closes on 10 June, and further details can be found here [Review of post-16 qualifications at level 3 and below in England](#).

Proposals for sentencing offenders with mental health conditions published

Proposed guidance for sentencing offenders with mental health conditions and disorders was published on 9 April 2019 in a [consultation](#) launched by the Sentencing Council.

When the guidance is published in its final form, judges and magistrates in England and Wales will, for the first time, have a clear structure and process to follow when sentencing people with mental health conditions and disorders, and those with learning disabilities, autism, brain injury, substance misuse disorders and dementia.

The Overarching Principles: Sentencing Offenders with Mental Health Conditions or Disorders guideline, now in consultation, will help judges and magistrates assess how much responsibility offenders retain for their crime, given their particular condition and how it affects them. It will be used in conjunction with offence specific guidelines.

The draft guideline sets out proposed general principles for sentencing, including that:

- The approach taken by the courts should focus on individual circumstances, because the level of impairment caused by any condition will vary significantly between offenders and some mental health conditions are not obvious.
- The rights and needs of offenders should be balanced with the protection of the public, and the recognition of the rights and needs of victims/families to feel safe.
- The courts should decide how much responsibility the offender retains for the offence, given the particular order or condition and the specifics of the case.
- Courts should carefully consider all the facts in each case, including what is practically available, before deciding on the sentence.

The Sentencing Council is asking judges, magistrates and others interested in criminal justice for their views on the proposals in the draft guideline. The consultation is open until 9 July 2019.

Further details can be found here:

<https://www.sentencingcouncil.org.uk/consultations/sentencing-offenders-with-mental-health-conditions-or-disorders-consultation/>

Social Care: Audit Tool

The social care audit tool supports local authorities in ensuring effective implementation of statutory duties in part 3 of the Children and Families Act 2014 related to social care. It aims to give a high-level overview of progress.

The purpose of the tool is to support local authorities in ensuring effective implementation of statutory duties in part 3 of the Children and Families Act 2014 related to social care. This tool has been developed by CDC and is designed to sit alongside the suite of audit tools available [here](#).

<https://councilfordisabledchildren.org.uk/help-resources/resources/social-care-audit-tool>

FOCUS: Ambitious about Autism campaign

Ambitious about Autism is running a campaign aimed at tackling loneliness among autistic young people. The charity's youth patrons have created a series of 'top tips' outlining small

changes in attitudes and behaviours that will help make autistic young people feel more included and accepted in different aspects of life. The tips cover education, the workplace, youth groups and out and about in the community. The tips will be published weekly on the [charity's website](#) where they can be downloaded and shared.

To request postcards of each set of tips, please email communications@ambitiousaboutautism.org.uk or to support on social media follow @AmbitiousAutism #IncludeAutism

FOCUS: The European Agency for Special Needs and Inclusive Education

The European Agency for Special Needs and Inclusive Education is an independent organisation that acts as a platform for collaboration for the ministries of education in member countries. The Agency member countries' vision is for inclusive education systems is that all learners of any age are provided with meaningful, high-quality educational opportunities in their local community, alongside their friends and peers.

The Agency has recently published a number of papers, these are:

[Supporting Inclusive School Leadership: Literature Review](#) this literature review aims to examine the available international and European literature (post-2012 and key literature published earlier) in order to identify key concepts underpinning policy and practice for inclusive school leadership, and agree operational definitions of key terms and concepts to be used during the project.

[Supporting Inclusive School Leadership: Policy Review](#) this review summarises recent international and European-level policy documents that are relevant to school leadership.

[Analysis Framework for Mapping Inclusive Education Policies](#) this document presents an analysis framework that has been developed to map inclusive education policies.

RESOURCES:

New resources to support post-16 providers to improve design and delivery of study programmes for learners with SEND

Four new resources, developed by Natspec with the support of AoC, have been posted on the Excellence Gateway:

A [leaflet](#) on supported internships, which can be customised by individual providers for use in engaging employers, along with a downloadable, supported internship logo

A [toolkit](#) to help you co-create the curriculum with learners with SEND

A do-it-yourself [CPD pack](#) on making effective use of LSAs

A [toolkit](#) on using competition activity in the vocational curriculum with learners with SEND.

nasen Miniguides – Please download from the link at the bottom of this section

- Acquired Brain Injury: The hidden Disability
- Understanding the eye care and vision needs of pupils with special educational needs and disabilities
- Girls and Autism: Flying under the radar
- Children with medical needs: What schools and settings need to know
- The SEND Code of Practice: 0 to 25 years
- Supporting pupils with Specific Learning Difficulties (SpLD)
- Working in Partnership with Parents and Carers
- Effective adult support: Inclusive practice
- SEN Support and the graduated approach: Inclusive practice
- The pupil premium

- Tracking progress and managing provision: Inclusive practice
- Transition
- Supporting reading and literacy in secondary schools
- Identifying and Supporting Children with SEND in the Early Years: PVI and governing body-led early years settings
- Identifying and Supporting Children with SEND in the Early Years: Childminders
- Identifying and Supporting Children with SEND in the Early Years: Maintained nursery settings
- Identifying and Supporting Children with SEND in the Early Years: Reception classes

http://www.nasen.org.uk/miniguides/?utm_campaign=2307086_February%20newsletter%202019&utm_medium=email&utm_source=Nasen&dm_i=2F68,1DG5Q,7KZLHG,4ICD5,1

Autism Education Trust Resources

The Autism Education Trust (AET) continues to expand with a number of new training hubs across England joining the AET community to deliver the AET training in their designated Local Authority areas from 1 April 2019. There is great demand for the CPD certified autism training and associated resources to support educational settings and services (0-25) to develop their approach and provision.

If you are interested in accessing the training or becoming a training hub in your area, further details can be found here [Autism Education Trust](#).

The AET is in the process of updating a number of its key resources, which are currently available on the AET website. The updated resources will be available later this year and include:

- the Good Autism Practice Research (originally commissioned in 2011)
- the popular Progression Framework (a tool to identify learning priorities and measure progress in areas which relate closely to autism differences)
- The Exclusions Service key documents.

To receive information regarding these updates, please sign up for the AET quarterly newsletter here [Autism Education Trust](#).

Acquired Brain Injury: The ‘hidden’ disability that teachers and SENCOs need to know about.

It is estimated that the equivalent of one child per class will have experienced some kind of acquired brain injury (ABI) by the time they finish school. Despite this, many teachers report to knowing little about ABI and its implications for children and young people. Teachers should be aware that an injury in childhood can lead to the emergence of new needs as the brain develops, so it is crucial that the ABI is not forgotten about as a child progresses through the school system.

Teachers and SENCOs can learn more through a range of excellent resources that are available:

- [The Child Brain Injury Trust](#) (CBIT) produce a range of resources and offer training courses (supported by the Eden Dora Trust) for teachers.
- [Childhood Acquired Brain Injury: The hidden disability](#) nasen and CBIT publication for teaching professionals
- [Returning to education after a brain injury](#) The Children’s Trust publication
- [Supporting children after a stroke: Toolkit for teachers and childcare professionals](#) the Stroke Association publication
- [Education resources](#) The Brain Tumour Charity
- [Returning to school A teacher’s guide for pupils with brain tumours, during and after treatment](#) A teacher’s guide for CYPs with brain tumours:
- [Encephalitis in Children](#) The Encephalitis Society
- [Guidance for the post-discharge rehabilitation of children, adolescents and young adults with acquired brain injury](#) The Eden Dora Trust

- [All-party parliamentary group on acquired brain injury report](#) *Time for Change*: may also be of interest to education professionals. A national interest group (N-ABLES: National ABI in Education and Learning Syndicate) has been set up to address the report's recommendations. If you are interested in joining and contributing to this group please follow @NABLES10 on Twitter, or contact info@ukabif.org.uk to join the mailing list.

STOMP-STAMP (Stopping over medication of people with a learning disability, autism or both-Supporting Treatment and Appropriate Medication in Paediatrics) pledge resources for organisations and individuals that work with children and young people with a learning disability, autism or both to show their commitment to [STOMP and STAMP](#).
<https://www.england.nhs.uk/publication/stomp-stamp-pledge-resources/>

INFORMATION: NdTi strategic plan 2019-21

<https://www.ndti.org.uk/about-us/about-ndti/our-strategy>

FOCUS: SEND inspection

Updated Version of the Guidance for inspecting how well local areas support children and young people with special educational needs and/or disabilities has been published on April 1st. There are some changes since April 2016 in particular the Flow Chart to reflect new ways of working.

<https://www.gov.uk/government/publications/local-area-send-inspection-guidance-for-inspectors>

FOCUS: Equipment

Remap: custom-made equipment to help disabled people live more independent lives

[Remap](#) is a national charity that works through local groups of skilled volunteers. They help disabled people achieve independence and a better quality of life by designing and making equipment for their individual needs.

They give people their equipment free of charge. This is because they are a charity and are not trying to make money. All their running costs are covered by donations and support from charities and their volunteers give their time for free.

To find out more, visit <https://www.remap.org.uk/>

GUIDANCE

Improving young people's experiences in transition to and from inpatient mental health settings

A quick guide for mental health practitioners supporting young people

<https://www.nice.org.uk/about/nice-communities/social-care/quick-guides/improving-young-people-s-experiences-in-transition-to-and-from-inpatient-mental-health-settings>

Oral care and people with learning disabilities

People with learning disabilities have greater unmet oral health needs, poorer access to dental services and less preventative dentistry than people in the general population. We have written new guidance about making reasonable adjustments for people with learning disabilities in relation to oral care. This covers topics such as:

- Oral health of people with learning disabilities and risk factors
- Barriers to good oral health and dental care for people with learning disabilities
- What we know about what works at an individual level

- What we know about what works at a service level
- Signposting to resources and examples of good practice

This has been published as part of a [series of guidance](#) which shares information, ideas and good practice in making reasonable adjustments for people with learning disabilities in specific health service areas.

FOCUS: FUNDING

People's Health Trust

Active Communities is a funding programme for community groups and not-for-profit organisations, with an income of less than £350,000 a year or an average of £350,000 over two years, seeking investment of between £5,000 and £50,000 for projects lasting up to two years. They're looking for small and local projects, genuinely designed and run by local people. By small, they mean just a small group of people on an estate, in a few streets or villages. These ideas could be based in one neighbourhood, or cover a wider area, but they must live close enough to each other to meet up regularly.

They're also looking for great ideas from communities of interest. By this they mean a group of people who have things in common and wish to come together to address something that is important to them. These ideas could be based in one neighbourhood, or cover a wider area.

Applying couldn't be easier. It's an online process with a step by step guide from start to finish.

Please note that to make sure funds are distributed equally across Great Britain, sometimes they restrict the areas that are eligible to apply.

Using money raised by society lotteries through The Health Lottery, Active Communities is currently open in the following areas:

- **Health Lottery North East and Cumbria** - Active Communities is open in parts of Tyne and Wear and in the following areas of Cumbria: Allerdale, Copeland and Barrow in Furness. Applications opened on 10 April 2019 and the application deadline is Wednesday 8 May 2019 at 1pm.

Find out more at <https://www.peopleshealthtrust.org.uk/>

RESEARCH

Ethnic disproportionality in the identification of SEN in England

New research published by Oxford University examines patterns of SEN identification for school-aged children in England. The report, which presents analysis of data from the National Pupil Database from 2005-2016, suggests that children of ethnic minority groups are over-represented for certain types of SEN and under-represented for other types. Key findings presented by the report include:

- Asian pupils (Indian, Pakistani, Bangladeshi and Other Asian) are **half as likely** to be identified with Autistic Spectrum Disorders as White British pupils, controlling for age, sex and socio-economic deprivation
- Black Caribbean and Mixed White and Black Caribbean pupils are **twice as likely** to be identified with Social, Emotional and Mental Health needs as White British pupils, controlling for age, sex and socio-economic deprivation

The research project also includes individual feedback reports for all LAs in England: these resources provide specific data on over and under-identification of SEN among ethnic minority groups in each LA. We do feel that these feedback reports will be particularly useful to LAs in considering issues of ethnic disproportionality and SEN provision in their local areas.

This research was conducted independently by the Department of Education at Oxford University, and was funded by the DfE through the Economic and Social Research Council Secondary Data Analysis Initiative.

LINKS TO OTHER NEWSLETTERS:

Centre for Youth Impact news

<https://mailchi.mp/ba41167c1883/centre-for-youth-impact-newsletter-september-503691?e=c44aa6d09f>

Child development and learning difficulties lab news:

https://gallery.mailchimp.com/d155dd3868ae027bf56443605/files/08a40d6b-4096-46db-bdfc-e2a493f183d7/Spring_Newsletter_Final_2019.01.pdf

Council for Disabled Children: March news

<https://mailchi.mp/ncb/your-june-newsletter-is-here-1296693?e=59c28d4a77>

Early Years SEND partnership news:

<https://mailchi.mp/713b56ec3946/eysend-partnership-newsletter-april-2019?e=59c28d4a77>

Kidz to Adultz magazine:

https://issuu.com/disabledliving/docs/kidz_to_adultz_magazine_march_2019?e=26748259/68597590

Making Ourselves Heard: news

<https://mailchi.mp/ncb/webinars-forums-and-more-1296809?e=59c28d4a77>

Whole School SEND newsletter

<https://dmtrk.net/2F68-1EGS8-527KZLHGDE/cr.aspx>