



NW SEND Regional Network Newsletter

December 2022 – January 2023

The network is keen to provide support for children, families and practitioners. Please don't hesitate to get in touch with any queries you may have. If you would like to be added to the newsletter circulation list, just send an email to the address below.

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NORTH WEST EVENTS

Reducing Health Inequalities for CYP workshops:

12.1.23 12 – 1 Reducing Health Inequalities for CYP Workshop - Emotional Wellbeing a Local Authority Perspective

23.2.23 12 – 1 North West Family Hubs Mobilisation

Please contact england.nwcyp@nhs.net if you would like to attend any of the above.

The workshops are open to North West health and wider partners, commissioners, local authority colleagues, public health teams, ICS members, voluntary and community groups, and research partners.

16.1.23 Internships Work - a regional event for local authorities

The Edge Conference Centre in Wigan.

This will be a full day event with registration and tea/coffee starting at 9.30am and aiming to finish at 3pm with Associates from NDTI, BASE and DFN Project Search being around until 4pm.

This event is for LAs - SEND Leads, Employment Leads, Post 16/PfA Leads, Supported Employment Leads and Supported Internship Co-ordinators. Invites will be going out next week confirming the programme for the day and all the details.

OTHER EVENTS

7.12.22 Preparing for Inspection of SEND Provision conference

[Preparing for Inspection of SEND Provision Conference 2022](https://www.educationconferencesuk.co.uk)
([educationconferencesuk.co.uk](https://www.educationconferencesuk.co.uk))

12.12.22 Autism and ADHD workshop

To book <https://autismahandsonapproach.co.uk/adhdworkshop/>

25 – 26.1.23 2 – 5.30pm Safeguarding Children in the Digital Age

From deepfakes to the metaverse; and from digital-self-harm to the Online Safety Bill, this event will demystify all the latest trends and provide you with key insights and top tips to implement in your work.

[Safeguarding Children in the Digital Age \(cypnow.co.uk\)](https://cypnow.co.uk)

26.1.23 9.30 - 12.30 Ordinarily Available Provision in the Early Years (Council for Disabled Children)

This national seminar will explore what the requirements are under the Children and Families Act (2014); discuss how local areas are developing ordinarily available provision and highlight some of the benefits and challenges.

This seminar is for those with well-developed ordinarily available provision and for those who want to find out more.

[EYSEND - Ordinarily Available Provision in the Early Years National Seminar Tickets, Thu 26 Jan 2023 at 09:30 | Eventbrite](#)

1.2.23 9.30 – 4.30 How we can support early years and primary school settings to develop language provision (for EPs and SLTs)

Why is language and communication important for child development and learning at school?

How can you support your schools and EY settings in developing a stronger language provision for all children?

This one-day workshop is aimed at Educational Psychologists and Speech & Language Therapists who want to increase their knowledge of the approaches that can be used to support early years and primary school settings to develop their language provision and support for all children. The session will be delivered by Dr. Ioanna Bakopoulou, an APS Associate Educational Psychologist with specialist research expertise in the area of language development and experience of supporting schools to develop their provision in this respect. If you would like to find out more, please visit:

[Supporting Spoken Language - Aspen Psychology Services](#)

2.2.23 9.30 – 12.30 COVID recovery and young children with SEN and disabilities (Council for Disabled Children)

This national seminar brings together different perspectives on the impact of the pandemic on children with SEN and disabilities and their families, from research, from families, from the data and from different experiences.

This seminar is for:

- Local authority staff and specialist services.
- PVI and nursery settings.
- Parents/carers of children with Special Educational Needs and Disabilities.
- Researchers interested in how COVID-19 has impacted young children with SEN and Disabilities.

[EYSEND: COVID recovery and young children with SEN and disabilities Tickets, Thu 2 Feb 2023 at 09:30 | Eventbrite](#)

2.2.23 10 – 1.30pm Putting Voice at the Heart of Strategic Commissioning, a CDC National Online event

This event is aimed at SEND Leads, Commissioners, DSCOs, DMOs and DCOs – we would also welcome attendance from Parent Carer Forum regional representatives. Priority will be given to these roles.

The agenda is yet to be announced but the event will consist of a **main plenary session** and a range of workshop choices (attendees will be given the chance to sign up to 2x workshops, details on workshop content and how to sign up will be circulated nearer the time).

If you have any ideas for workshops, or you would like to present at a workshop yourself, please contact Miry at mmayer@ncb.org.uk.

You can register here [Putting Voice at the Heart of Strategic Commissioning - CDC National Event Tickets, Thu 2 Feb 2023 at 10:00 | Eventbrite](#)

Closer to the event, you will receive an email with information on how to sign up for workshops. You will also receive Teams invites for all the sessions. CDC will contact you through the email address you've provided to register so **please make sure you enter the correct email address**. You should receive a confirmation email from Eventbrite after registering. If you haven't received one, please email Adeeba at akhan@ncb.org.uk.

8.2.23 Now and Beyond festival

Now in its third year, the festival has reached over one million young people, educators and parents/carers providing free lesson plans, live online workshops and live celebrity content. [Head to the website to register](#) to take part.

9.2.23 9.30 – 12.30 'Assess, Plan, Do, Review, it's the only way through!' (nasen)

Nasen's national seminar spans many topics from Local Authority strategic planning, through to leadership in Early Years settings and the systems and processes used by Early Years practitioners to meet the needs of our youngest children with SEND. This is a must for all Early Years LA staff, SENCOs, setting managers and practitioners.

[nasen's Early Years SEND Seminar 'Assess, Plan, Do, Review' It's the Only Way Through | Nasen](#)

22.2.23 9.30 – 12.30 Behaviour, exclusions, delayed entry and the Equality Act (Council for Disabled Children)

This national seminar will explore the connections between equality considerations, behaviour and exclusions from settings for children 5 and under. A rights-based approach to behaviour management of early years children will be applied.

[EYSEND: Behaviour, Exclusions, Delayed Entry & The Equality Act Tickets, Wed 22 Feb 2023 at 09:30 | Eventbrite](#)

23.2.23 Cost of living: supporting families in the early years – Hosted by Early Years in Mind

[Cost of Living: Supporting Families in the Early Years | Training | Anna Freud Centre](#)

2.3.23 EYSEND Partnership Regional event – Leeds. Save the date

8.3.23 Transition - Improving the Care of Young People. The Burdett National Transition Nursing Network, hybrid event. Save the date

6 – 9.3.23 ADOS2, face to face, Manchester

[ADOS2 Training Manchester March 2023 \(123formbuilder.com\)](#)

9.3.23 EYSEND Partnership Regional event – Birmingham. Save the date

16.3.23 EYSEND Partnership Regional event – London. Save the date

21.3.22 10 – 1 Coproduction, Engagement, Empowerment, Measuring Successful Outcomes (Genuine Partnerships & Contact). Save the date

27 March – 2 April 2023 World Autism Acceptance Week

The ADHD Foundation: Neurodiversity Charity is running a series of live-streamed training sessions for educational professionals.

The webinars are applicable to all key stages and phases of education, including sessions that are specific to Early Years, Primary and Secondary settings. They also offer webinars designed for new entrants to the profession and Teaching Assistants. All the webinars will begin at 3:45pm and finish at 5:15pm and will include an opportunity for Q&A.

How to register:

Please confirm your attendance to the webinar of your choice by following the relevant link below. This will take you to the event booking page, with a registration form to complete. You will then receive an email with instructions on how to join the webinar.

Can't attend? If you are unavailable to attend the live webinar, and would like access to a recording, please continue to sign up and you will receive a link after the session.

Monday 5th December: Supporting Memory in the Classroom

[Registration \(gotowebinar.com\)](https://gotowebinar.com)

Tuesday 13th December: Mental Health and Neurodiversity, including rejection sensitive dysphoria

[Registration \(gotowebinar.com\)](https://gotowebinar.com)

Please note that CDC have set the dates for all their national events and webinars until March 2023, so please hold the following dates in your diaries:

- National event 2 - 2nd February 2023, 10:00 – 13:30
- National webinar 2 - 21st March 2023, 10:00 – 12:00

All events and webinars will be recorded, so not to worry if you won't be able to make all events.

nasen and EYSEND Partnership

nasen is offering sessions of 'Meeting the Needs of Every Child', an introduction to SEND in the Early Years for practitioners and childminders. The 2-hour live online webinars cover the legislation for SEND, role of the SENCO and Key Person, the graduated approach and developing partnerships with parents. Dates for the sessions are below:

- [Thursday 19 January: 6.00pm - 8.00pm](#)
- [Wednesday 8 March: 10.00am - 12.00pm](#)

Please note: you only need to book onto one of the sessions as they are repeated and you will need to apply for nasen's free membership to access the booking.

A Bright Start for Every Deaf Child: Together We Can Be There for Deaf Children

The first of four live and free online sessions to give those working in the early years, information and ideas to support deaf children. Whether you currently have deaf children in your setting or not, these sessions will help you reflect on your practise and equip you to be ready for deaf children now or in the future.

The sessions will cover how deafness impacts development, language and communication, acoustics and lighting, deaf awareness techniques, behaviour and identity.

Other sessions cover: Transition for deaf children; language and communication; social and emotional development, seeing parents as partners; and two recorded webinars on sensory storytelling and using basic BSL.

The first session is on 25 January 6pm-7:15pm on Zoom.

Register here: <https://www.ndcs.org.uk/our-services/services-for-professionals/online-information-sessions-for-professionals/a-bright-start-for-every-deaf-child/>

The National Deaf Children's Society (NDCS): Early Years Networking Groups

Join the National Deaf Children's Society's hosted network of early years settings and practitioners that will meet online four times a year to share resources, knowledge and good

practice. NDCS will provide support, contact, training, ask the expert opportunities and resources. The first meeting will focus on practical activities for improving deaf children's social and emotional development. The next topic is phonetical awareness for deaf children. Choose a time that suits you best: 7 March, 4pm or 9 March, 6:30pm. Both meetings will last 1 hour 15 minutes: <https://www.ndcs.org.uk/our-services/services-for-professionals/early-years-networking-groups/>

SHARING PRACTICE AND INFORMATION ACROSS THE NORTH WEST

Raising awareness of neurodiversity

Free webinar for Liverpool City Region employers and organisations delivered by Knowsley Council and Liverpool Council to raise awareness of Learning Disabilities and Neurodiverse conditions including Autism, Dyslexia, Dyscalculia, Attention Deficit Hyperactivity Disorder and Dyspraxia (Developmental Coordination Disorder).

This is a one hour session with various dates available.

Contact: susan.temple-fielding@knowsley.gov.uk

Child of the North

All Party Parliamentary Group – inaugural meeting evidence session

[Child of the North APPG: Inaugural Meeting Evidence Session - The NHSA](#)

NWC Research and Innovation Awards

View a three-minute video showing highlights from the North West Coast Research and Innovation Awards event, plus interviews with all winners, [here](#).

Children and Young People Awards

Congratulations to:

Team Oasis who picked up the special Pandemic Response Award for its Critical Care to Our Whole Community project, which during the height of the pandemic turned its Liverpool centre into a local distribution hub and moved programmes online. Also to **Wigan Youth Zone** who were highly commended.

Blackpool Better Start who received The Safeguarding Award for their programme For Baby's Sake

Raising Rochdale Integrated SEND Team on receiving The Public Sector Children's Team Award

Early Years Stronger Practice Hub

Well done to Lime Tree Primary Academy (Bright Futures Educational Trust) and partners: Wellfield Infants & Nursery School, Little Oaks, Stanley Grove Primary Academy and ESSA Primary Academy on becoming a NW Stronger Practice Hub.

Early years Stronger Practice Hubs will provide advice, share good practice, and offer evidence-based professional development for early years practitioners.

INFORMATION: IMPROVING OUTCOMES FOR CHILDREN AND YOUNG PEOPLE WITH SEND

Ofsted and the Care Quality Commission have launched a new joint framework for inspecting provision for children and young people with special educational needs and/or disabilities (SEND) within a local area. Beginning in January 2023, inspections will focus on whether local area partnerships are delivering improved outcomes and experiences for children and young people with SEND.

See the [new handbook and framework](#), the [consultation outcome](#) and the outcome of the separate [children and young people's consultation](#).

The new framework will consider how local area partnerships are going beyond fulfilling their legal duties, to make a positive difference to the lives of children and young people with SEND – who were consulted on the proposals.

Inspections will now also evaluate how local authorities commission and oversee alternative provision, given the large number of children and young people with SEND in this kind of provision.

A new ongoing cycle of inspections will be introduced, with the aim of strengthening accountability across the local area partnership and supporting continuous improvement across the SEND system. There will also be a programme of monitoring inspections for areas with systemic or widespread weaknesses.

To support joint working across the sector, the inspection framework will apply a multi-disciplinary approach to gathering evidence, by deploying an inspection team that includes education, health and social care inspectors.

<https://www.gov.uk/government/news/improving-outcomes-for-children-and-young-people-with-send>

FOCUS: PLACE BASED PARTNERSHIPS EXPLAINED

Place-based partnerships are collaborative arrangements between organisations responsible for arranging and delivering health and care services and others with a role in improving health and wellbeing. They are a key building block of the [integrated care systems](#) (ICSs) recently established across England and play an important role in co-ordinating local services and driving improvements in population health.

[Place-based partnerships explained | The King's Fund \(kingsfund.org.uk\)](#)

GUIDANCE: ADVOCACY SERVICES FOR ADULTS WITH HEALTH AND SOCIAL CARE NEEDS

This NICE guideline covers advocacy for people using health and social care services in all adult settings (including young people under 18 using adult services). It describes how to commission and deliver effective advocacy, as well as identifying who should be offered advocacy (including who is legally entitled to it). It also covers monitoring and improving advocacy services, and training and skills for advocates and practitioners.

[Overview | Advocacy services for adults with health and social care needs | Guidance | NICE](#)

RESOURCES:

Skills for Care

East Sussex County Council Adult Social Care Training Team, funded by Skills for Care, have developed a range of resources to support embedding culturally appropriate care in everyday good practice.

It's important that people receive support that reflects their culture is at the heart of person-centred care. Delivering good culturally appropriate care can be beneficial to peoples' emotional, physical and spiritual health.

Gain a clearer understanding of culturally appropriate care and what that may mean to individuals they support with their resources. This may include care and support staff, health professionals, personal assistants (PAs) and family carers. The focus is on supporting people with learning disabilities, autistic people, and people with dementia. Also considered are the experiences of people from ethnic minority backgrounds and people who are LGBTQ+.

The resources include a guide and training materials.

[Culturally Appropriate Care \(skillsforcare.org.uk\)](#)

Wellbeing measurement for early years settings

This resource provides sets of questions to help early years settings better understand their staff and provide them with the support they need. It includes tools that can be used to measure wellbeing robustly and consistently.

[Wellbeing measurement for early years settings](#)

Drawing the ideal self

Personal Construct Psychology techniques for working with children, young people and adults

[Drawing The Ideal Self](#)

Exploring situations and problems cards: Download from BookFunnel:

<https://dl.bookfunnel.com/piilzchqgj>

For non-English speakers or for eliciting both poles of the constructs, a copy is available without the verbal labels: <https://dl.bookfunnel.com/jvwqhy5fpe>

An independent guide to quality care for autistic people

Written by the National Autistic Taskforce

[An independent guide to quality care for autistic people – National Autistic Taskforce](#)

Special Educational Needs Provision in England: Noddy ‘no-nonsense’ Guide to SEN law

Updated version.

[Noddy-Guide-2022-270222.pdf \(matrixlaw.co.uk\)](#)

NDTi Green Light Tool Kit: Auditing and improving your mental health service so that it is effective in supporting autistic people and people with a learning disability

[The Green Light Toolkit](#) is a free resource which includes an online audit framework and toolkit. It will allow you to effectively benchmark your service and make informed decisions about where you can make improvements. [Access the Green Light Toolkit and register to use the online survey tools.](#)

The Toolkit is part of the [sensory resource pack](#) created to improve autistic people’s sensory experience in healthcare.

Sensory friendly resource pack

This pack is intended to support the delivery of NHS Long-Term Plan commitments for autistic people and the further prevention of mental health crisis in children, young people and adults who are autistic (with or without an additional learning disability) and to support in addressing issues raised about un-sensory friendly environments impacting on poor quality care for autistic children and adults.

All elements of the resource pack have been co-produced with people with lived experience, family carers, and clinicians.

[NHS England » Sensory-friendly resource pack](#)

THE RISE (Research and Improvement for SEND Excellence) PARTNERSHIP SEND WORKFORCE TRAINING

Under the RISE programme, funded by the Department for Education, the Council for Disabled Children and NDTi have conducted a workforce survey to identify learning needs across the SEND System.

The following topics have stood out as areas of need, and training sessions have been developed to meet these learning needs

Data, Voice and Commissioning

[SEND Workforce - Data, Voice and Commissioning Tickets, Multiple Dates | Eventbrite](#)

Social Care, SEND and Co-production

[SEND Workforce - Social Care, SEND and Co-production Tickets, Multiple Dates | Eventbrite](#)

Preparing for Adulthood, Post 16 Pathways

[SEND Workforce - Preparing for Adulthood, Post 16 Pathways Tickets, Multiple Dates | Eventbrite](#)

Each training session will run multiple times and will be delivered online, using MS Teams. Please visit the links next to each topic to view dates and register.

PODCASTS & RECORDING

A fabulous set of podcasts including 'The Emotional Curriculum

Exploring new research which promotes the emotional well-being of children and young people in schools. Dr Sarah Taylor-Whiteway talks to academics about their research and how it can be used and applied in schools.

[The Emotional Curriculum \(buzzsprout.com\)](https://buzzsprout.com)

The recording for **Anxiety and mental health: Supporting secondary students** is now available to [watch on demand](#).

Our Turn to Talk

Our Turn to Talk is NCB's youth-led podcast programme! All episodes are developed and directed by young people and focus on issues that are important to them.

Lotte is a member of the National Children's Bureau's [Young Research Advisors](#), a group of children and young people from across England that help drive the quality, relevance and impact of our research.

For Our Turn to Talk's sixth episode, *Navigating the Maze: Understanding Education Health Care Plans*, Lotte discusses:

- Her own experiences of having an EHCP
- How she thinks young people can be better supported throughout the process
- Some tips for young people to help them understand and manage their EHCP.

This episode looks at EHCPs through the eyes of a young person and raises some important issues from someone with first-hand experience. Lotte's podcast can be helpful for children and young people with an EHCP, parent/carers, and professionals.

You can listen to Lotte's podcast [here](#) and find other Our Turn to Talk episodes [here](#).

FOCUS: HEALTH INEQUALITIES IMPROVEMENT PROGRAMME

Core20PLUS5 is a national NHS England approach to support the reduction of health inequalities at both national and system level. The approach defines a target population cohort and identifies '5' focus clinical areas requiring accelerated improvement.

Core20

The most deprived 20% of the national population as identified by the national [Index of multiple deprivation \(IMD\)](#). The IMD has seven domains with indicators accounting for a wide range of social determinants of health.

PLUS

PLUS population groups include ethnic minority communities; inclusion health groups; people with a learning disability and autistic people; coastal communities with pockets of

deprivation hidden amongst relative affluence; people with multi-morbidities; and protected characteristic groups; amongst others. Specific consideration should be taken for the inclusion of young carers, looked after children/care leavers and those in contact with the justice system.

5

The final part sets out five clinical areas of focus. The five areas of focus are part of wider actions for Integrated Care Board and Integrated Care Partnerships to achieve system change and improve care for children and young people. Governance for these five focus areas sits with national programmes; national and regional teams coordinate local systems to achieve aims.

1. Asthma

- Address over reliance on reliever medications; and
- Decrease the number of asthma attacks.

2. Diabetes

- Increase access to real-time continuous glucose monitors and insulin pumps across the most deprived quintiles and from ethnic minority backgrounds; and
- Increase proportion of those with Type 2 diabetes receiving recommended NICE care processes.

3. Epilepsy

- Increase access to epilepsy specialist nurses and ensure access in the first year of care for those with a learning disability or autism.

4. Oral health

- Tooth extractions due to decay for children admitted as inpatients in hospital, aged 10 years and under.

5. Mental health

- Improve access rates to children and young people's mental health services for 0-17 year olds, for certain ethnic groups, age, gender and deprivation.

[NHS England » Core20PLUS5 – An approach to reducing health inequalities for children and young people](#)

FOCUS: JOINT COMMISSIONING

On 9.11.22 CDC ran a national webinar on Joint Commissioning.

The webinar was aimed at health professionals who work with children with SEND and strategic leads (SEND Leads, Children's Health Commissioners, DCO/DMOs, DSCOs), as well as parent/carer forum representatives and consisted of:

- An introduction from Anna Gardiner, Assistant Director at the Council for Disabled Children
- A presentation from Tracy Fisher (Children's Complex Care Manager/ DCO For SEND 0-25 in Portsmouth) on being part of an integrated commissioning team
- A presentation from Nicola Childs (Commissioning Lead CYP North) and Jo Heaney (Head of Commissioning & Strategy for Children, Young People & Maternity in North East and North Cumbria) on the journey from integrated pathways to fully jointly commissioned services
- A presentation from Emma Lonsdale (Head of Service for Children, Young People and Inclusion in North Yorkshire) on developing a draft plan and navigating a Section 75 agreement
- An outline by CDC of the available Joint Commissioning resources.

The 3 presenters talked about the Joint Commissioning journey in their areas, and after each presentation there was time allocated for a Q&A.

You can watch the recording and download the slides from the webinar at [Joint Commissioning Webinar \(councilfordisabledchildren.org.uk\)](#)

REPORTS

Beyond the labels: A SEND system which works for every child, every time

This paper, by the Children's commissioner, outlines the key messages the Office of the Children's Commission has heard from children and translates them into three over-arching ambitions:

- To ensure all children and young people get support that reflects their ambitions
- To ensure that all children are getting timely and effective support, locally, with a focus on early intervention
- To ensure that all children have consistent, excellent experiences wherever they are in the system

[CC A4 HEADER \(childrenscommissioner.gov.uk\)](https://www.childrenscommissioner.gov.uk)

The State of health care and adult social care in England 2021/22

[State of Care 2021/22 - Care Quality Commission \(cqc.org.uk\)](https://www.cqc.org.uk)

Special thematic report on children's mental health

Safeguarding pressures phase 8, Association of Directors of Children's Services

[ADCS Safeguarding Pressures Phase 8 Special Thematic Report on Mental Health Final Nov2022.pdf](#)

Who I am matters – A report into the experiences of being in hospital for people with a learning disability and autistic people

This report looks what people with a learning disability and autistic people experience when they need physical health care and treatment in hospital.

[Experiences of being in hospital for people with a learning disability and autistic people - Care Quality Commission \(cqc.org.uk\)](#)

Educational experiences of young people with special educational needs and disabilities in England: February to May 2022

Young people aged 11 to 16 years with special educational needs and disabilities, parents, carers, and school staff share their experiences with education and educational systems across England, including what they feel is going well and suggestions for improvements.

[Educational experiences of young people with special educational needs and disabilities in England - Office for National Statistics \(ons.gov.uk\)](#)

Young person friendly version

[educational-experiences-of-young-people-with-special-educational-needs-and-disabilities-report-young-person-friendly.pdf \(ons.gov.uk\)](#)

Alternative provision for primary-age pupils in England: a long-term 'destination' or a 'temporary solution'? Ofsted

A report on alternative provision (AP) for pupils of primary school age, based on discussions with parents and staff from primary schools, alternative providers and local authorities.

[Alternative provision for primary-age pupils in England: a long-term 'destination' or a 'temporary solution'? - GOV.UK \(www.gov.uk\)](#)

What next for strengths-based areas?

A new report from the Social Care Institute for Excellence, [Mayday Trust](#) and [Think Local Act Personal](#). The report includes a toolkit to support you in strengths-based ways of working. A strengths-based approach goes to the centre of someone's assessment, care and support, highlighting 'What is strong' rather than simply 'What is wrong'. The report focuses on co-designing local plans, particularly with the people who rely on services most.

[What next for strengths-based areas? \(scie.org.uk\)](#)

Voices of children in care

A new report by Coram Voice, [10,000 voices](#), highlights what children in care aged 4 - 18 have said about their well-being. The report found that the vast majority of children in care felt their lives were improving and many spoke positively of their experience. The report also notes the importance of being mindful of the different needs of different groups, including the lower well-being of girls and those living in residential care or 'somewhere else' (such as supported or temporary accommodation, hospital or prison), as well as differences in children in care's experience based on age or ethnicity.

[10,000 Voices: Children in care's views on their well-being report - Coram Voice](#)

Scoping digital support for children and young people's mental health

To help increase capacity and achieve better outcomes in child and adolescent mental health services (CAMHS) at a time of rising demand, the NHS has recognised it needs help to identify and harness the best of the ever-expanding array of digital innovations – from assessment through therapeutic interventions to ongoing support and prevention.

[Scoping-digital-support-for-children-young-people-mental-health-FINAL-REPORT2.pdf \(oxfordahsn.org\)](#)

FOCUS: AN OPPORTUNITY FOR YOUNG PEOPLE

CQC is [welcoming applications](#) from young people #YoungChampions aged 13 to 25 who live in England and are interested in becoming a CQC #YoungChampion - sharing their views of health and social care services and also helping other young people to have a voice too. Training and support will be provided.

OPPORTUNITIES TO PARTICIPATE IN RESEARCH / SHARE PRACTICE

Research opportunity for carers of people with a learning disability

Researchers at the University of Warwick are carrying out a study to look at how doctors and nurses have conversations with people about treatments they might receive if they become seriously unwell. This is called the ReSPECT process. The researchers would like to talk to carers of people with a learning disability who are willing to join a group discussion about the ReSPECT process. You don't need to have previous experience of or know anything about ReSPECT to join.

What is ReSPECT?

ReSPECT stands for Recommended Summary Plan for Emergency Care and Treatment (ReSPECT). This records which treatments doctors and nurses should consider for a person in a future emergency situation if the person becomes seriously unwell and is unable to communicate at the time. The plan is made with the person either during a conversation with their GP or hospital doctor, or sometimes when a person is admitted to hospital. If a person isn't able to talk to their doctor or nurse about the plan, it is discussed with the person's family, carer or someone close to them. Anyone can have a ReSPECT conversation with their doctor but it is more likely to happen if the person already has a medical condition or there is a chance that they might become seriously unwell.

The researchers would like to talk to carers of people with a learning disability about whether and how these conversations should take place, and the benefits and challenges of the ReSPECT process.

The group discussion will happen on Zoom or another videoconferencing platform arranged by the study team so you don't have to travel to get there.

It will last about one hour. You will get a £20 voucher.

If you are interested in taking part, or you would like more information about the study, please contact the study team.

Tel: 02476 573988 email: respectpc@warwick.ac.uk

Resetting services to disabled children

At the start of the COVID-19 pandemic many services for disabled children paused. When they restarted, services were often provided in a different way, usually online. Many families of disabled children have struggled to cope during the pandemic.

Newcastle University are conducting a research study aiming to find out what impact the changes in services have had on children's health and wellbeing. They want to find out which changes worked well, which changes were not supportive for families and disabled children, and why. They are working with families and professionals from the NHS, social care and education to show how services could be delivered better to provide high quality care to disabled children as the NHS is remodelled. They also want to define minimum acceptable, effective core health service provision for future emergencies and lockdowns.

A literature review is available at [1 \(ncl.ac.uk\)](https://ncl.ac.uk)

To find out more and get involved go to [Resetting Services to Disabled Children | Resetting Services to Disabled Children | Newcastle University \(ncl.ac.uk\)](#)

OTHER NEWSLETTERS:

Anna Freud learning network news:

[New wellbeing measurement tools for early years staff and free Anti-Bullying Week toolkits for schools and colleges \(mailchi.mp\)](#)

Autism newsletter:

[Autism Newsletter \(mailchi.mp\)](#)

[Autism Newsletter \(mailchi.mp\)](#)

Foundation Years bulletin:

[EY SENCO training update \(mailchi.mp\)](#)

Makaton Magazine:

[Makaton Magazine - November / December 2022 \(informz.net\)](#)

Making Ourselves Heard news:

[November Making Ourselves Heard \(mailchi.mp\)](#)

National Children's Bureau, Early Childhood Unit bulletin:

[Latest news and information from the early years sector \(mailchi.mp\)](#)

Mental health, learning disability and autism bulletin:

<https://mentalhealthlda.cmail20.com/t/ViewEmail/d/5166A4CD9397DF172540EF23F30FED/204745E813181C7063B21DE8DA818551?alternativeLink=False>

Nasen newsletter:

[nasen Connect: November edition out now! !\[\]\(c724c83fe216b2427610afdbd31f92cc_img.jpg\) \(ddlnk.net\)](#)

Ofsted news:

[Ofsted News - Issue 117 - October 2022 \(mailchi.mp\)](#)

[Ofsted News - Issue 118 - November 2022 \(mailchi.mp\)](#)

Schools in Mind newsletter

[November newsletter: Free mental health support and resources for Anti-Bullying Week \(mailchi.mp\)](#)

Social Care Institute for Excellence: scieline

[Strengths-based practice for council services and more \(scie.org.uk\)](https://www.scie.org.uk)

Teacher Bulletin:

[Teacher Bulletin: sustainability and climate change in the classroom \(govdelivery.com\)](https://www.govdelivery.com)

[Teacher Bulletin: Celebrating YOU, and every inspiring educator \(govdelivery.com\)](https://www.govdelivery.com)

The Centre for Youth Impact newsletter:

[The Centre for Youth Impact Newsletter: November 2022 \(mailchi.mp\)](https://mailchi.mp)