



NW SEND Regional Network Newsletter

October 2021

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

5.11.21 9 – 11 North West Preparing for Adulthood (PfA) Network Event – Collaborating like children's and young peoples' (good) lives depend on it! Via TEAMS

The global pandemic has brought unprecedented challenges. Despite this, good practice continues to develop and evolve and people are collaborating to ensure children and young people lead good lives now and as they move into adulthood.

Who is the network meeting for?

The network meeting is specifically aimed at people who lead on PfA in their local area.

The aim of the session is to:

- pause, consider and reflect on the power of collaboration.
- create space for colleagues to connect, reflect and collaborate and share what's happening in relation to PfA in their local area including good practice and areas for development.
- Agree the focus areas for future pfa network meetings

To book a place go to [North West Preparing for Adulthood \(PfA\) Network Event Tickets, Fri 5 Nov 2021 at 09:00 | Eventbrite](#)

10.11.21 10 – 12, MS TEAMS: Trauma awareness workshop - Trauma experienced by family carers of people with learning disabilities and autistic people

The workshop will be delivered virtually, co-facilitated by a family carer and a professional. This resource has been jointly produced by the Challenging Behaviour Foundation, the Tizard Centre and Respond. A new co-produced trauma awareness raising resource will be offered as part of a workshop facilitated jointly by a family carer and a professional. In this filmed resource, funded by NHS England, family carers describe a range of their own

experiences of trauma in a new resource, co-produced with family carers. This 2 hour co-facilitated training session will share a range of experiences from family carers, to promote awareness and understanding of the impact and what actions can be taken. The workshop will be a mixture of short films and facilitated discussion.

If you are interested in attending, please contact england.NWLDA@nhs.net

23.11.21 Social Care and SEND - Action Learning Set

Save the Date

18.1.21 09:15 - 13:00 Annual review training

Save the Date

OTHER EVENTS

1.11.21 12.30 – 2pm Supporting adults with learning disabilities and/or autistic adults in communities through commissioning webinar

[Living good lives webinar series: supporting adults with learning disabilities and/or autistic adults in communities through commissioning | www.basw.co.uk](#)

1 – 7.11.21 Advocacy Awareness Week

[#AAW21 - NDTi](#)

2.11.21 A bright start for every deaf child: Together We Can See Parents As Partners 6 – 7 on Zoom

This session will help you:

- understand the emotional impact raising a deaf child can have on parents
- understand the transition process and what parents look for when choosing a childcare setting
- understand how best to support and communicate with parents throughout their child's time with you
- plan how to create a smooth, stable and supportive environment for a deaf child.

[Register for our Bright Start online sessions | National Deaf Children's Society \(ndcs.org.uk\)](#)

2.11.21 Feeling at Home webinar 11 - 1

The 'Feeling at Home' project has been funded by the NIHR School for Social Care Research to explore with people with learning disabilities living in group homes with staff support what helps or gets in the way of them 'feeling at home' where they live. Includes a policy round up.

Register for a free ticket here: <https://tinyurl.com/44yfwf55>

3.11.21 Enabling help – A free webinar

Triangle, the social enterprise behind the Outcomes Star suite of tools, has synthesised 20 years of learning about how people change and has come to some surprising conclusions. The Enabling Help report draws on Triangle's unique 20-year experience of creating 44 different variants of the Star, used by over 1000 organisations with over 1.4 million completions. It calls for "Enabling Help" – an approach to service delivery based on what Triangle has learnt about the kind of support that helps people overcome challenges and reach their full potential.

[Webinar Registration - Zoom](#)

4.11.21 Building a better understanding of how educational professionals engage with systems to support trans* young people in secondary schools

['Building a better understanding of how educational professionals engage with systems to support trans* young people in secondary schools' with Dr Jennifer Gavin - edpsy.org.uk](#)

6.11.21 Possible Neglect, And Its Neglect? Webinar 10.30 – 12noon

This event will examine working with people who are cut-off or numbed due to neglect, trauma or hopelessness, and the different challenges each states pose.

For more information visit [Weekend webinars in infant mental health](#)

9.11.21 A bright start for every deaf child: Together We Can Tell Sensory Stories 6 – 7pm on Zoom

Storytelling and shared reading experiences with deaf children are an essential tool for language, communication, literacy, emotional and social development. In this session, we'll look at how using sensory items during story time can help deaf children build their literacy skills and encourage a love of books.

This session will help you:

- understand the importance of books and reading for deaf children
- understand why sensory play is essential for learning and development
- create your own sensory story experiences in your setting
- understand why memories are important and how to use these while creating books and during play.

[Register for our Bright Start online sessions | National Deaf Children's Society \(ndcs.org.uk\)](#)

9.11.21 Autism on-line conference – a hands on approach

18th National conference, Key topics:

The Pattern Seekers: How Autism drives Invention.

Autism in Police Custody: Keeping the noise down!

How to Tango to Two Different Beats – Navigating Relationships when your Partner and Children are on the autistic spectrum.

Autism in Women and Girls

What would Young People with Autism Like us to do Differently?

Autism and ADHA

[Autism A Hands On Approach](#)

9.11.21 10 – 11 including Q & A An introduction to ADHD - A Live Webinar

This session aims to develop your understanding of ADHD and will focus on:

- New perspectives of ADHD
- How ADHD can impact upon a child's learning and how parents and carers can help
- Supporting a child to live well with ADHD

To register go to [An Introduction to ADHD \(witherslackgroup.co.uk\)](#)

10.11.21 10 – 12 North West Trauma Workshop

NHSE&I commissioned research into the trauma experienced by individuals and families caused by interaction with the systems of education, health and social care. The report can be found [here](#). Following the report, Respond, the Challenging Behaviour Foundation and The Tizard Centre, were asked to develop a training package for professionals working with people with a learning disability and autistic people, to help the understand the impact of trauma on families. A session has been commissioned for each NHSE&I region. The sessions would be suitable for a range of people including commissioners, providers, practitioners (particularly those involved with Intensive Support teams and Key Workers), SEND, DCO's and CETR chairs. If you are interested in attending, please contact england.NWLDA@nhs.net

11.11.21 1 – 4pm DSCO community of practice interactive event

The agenda will include:

- The role of social care in the SEN Tribunal
- Liberty Protection Safeguards – feedback from CDC's systems readiness tool and learning from a local area approach
- Embedding the DSCO theory of change and monitoring progress

Please sign up to this session if you are in the DSCO role in a local authority or are a senior manager in social care and/or SEND with responsibility for developing the role.

This is an online event, participants will receive a link with joining instructions in advance. Please register at [Designated Social Care Officer\(DSCO\)for SEND National Community of Practice Tickets, Thu 11 Nov 2021 at 13:00 | Eventbrite](#)

11.11.21 Autism and education conference – Live online

Hear about good practice current research and personal insight. Topics include mental health and wellbeing, sensory differences, exclusion, emotional regulation and girls in education. Book at: www.autism.org.uk/education-conference. On demand access after the event can be arranged by contacting conference@nas.org.uk

15.11.21 Introduction to Supporting People with a Learning Disability through Loss and Bereavement

[Introduction to Supporting People with a Learning Disability through Loss and Bereavement online live workshop - 15th November 2021 - ARC England](#)

15 – 19.11.21 Anti-bullying week: One kind word

[Anti-Bullying Week 2021: One Kind Word \(anti-bullyingalliance.org.uk\)](#)

16.11.21 A bright start for every deaf child: Together We Can Use Basic British Sign Language 6 – 7pm on Zoom

Being able to use different communication methods can support a deaf child's development. British Sign Language (BSL) is one method of communication that some deaf children use and indeed find essential.

In this session, we'll look at how having a basic understanding of BSL can help a deaf child feel more comfortable and confident around you, as well as being able to learn from you and convey their wants and needs.

This session will help you:

- understand the purpose of BSL, its form, structure and how it's used by deaf children and adults
- learn how to fingerspell your own name
- learn some simple BSL signs and understand how to use them in context, during songs and rhymes
- understand the importance of signing throughout the day with or without a deaf child present or involved in the conversation.

[Register for our Bright Start online sessions | National Deaf Children's Society \(ndcs.org.uk\)](#)

17.11.21 Kidz to Adultz North, ACC Liverpool, Kings Dock, Waterfront, Liverpool, L3 4FP

This event is dedicated to children and young adults with disabilities and additional needs, their parents, carers, and the professionals who support them

[Download Your Free Kidz to Adultz North Tickets \(kidzexhibitions.co.uk\)](#)

23.11.21 10.30 on Positive mental health and neurodiversity virtual conference

An event for parents and carers of neurodiverse children and young people. Presentations will include:

- Mental Health: Positive mind set, positive results

- Supporting your child's learning and mental health
- Understanding and managing anxiety
- Five ways to well being

The presentations will be recorded so even if you can't make it on the day a recording of the sessions will be sent to everyone who registers following the event.

To register go to [GoToWebinar](#)

23.11.21 Behavioural Therapy for Tics Institute: Non-clinical behavioural therapy workshops for teachers and parents

[Behavioural Therapy for Tics Institute: Non-clinician behavioural therapy workshops for teachers and parents - edpsy.org.uk](#)

25.11.21 Us Too: User-led Training for Social Care Staff on Domestic Abuse, Learning Disabilities and Autism

This workshop is for anyone working in social care and supporting people with a learning disability

[25 November 2021 - \(9.30am - 1pm\)](#)

1.12.21 4 – 6pm Promoting the emotional wellbeing and mental health of children and young people with severe and profound intellectual disabilities – A live online course

[Emotional Wellbeing for Children and Adults with Severe and Profound Disabilities Who Have Experienced Trauma - NAC Wellbeing - Learning & Membership](#)

23.2.22 Youth Voice Matters: Children and Young People's Conference - Zoom Deadline to sign up: Monday 22nd November 2021

This is a conference with a difference – designed and delivered by young people for young people as part of the Making Participation Work programme jointly delivered by CDC and KIDS and funded by the Department for Education. The conference will be an all-day interactive on-line event. It is an incredible opportunity for children and young people to build on their participation skills, develop their voice and feel empowered to participate in decision making at a local, national and strategic level.

Registration is now open to groups of up to 7 young people. Please only reserve spaces if you have an existing children and young people's group and only reserve the number of tickets you actually need to allow as many groups as possible to attend.

[Registration](#) will close on **Monday 22nd November 2021**, or sooner if all tickets are allocated.

SHARING OPPORTUNITIES, LEARNING AND PRACTICE ACROSS THE NORTH WEST

The NW Children and Young People's co-production group are looking for a Co-chair.

A shadowing opportunity will be available in the first instance. To find out more contact Poppy Cain c/o cwh01@hotmail.co.uk

Tameside are advertising for a young person with SEND to be employed as an Inclusion Ambassador.

Find out more by emailing Erica.Douglas-Osborn@tameside.gov.uk

Creating our Lives

A participatory study commissioned by NICE to explore looked after children and young people's perspectives on outcomes and interventions. The study was conducted by The

Centre for Children and Young People's Participation and the University of Central Lancashire.

[supporting-documentation \(nice.org.uk\)](https://www.nice.org.uk/supporting-documentation)

NW presentations at an October CDC National Virtual event

- Learning From North Cumbria and North East Autism Schools project
- TAKING CHARGE 'Designing & Developing CYP Crisis Therapeutic and Least Restrictive Alternative Pathways to Admission' – Greater Manchester Health and Social Care Partnership

[CDC National Virtual Event October 2021 \(councilfordisabledchildren.org.uk\)](https://www.councilfordisabledchildren.org.uk)

An opportunity to be involved in a physical activity research project at Liverpool John Moores University – Movement Matters

This project aims to improve physical activity, motor competence and quality of life amongst children with learning disabilities. It will be developed using a participatory, co-production approach. The researchers are seeking to actively engage local stakeholders who have both the expertise and knowledge from supporting children with learning disabilities in the design of the programme.

Interested stakeholders are invited to attend workshops to share thoughts and opinions in a group settings. Workshops will be no longer than 2 – 3 hours and will take place in person at a University Building in Liverpool city centre between 7 – 7pm with food and refreshments provided. The dates for the workshops are;

Thursday 18th November

Tuesday 14th December

To find out more email: S.L.Taylor1@ljmu.ac.uk.

Congratulations to the North West Children & Young People Now finalists – and Good Luck!

The Children in Care Award

Empowerment – Blackpool Children and Young Person's Advocacy

The Early Intervention Award

Warrington Borough Council – Early Help Restore Programme

Manchester Youth Zone – Junior Choices

The Early Years Award

Wirral Borough Council – Early Childhood Services (ECS)

The Partnership Working Award

Wigan Boys & Girls Club – Wigan Youth Zone

The Youth Work Award

The Hideaway Youth Project

GUIDANCE

Promoting and supporting mental health and wellbeing in schools and colleges

Find out what help you can get to develop a whole school or college approach to mental health and wellbeing.

[Promoting and supporting mental health and wellbeing in schools and colleges - GOV.UK \(www.gov.uk\)](https://www.gov.uk)

Find out how to apply for a grant and access DfE quality assured training to help develop a whole school or college approach to mental health and wellbeing

[Senior mental health lead training - GOV.UK \(www.gov.uk\)](https://www.gov.uk)

Keeping children safe in education Statutory guidance for schools and colleges on safeguarding children and safer recruitment.

[Keeping children safe in education - GOV.UK \(www.gov.uk\)](https://www.gov.uk)

FOCUS: Designated Social Care Officer (DSCO) handbook

This handbook covers:

- What is a DSCO?
- Development of the DSCO role
- Developing a theory of change
- Job description and person specification

[DSCO Handbook \(councilfordisabledchildren.org.uk\)](https://councilfordisabledchildren.org.uk)

RESOURCES

A Guide for SEND teachers working in SEND schools

[FREE Members Guide for SEND Teachers Working in SEND Schools \(primary\) \(twinkl.co.uk\)](https://www.twinkl.co.uk)

A Celebratory Approach to Working with Children with SEND: Giving additional support in the Early Years

Pen Green for children and their families Research Base Pen Green Centre

[A-Celebratory-Approach-to-Working-with-Children-with-SEND-FINAL.pdf \(foundationyears.org.uk\)](https://foundationyears.org.uk)

Special apps for very special learners

[Edition seven-'special apps for very special learners' September 2021 - SLD discussions and topics - The SEND Forums](#)

SEND Gateway resources

[SEND Gateway partner resources](#)

[Consortium Partner Resources | SendGateway](#)

Resources to support children and young people with Developmental Language Disorder

[Educational Support for Children with Developmental Language Disorder \(DLD\) \(ican.org.uk\)](https://ican.org.uk)

'At a Glance': SEND Code of Practice & EYFS Framework – what they say

Nasen have produced a new resource for Early Years practitioners called 'At a Glance'. This resource can be printed out for easy reference for your staff noticeboard or practitioners' folders and provides key information about SEND from the new EYFS framework (2021) and SEND Code of Practice (2015). This resource is free to download but requires free nasen membership to access

[SEND Code of Practice & EYFS Framework – what they say | Nasen](#)

My Time to Play Programme

Guide Dogs specialist Habilitation Service can help young children develop a wide range of skills, with the focus on key early years development areas such as early movement, self-help practical skills (including feeding and dressing), and social and communication skills. Guide Dogs' My Time to Play is a free service that helps children with sight loss aged from birth to four develop a broad range of skills through play in a group setting (both in-person and online). Further resources from Guide Dogs for children aged 0-4 include

- collection of nursery rhymes for children with a vision impairment, with suggestions of body actions to help your child learn more about their bodies and how they move.
- a comprehensive resource page learning through play giving advice, support and online resources/activities to help children with vision impairment gain confidence, achieve their milestones and understand the world

[Early years development and habilitation | Guide Dogs](#)
[Learning through play | Guide Dogs](#)

Amazing Autistic Teachers: how to learn from them

This resource was developed by the **Autistic School Staff Project** team at the University of East London. The project considers whether the inclusion of autistic children in schools can become a reality without the inclusion of the autistic staff who teach them, and is providing much-needed evidence and advice from ground-breaking research.

We know that autistic teachers can be amazing, with the understanding, support and opportunities they both need and deserve. This resource, drawn from interviews with autistic teachers, explains how to **train, recruit, enable** and **value** them.

Divided into **ten easy steps**, this important guide is essential reading for school leaders, teacher trainers, education policy makers, colleagues, parents and, of course, autistic teachers. It highlights the important work autistic teachers are *already doing* in our schools, and suggests how to support their **well-being** and **career progression** in order to facilitate diversity and inclusion across the whole school community.

This guide is free to download [here](#) from the Jessica Kingsley Publishers website.

Further information on the Autistic School Staff Project, including other resources and future publications, can be found on our website [here](#).

If you are interested in this project and would like to be kept up to date with new developments, please email the project lead, Dr Rebecca Wood, at r.wood@uel.ac.uk and ask to be put on the mailing list.

Bitesize webinar – Education Health and Care plan advice

[Education Health and Care Plan webinars - Witherslack Group](#)

Autism friendly quiet hour – The Entertainer

For the first hour of opening every morning The toy retailer *The Entertainer* has a Quiet Hour during which there will be no music playing, the lights are dimmed wherever possible and the stores are made to feel calmer. The initiative aims to create a calmer shopping environment for autistic people.

Teen with cerebral palsy talks about the impact of bullying

[\(20+\) Watch | Facebook](#)

Children's Social Care resources

All NICE products on children's social care. Includes any guidance, NICE Pathways and quality standards

[Children's social care | Topic | NICE](#)

New guidelines for health care

Children and young people have worked with parents, carers, doctors and nurses to create [guidelines](#) of what children and young people can expect when they go to see someone about their health. The guidelines have been turned into [infographics for children and young people](#) by a young advisor, plus there is a handy [experience of care checklist](#) you can download.

On My Mind, Anna Freud National Centre for Children and Families

On My Mind aims to empower young people to make informed choices about their mental health and wellbeing. Their [website](#) is full of useful tips and information that has been co-produced by young people. It includes advice and support in finding local support, self-care, understanding referrals and receiving support.

Autism and You

New videos and resource by the Ambitious about Autism young volunteers to help understand your autism diagnosis.

[Making sense of your autism diagnosis | Ambitious about Autism](#)

Children's Exploratory Drawings (CEDs), Timney & Cohman 2020)

This is a freely available assessment resource which utilises a Personal Construct Psychology approach to explore the views of young people through a set of simple drawings of common school scenes. These drawings can be used for exploring how a young person thinks about their life at school, themselves as a member of the school community and the other members of that community through questioning, conversation, and storytelling. There are currently more than 40 drawings available and the CEDs can be used with a wide range of ages and development stages.

[The Ceds – Children's Exploratory Drawings](#)

FOCUS: TRACKING OUTCOMES IN LOOKED AFTER CHILDREN

Restorative Parenting: Delivering Trauma-Informed Residential Care for Children in Care

Background

There are 78,150 children in care in England and 12% live in group residential settings. Little empirical research informs our understanding of how these vulnerable children heal from multi-type trauma in residential homes. Evidence-based multisystemic trauma-informed models of care are needed for good quality consistent care.

Objective

Using a novel multisystemic trauma-informed model of care with an embedded developmental monitoring index, the Restorative Parenting Recovery Programme, pilot data was collected from young people and care staff from four residential homes over a two-year period. Five key developmental areas of children's recovery were investigated through monthly monitoring data. Staff were also interviewed to explore their experiences of delivering the intervention to contextualise the findings.

Methods:

Data was gathered from 26 children, aged 6–14 years, over a two-year period. Their developmental wellbeing was measured using the Restorative Parenting Recovery Index and analysed through a comparison of means. To add further context to this preliminary analysis, qualitative interviews were undertaken with 12 Therapeutic Parents to explore their perceptions of how the Restorative Parenting Recovery Programme influenced the children's development.

Results:

Young people showed significant improvements on indices relating to relationships ($p = 0.002$, $d = 0.844$). Significant changes were observed during the first half of the

programme in self-perception ($p = 0.006$, $d = 0.871$) and self-care ($p = 0.018$, $d = 0.484$), although limited progress around self-awareness and management of impulses and emotions.

Conclusions:

This novel integrative approach to re-parenting and embedded measurement system to track the children's progress is the first of its kind and has originated from extensive multisystemic clinical practice.

[Restorative Parenting: Delivering Trauma-Informed Residential Care for Children in Care | SpringerLink](#)

RESEARCH AND REPORTS

The role of early childhood education and care in shaping life chances

The Nuffield Foundation has published a new evidence review, drawing on over 80 research studies and other sources, many of them funded by the Foundation. The review explores the quality, effectiveness and sustainability of early childhood education and care provision in the context of key policy changes over the last 25 years.

Almost all children now attend some formal early childhood education and care provision well before they start school. This is a significant change from a generation ago, representing a huge expansion in the number of places over the last 25 years, from limited provision in the mid-1990s to an established UK-wide infrastructure on which many children and parents depend.

But this expansion has been piecemeal, as policy implemented by successive governments has prioritised different objectives at different times. Some policies have prioritised early education, others have sought to reduce gaps in attainment between advantaged and disadvantaged children, and some to increase parental employment through access to flexible and affordable childcare.

In practice, this has resulted in a complex and confusing system that is failing to meet any of these objectives as fairly or comprehensively as it should. The evidence shows inequalities of access and take-up, particularly for disadvantaged children, who are the least likely to access their funded places. Services remain prohibitively expensive for some parents, particularly for children under three, while being provided by a workforce that is poorly paid and undervalued. The funding shortfall and impact of COVID-19 leave many providers in a financially precarious position.

The evidence leads to the conclusion that a wholesale review of the early childhood education and care system is needed, one that articulates a clarity of purpose, and which meets the needs of both young children and their families and makes a difference to disadvantaged children in particular. Such a review also needs to consider the fairest and most sustainable funding model and how the people providing early education and care can be appropriately skilled and remunerated.

Authored by Nathan Archer and Carey Oppenheim, the review is the fourth in the *Changing face of early childhood series*, which seeks to generate an informed debate on early childhood based on the collective evidence.

[The role of early childhood education and care in shaping life chances - Nuffield Foundation](#)

Build back better: plan for health and social care

This paper sets out the government's new plan for health and social care. It provides an overview of how this plan will tackle the elective care backlog in the NHS and put the NHS on a sustainable footing.

[6.7688_CO_Command_paper_cover_060921 \(publishing.service.gov.uk\)](#)

CQC's Annual State of Care is assessment of health care and social care

The report looks at the trends, shares examples of good and outstanding care, and highlights where care needs to improve

[State of Care | Care Quality Commission \(cqc.org.uk\)](https://www.cqc.org.uk/state-of-care)

Then There Was Silence

This report, by the Disabled Children's Partnership presents the findings of a study which has carefully tracked the impact for disabled children and their families over the last six months.

[Then-There-Was-Silence-DCP-Report-10-September-2021.pdf \(disabledchildrenpartnership.org.uk\)](https://www.disabledchildrenpartnership.org.uk/then-there-was-silence-dcp-report-10-september-2021.pdf)

The Big Ask: The Big Answer

The Big Ask: The Big Answer report shares the findings of the Children's Commissioner's Big Ask survey, which over half a million children responded to, and the response to the findings. Download the [full report](#) and a [children's version](#). There are also a range of policy papers that can be downloaded.

Best Practice in Education, Health and Care Plans (EHCPs), Teaching and Learning for Children with Cerebral Palsy: The case for quality provision and standardisation.

The All Party Parliamentary Group on Cerebral Palsy.

This report examines best practice in Education, Health and Care Plans (EHCPs), Teaching, and Learning for Children with cerebral palsy and offers a number of recommendations to Government, the NHS, local authorities and others.

[EHCP-report-APPG-on-Cerebral-Palsy-2021.pdf \(connectpa.co.uk\)](https://connectpa.co.uk/EHCP-report-APPG-on-Cerebral-Palsy-2021.pdf)

Neurodiversity in the criminal justice system: A review of the evidence

[Neurodiversity in the criminal justice system: A review of the evidence](#)

[Neurodiversity in criminal justice system – more effective support needed, say inspectorates \(justiceinspectorates.gov.uk\)](#)

Barriers to accessing early years services for children

Action for Children surveyed 2,000 parents of 0-5s across England, asking about their experiences of accessing essential non-childcare early years services.

The survey found that:

- 82% of parents struggled, or were unable, to access an early years service
- Nearly 3 in 10 were unable to access more than five early years services
- 78% of parents who had been unable to access a service were worried about the impact on themselves or their child
- 79% of parents wanted greater access to early years support.

Action for Children is calling for a minimum guarantee of the early years services all parents should be able to access in their local area.

[Barriers to accessing early years services for children | Action For Children](#)

INFORMATION

Lonely not alone: 3 ways to support young people

The [Co-op Foundation](#), is launching its Lonely Not Alone campaign. This is designed together with young people to help their peers who feel lonely. The campaign encourages young people aged 25 and under to share one small step they have taken to tackle loneliness at lonelynotalone.org. The website represents a digital universe. Every story submitted will appear as a star in the night sky.

You can support in 3 ways:

1. Encourage young people aged 25 and under to share their story at lonelynotalone.org
2. Request a youth work pack from the [Co-op Foundation](#) to help you talk to young people about loneliness
3. Spread the word on social media. Download images and videos to help you do this from lonelynotalone.org

FOCUS: TRANSITION SUPPORT FOR CHILDREN WITH SEND

A collection of [best practice principles](#) for transition reports in the early years

A [transition report template](#) that can be downloaded to support successful transition of children moving between early years settings, or from an early years setting to school

Entry Exit Pathway

A set of tools developed by Dingley's Promise to support children, families and settings through an Entry Exit Pathway based on experiences of Local Authorities, surveys, parent focus groups and ongoing conversations around transitions.

[Entry Exit Pathway.pdf \(councilfordisabledchildren.org.uk\)](#)

STUDIES / SURVEY & OTHER OPPORTUNITIES:

Do you have a baby 0 – 11 months old, with a sibling or parent with autism and/or ADHD?

If so the University of Birkbeck would like to hear from you.

The Studying Autism and ADHD Risk in Siblings (STAARS) project aims to improve early detection and diagnosis by learning more about the early development of babies with a parent or sibling with ADHD and/or autism. To find out more visit [STAARS](#) or email staars@bbk.ac.uk

Well Child have a [survey](#) out which is designed for parents with CYP with complex needs.

It is about building an exciting new website that will allow users to share information about local services for children with complex needs. Everyone who completes the survey will have the opportunity to enter a draw for a £100 Amazon voucher. If you'd like to take part please click this link: <https://tally.so/r/3EXrLm>

Anti-Bullying Week 2021: One Kind Word, 15 – 19 November

Young people aged 16+ are invited to submit their real life stories, in writing or as a 1-minute video, of when one kind word, action or choice changed their life for the better in relation to bullying. It can be an example of kindness shown to them personally, or a time when they saw kindness make a difference to someone involved in bullying behaviour. The hope is that these stories will help inspire a chain reaction this Anti-Bullying Week. For more information see [Anti-Bullying Week 2021: One Kind Word \(anti-bullyingalliance.org.uk\)](#)

OTHER NEWSLETTERS:

Autism newsletter:

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

Autism enewsletter:

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

Centre for Youth Impact news:

[Centre for Youth Impact Newsletter: October 2021 \(mailchi.mp\)](#)

Council for Disabled Children (CDC) digest:

[Your Autumn Digest is here! \(mailchi.mp\)](#)

Early years/SEND partnership news:

[EYSEND - September Newsletter \(mailchi.mp\)](#)

[Update - EYSEND Partnership \(mailchi.mp\)](#)

Foundation years news:

[Foundation Years Newsletter - October 2021 \(mailchi.mp\)](#)

Mental health, learning disability and autism news:

<https://mhlda.cmail20.com/t/ViewEmail/d/57BB981D6DE9E7F32540EF23F30FEDED/204745E813181C7063B21DE8DA818551>

<https://mhlda.cmail19.com/t/ViewEmail/d/DDFFB84147DA25B42540EF23F30FEDED/204745E813181C7063B21DE8DA818551>

NCVO bulletin:

[links.ncvo.org.uk/m/1/37861233/p1-b21273-](https://links.ncvo.org.uk/m/1/37861233/p1-b21273-ace86e0b95924864bb371fdc3238633c/5/741/50689aed-c338-41ae-8362-b3f8d0f92f93)

[ace86e0b95924864bb371fdc3238633c/5/741/50689aed-c338-41ae-8362-b3f8d0f92f93](https://links.ncvo.org.uk/m/1/37861233/p1-b21273-ace86e0b95924864bb371fdc3238633c/5/741/50689aed-c338-41ae-8362-b3f8d0f92f93)

NFER Assessment Digest:

[Assessment Digest | October 2021 \(nfer.ac.uk\)](#)

[Assessment Digest | September 2021 \(nfer.ac.uk\)](#)

NICE in social care e-bulletin:

[NICE in Social Care October 2021 e-bulletin \(mailchi.mp\)](#)

NFER Direct:

[NFER Direct October 2021 \(ddlnc.net\)](#)

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[https://news.nfer.ac.uk/4R3K-KTNL-](https://news.nfer.ac.uk/4R3K-KTNL-0D065828ACCCD17D10I01TF51483C5097E1B8A/cr.aspx)

[0D065828ACCCD17D10I01TF51483C5097E1B8A/cr.aspx](https://news.nfer.ac.uk/4R3K-KTNL-0D065828ACCCD17D10I01TF51483C5097E1B8A/cr.aspx)

NICE in Social Care e-bulletin:

[NICE in Social Care September 2021 e-bulletin \(mailchi.mp\)](#)

Ofsted news:

[Ofsted News - Issue 105 - September 2021 \(mailchi.mp\)](#)

RCPCH & Us Newsletter:

[RCPCH &Us News October 2021](#)

Teacher Bulletin:

[Teacher Bulletin: a roundup of the latest advice and guidance \(govdelivery.com\)](#)

[Department for Education \(govdelivery.com\)](#)

Whole School SEND news:

[Your Whole School SEND e-news \(ddlnc.net\)](#)