



SEND BULLETIN

MAY 2023 ISSUE

The LIIA SEND Bulletin highlights events and news for colleagues in local authorities who work with children and young people with SEND. Find out more about LIIA's work in SEND [here](#). With thanks to Cathy Hamer for information on national events.

NEWS

SUB-REGIONAL ICB WORKSHOPS

LIIA is running a series of workshops for LA colleagues and their NHS equivalents on how we can work best together to meet the health needs of children and young people with SEND, in the context of the new ICS structures. Each ICS sub-region will have its own event.

We held the North East London Event in January, which was well attended and received positive feedback. The South East London Event was held on Friday 19th May at the London Councils offices. We were very lucky to be joined by students from Brent Knoll School and Advisors from the Young Mayor's Office in Lewisham, as well as Andrew Fellowes from the Council for Disabled Children, and a host of colleagues across the South East LAs, parent carer forums and ICB. Attendees worked together to agree the next steps needed to embed effective partnership working across the South East sub-region.



Details and tickets for the North West, and South West events are below. Details for the North Central event are currently being confirmed - please look out for invitations in the coming weeks. If you have any questions about this set of workshops, please contact Ian Lewis:

ian.lewis3@nhs.net

- North West London: Monday 5th June, Irish Cultural Centre, Hammersmith. [Tickets here!](#)
- South West London: Wednesday 14th June, Battersea Arts Centre. [Tickets here!](#)

WHAT WORKS EXAMPLE: PARENT/CARER MEMBERSHIP AT DECISION MAKING PANELS - BARNET

LB Barnet have been working with the Barnet Parent Carer Forum to invite parents/carers into the Statutory decision-making panel, as panel members with equal voice and vote. All parties have found the inclusion of parent/carers voices on the panel improves the depth and quality of decision-making, with increased trust and transparency both for the LA and the wider PCF. More open processes foster collaborative relationships, and Barnet will be exploring parent/carers participation in wider decision-making panels. Barnet have kindly created a bank of top tips for any other LAs who wish to replicate this model. Tips include:

- Ensuring parents/carers are paid for their time (including case-reading time).
- Working together from the start to set the Terms of Reference for the panel and ensure all parents/carers are aware of the process and agree with the model.
- Producing clear guidance on conflicts of interest for all parties.

If you wish to learn more about this model and explore replicating it in your own local area, you can get in touch:

Barnet SEND Lead: Karen.Flanagan@Barnet.gov.uk

Barnet Parent Carer Forum: info@barnetpcf.org.uk

EVENTS

14.6.23 9- 4.45PM TRANSFORMING TRANSITION: TURNING THEORY INTO PRACTICE

This online event will be of interest to all professionals working with young people who have a long-term condition, including those with complex health needs in children's or adult health services, hospice, social care or educational setting.

[Book tickets here!](#)

22.6.23 10 – 11.30AM PARTICIPATION AND CO-PRODUCTION IN FAMILY HUBS USING THE LUNDY MODEL

This webinar will provide an introduction to the Lundy model in participation and co-production, both of which are at the heart of family hubs. Participants will also hear about how the Lundy model is being used in co-production with children and young people with special educational needs and disabilities (SEND) who may use alternative communication channels. There will be opportunity to ask questions and meet with others who are also working to increase their understanding of participation and co-production. [Sign up for your free place.](#)

4.7.23 THE CYP NOW SEND SUMMIT: POLICY REFORM & PRACTICE IMPACT

[Book tickets here!](#)

3.7.23 SOCIAL CARE INSTITUTE FOR EXCELLENCE: COPRODUCTION WEEK

The Social Care Institute for Excellence is holding a week of events, activities and on-line resources

[Find out more here.](#)

2 – 5.10.23 ADOS2 ADMINISTRATION AND CODING COURSE

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. This is a hybrid course meaning you can choose to attend in person in Bristol or join virtually via Zoom and Vimeo. 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. [Find out more here.](#)

THE ADHD FOUNDATION: 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.

- **Tuesday 6th June** [Creating an Enabling Environment for Neurodiverse Children in Early Years and Key Stage One Part 1](#)
- **Wednesday 21st June** [Reading and Writing Interventions for Neurodiverse Learners](#)
- **Thursday 6th July** [Creating an Enabling Environment for Neurodiverse Children in Early Years and Key Stage One Part 2](#)

RESOURCES AND REPORTS

A BETTER START THROUGH IMPROVING CHILD DEVELOPMENT OUTCOMES

This report on improving child development outcomes in times of uncertainty has been published on the National Children's Bureau website, and provides insights from The National Lottery Community Fund's five A Better Start (ABS) partnerships based in Blackpool, Bradford, Lambeth, Nottingham and Southend. In the report, partnerships provide a summary of emerging evidence across child development outcome areas including, improving children's diet and nutrition, social and emotional development, and speech, language and communication. The work of the programme is grounded in scientific evidence and research and the latest insights demonstrate a strong link across the different child development outcome areas, with positive outcomes in one leading to benefits across others. [You can read the report here.](#)

INTEGRATED CARE RESEARCH AND PRACTICE

This resource aims to support the planning, commissioning and delivery of coordinated person-centred care. It is based on the [integration logic model](#). [You can learn more here.](#)

MENTAL HEALTH ISSUES AFFECTING A PUPIL'S ATTENDANCE: GUIDANCE FOR SCHOOLS

This document from the Department for Education is a summary of responsibilities where a mental health issue is affecting school attendance and includes examples of effective practice. Read [here](#).

SAFEGUARDING CHILDREN WITH DISABILITIES AND COMPLEX HEALTH NEEDS

The Child Safeguarding Practice Review Panel has published its [Phase 2 report](#) on safeguarding children with disabilities and complex health needs in residential settings. This builds on the [Phase 1 report](#) which looked at the experiences of children and young adults who suffered significant neglect, abuse and harm when placed in three residential special schools in Doncaster operated by the Hesley Group. The Phase 2 report sets out systemic issues arising from the Phase 1 report, four strategic priority areas for improvement and recommendations for changes to police and practice to improve the safety, support and outcomes for children with disabilities and complex health needs.

THE NATIONAL FRAMEWORK AND OPERATIONAL GUIDANCE TO DELIVER IMPROVED OUTCOMES IN ALL-AGE AUTISM ASSESSMENT PATHWAYS

The framework sets out the general principles to be applied to the autism assessment pathway, to improve outcomes, and how the commissioning cycle can be used to deliver autism assessment pathways. This document is aimed at people working in health commissioning roles, and lead clinicians in NHS and independent sector community and inpatient service providers. The Operational Guidance sets out information about how an autism assessment pathway is configured and delivered to produce good clinical outcomes. This document is aimed at supporting colleagues working in Integrated Care Boards, clinicians and providers to make best use of their resources to deliver improved outcomes in all-age autism diagnostic pathways. The Framework and Operational Guidance has been co-produced with a wide range of stakeholders including people with lived experience (autistic people, their families and carers), clinicians, service managers, commissioners and researchers to understand barriers to the assessment pathway, to test opportunities for innovation and to provide evidence of good practice. [You can read both here](#).

UPDATES TO THE CARE QUALITY COMMISSION

CQC's new regulatory approach

Read the [revised plan and approach for transformation here](#). You can also view a [Webinar recording](#), as well as [slides](#).

CQC's approach to Local Authority assessments

Read the [CQC approach to assessing Local Authorities here](#). You can also find a [Webinar recording](#) and [slides](#).

CQC approach to assessing Integrated Care Systems

Read the [CQC approach to assessing integrated care systems here](#). You can also find a [Webinar recording](#) and [slides](#).

SUPPORTING THE PARTICIPATION OF CHILDREN AND YOUNG PEOPLE EXPERIENCING EXTRA VULNERABILITIES

[A toolkit for professionals working in mental health settings](#).

THE EFFECTIVE TEACHING ASSISTANT ONLINE

Professional, skills based training for TAs working to support students with SEND in the classroom.

COUNCIL FOR DISABLED CHILDREN E-LEARNING COURSES

The CDC training catalogue includes courses on:

- Holistic Outcomes in EHCPs
 - Information Advice and Support
 - Expert Parent programme
 - Social care and SEND
 - Focus on Health advice
 - Delivering quality Annual Reviews
 - Level 1: SEND Basic awareness
 - Level 2: SEND Basic awareness
 - The role of CAMHS in the EHCP process
 - Decisions, capacity and an introduction to Liberty Protection Safeguards
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MENTAL CAPACITY ACT DIRECTORY

The MCA (Mental Capacity Act) Directory has been developed to provide a single space for the sharing of useful information and tools to aid the implementation of the Mental Capacity Act and Deprivation of Liberty Safeguards. Here you will find publications, videos, and academic research that professionals across Health and Social Care may find useful in their day to day practice.

CARERS' BREAKS FOR YOUNG CARERS AND YOUNG ADULT CARERS: GUIDANCE FOR COMMISSIONERS AND PROVIDERS

This guidance is for commissioners, providers and others involved in the planning, shaping and delivery of support for young carers and young adult carers in transition, primarily in England. This guidance supplements the carers' breaks guidance for adult carers.

It will be of interest to commissioners within local authorities (including public health), and may be of interest to integrated care systems (ICSs) and partners within both health and education such as GPs and schools. It will also be of interest to a wide range of providers – including those from the voluntary, community, private and public sectors, and not just those already providing young carers' breaks and support.

SUPPORTING NEURODIVERGENT YOUNG PEOPLE DURING THE TRANSITION TO ADULTHOOD

This blog includes a case study within a secondary setting and concludes with key points that might be considered if setting up a similar support in other settings.

10 REASONABLE ADJUSTMENTS FOR THE CLASSROOM FOR AUTISTIC PUPILS THAT REQUIRE THEM

A checklist created by the Autism Education Trust.

SOCIAL CARE – NEW CARE QUALITY COMMISSION INSPECTION TOOLKIT

Skills for Care has released a new edition of their GO Online toolkit. It supports adult social care services to prepare for CQC inspections. With the regulator introducing their single assessment framework later this year, this toolkit will help you understand what is expected across the CQC's new quality statements. It includes:

- introductory films to help brief your teams on inspection changes
- recommendations about what to evidence
- practical examples

Skills for Care produced the toolkit in partnership with NICE, the Social Care Institute for Excellence and The Outstanding Society. [You can see the toolkit here.](#)

THE SEND NETWORK PODCAST

The [Send Network](#) has produced a [new podcast](#) aimed at professionals working with children with special educational needs and disabilities. The podcast is hosted by the platform's India Dunkley and provides practical insights, tips and discussion around practice within the sector.

THANKS FOR READING!

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