Dear all,

Hope you are coping with the heatwave and managing to stay cool. Life in CDC remains busy and this term’s Digest tries to capture a flavour of it for you. At CDC, we are always really keen to hear about what you think of our work and what you would find more helpful, or that you find unhelpful. So, please do take part in our annual stakeholder survey and tell us what you think by clicking here.

Our interest and activity at the moment is reflected across a number of areas. In political terms, it was good to see the Secretary of State for Education, Damien Hinds, specifically refer to SEN in his speech to the ADCS conference (see below for more details) and reference the need to incentivise a mainstream approach to inclusion. Internally, we have been pleased to be further developing the new Information, Advice and Support Programme and this issue updates you on that. A central part of our work on the Children and Families Act reforms has also been a commitment to supporting quality in Education, Health and Care Plans and we are pleased to be announcing more support materials, which you can find inside.

Life at CDC is however intrinsically about partnerships and so we are keen to publicise the work that NHS England and the Whole School SEND Consortium are developing on the Ask, Listen, Do programme - have a look and do spread the word.

Young people’s voices always influence our approach, and this can be seen in our latest FLARE blog as Meg talks about life after FLARE and the tangible benefits young people get from meaningful engagement.

We are also committed to ensuring that you are always up to date with the latest legal and political developments in the sector, and Steve Broach’s latest updates look at both the latest case law and the issues arising out of the Mental Health (Amendment) Bill.

Happy reading, and do let us know what you think!

Best wishes,
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Every year, the Council for Disabled Children launches a survey to find out how people are engaging with the SEND reforms, and how well they are understood by practitioners and other stakeholders. The results are used to improve the information and resources we supply to you. To have your say in the 2018 Stakeholder Survey, click here: http://bit.ly/CDCSurvey18

Updates from the Department for Education

This month, the Secretary of State for Education addressed the Association of Directors of Children’s Services (ADCS) at their Manchester conference. The speech covered a range of areas, including safeguarding children, SEND, alternative provision and exclusions and care leavers. You can access a transcript of the speech here and see a video message here. Children’s Minister Nadhim Zahawi also spoke at the ADCS conference. You can access his speech here.

Damian Hinds’ speech at ADCS included some important messages and announcements regarding SEND. Here are some key quotes:

• ‘While we had record investment in the education for children with complex SEND at £6 billion this year – it’s clear that budgets are under pressure. And, frankly, this is difficult - I can’t say today that I have all the answers. But I am listening to your concerns.’

• ‘We know there has been a steady movement of children with special educational needs out of mainstream schools and into specialist provision, alternative provision and home education. At the same time, rates of exclusion have begun to rise after a period of having calmed down. And I hear too many stories about off-rolling. And I want to be clear right now: this is not okay. SEND pupils are not someone else’s problem. Every school is a school for pupils with SEND; and every teacher is a teacher of SEND pupils.’

• ‘I am working with Ofsted to make sure our accountability system sufficiently rewards schools for their work with pupils who need extra support, and to encourage schools to focus on all pupils, not just the highest achievers.’

• ‘I want to look at how my department, working with the Department for Health and Social Care and NHS England, can support local authorities and NHS Clinical Commissioning Groups to more effectively plan and commission SEND provision.’

• ‘In addition, I will be asking Ofsted and the Care Quality Commission to design a
The SEND Governance Review Guide

The SEND Governance Review Guide is now available to download. Commissioned by Whole School SEND and co-funded between the Department for Education (DfE) and Driver Youth Trust in partnership with governance leaders, the guide, drawing upon the six features of effective governance, sets out a framework for how to ensure that learners with SEND access high-quality provision.

Every board is responsible for holding leaders to account for the education of learners with SEND. This guide has been developed to allow boards to effectively deliver on this responsibility. The guide builds on previous work to support strategic governance by the DfE and NCTL. An effective review of SEND governance should not become a simplistic box-ticking exercise. Therefore, this guide will help support and promote discussion and reflection with regards to outcomes for learners with SEND. The guide is suitable for all educational settings – including mainstream and special schools, post-16 provision and Alternative Provision.

The aim of the Review Guide is to ensure that all boards are able to have a positive impact in their setting. We hope that it will help to embed a culture of inclusion, collaboration and support within education. The SEND Governance Review Guide is free to download here. For more information, or to find out more about Driver Youth Trust contact info@driveryouthtrust.com.

The new Information, Advice and Support Programme

The Information Advice and Support Programme is a national government initiative which commenced in June 2018. The programme is designed to ensure that, in every local authority area, children and young people with SEND and their parents have access to impartial and free information, advice and support covering SEND issues – including through a dedicated Freephone service.

To achieve this we will manage contracts with eligible service providers and Information, Advice and Support Services, whilst providing access to a national helpline. We will also provide strategic support to help statutory services to evaluate, develop and improve upon their local service offer for children, young people and their parents. Led by a team at the Council for Disabled Children on behalf of the Department for Education, the programme will be delivered through a partnership arrangement that brings together the Information, Advice and Support Network, ‘Helpline’ run by Contact and the contracting expertise of the Independent Support programme. The programme will also work with IPSEA as a core training provider. For more information, click here or email iasp@ncb.org.uk.
TES Show 2018

EMPowering the SEN community since 1992

5-6 October 2018
Business Design Centre, London

Join us at the UK’s largest special educational needs show for two days of ideas, inspiration, networking and innovation, to bring learning alive for pupils with SEN.

• 42 CPD certified sessions exploring the latest research and trends
• FREE practical workshops led by our exhibitors
• Opening keynote and panel debate with the DfE, YoungMinds and leading voices in autism and mental health
• Exciting new resources from 150+ exhibitors

Register FREE and book your Early Bird seminar places by 27 July

tessenshow.co.uk
Ask, Listen, Do: Working Together to help children

By Simon Knight, National SEND Leader, Whole School SEND

The effective education of children with SEND is undoubtedly a collective responsibility. One that works best when driven by high quality partnership in which all those involved are seen as having an equally valuable contribution to make.

This intention is threaded through section three of the Code of Practice, but it is characterised formally, with reference to ‘duties’ and ‘commissioning’, using a narrative voice that is heavy with professional language. The separation of partnership between services (Section 3.13) and the relationships with children, young people and their families (Section 3.18) is indicative of a system that has yet to fully demonstrate an understanding of the importance and value of the voice of those who access SEND related support and their families.

The feeling that this is a system led partnership is never far away, missing the point that meaningful collaboration needs to be built with the person at the centre rather than the process.

And yet, there are some good examples of professionals and families working together in order to ensure that children and young people get access to the very best. Promoting this approach is something at the heart of the Whole School SEND mission.

As an organisation, we know that we can always improve the quality and impact of the involvement of children, young people and their families. However, there are a number of Whole School SEND projects that have been materially affected by ensuring that the voice of those identified as having a SEND and their families are integral to the process of development. Trying to ensure that co-production isn’t treated as a tick box exercise, in which approval is sought at the end of the development process, has helped to make sure that the materials we produce have the concerns of learners and their families at their heart.

And yet, despite our ‘best endeavours’ we haven’t always looked to work with families across the three areas of Education, Health and Social Care, instead often working with families on activity that is solely education related. This isn’t a conscious decision and one we are keen to change, recognising that drawing on the shared expertise of professionals, along with the expertise that exists within families, is likely to enhance what we do and support better outcomes for young people.

One example of where we have been working in partnership beyond the realms of education, is a recent leaflet that we have produced in partnership with NHS England’s Ask Listen Do project.
During the development of our SEND Reflection Framework, the learner and family voice was central to the drafting and editing process and led to a significant section on relationships with parents and carers within the document.

As part of the wider consultation process the draft was then shared with a number of additional families, many of whom also held additional roles in third sector organisations or academia. The lived experience of the family was crucial in shaping the language, content and the structure of the final review framework.

Despite this, not all the potential uses for the content we had created were identified. It took another parent to make the connection that the affirmative statements we had produced to support school staff to reflect on their own practice, could be reversed to create a question bank for families.

This idea of finding a way to enable families to ask effective questions that all schools should be able to provide a clear answer to, was one which found a happy home at Ask Listen Do.

Following initial discussions, it was decided to bring together a group of parents and construct a simple document that would support constructive, mutually respectful, communication between families and schools.

The intention was to set out the value of open, honest and frequent communication and how this may reduce incidents of conflict or confrontation resulting from dissatisfaction with the educational opportunities on offer. By asking questions such as:

- What resources and/or information are being used to help support my child and how does this support my child’s happiness and learning?

- How will my child be enabled to participate fully in school life, including trips and activities?

Families can acquire the information necessary to reassure themselves that their child is getting the education they require. If this information is not available or not of a sufficient quality, then this can open up a conversation about what may need to improve or change.

The point of highlighting this work and the way it has been constructed is to draw attention to the value of true collaboration and the impact that it can have on the development of resources.

After all, the vast majority of us want the same thing, better outcomes for children with SEND and it is through meaningful, purposeful partnership that we are most likely to achieve this.

Simon Knight is a Special School Senior Leader and a National SEND Leader at Whole School SEND

This article initially appeared on NHS England’s website as part of their Ask, Listen, Do project. You can find out more about the project here.
CDC Membership Update

Since the last Digest we’ve had a huge number of new additions to the CDC family. A big welcoming shout out to our newest members:

Partnership for Children
Partnership for Children is a charity that promotes the mental health and emotional wellbeing of children all around the world.

Kids Can Achieve
Our vision is to provide engaging, inclusive, and innovative play and experiential opportunities, which enable learning disabled children and young people to develop their social and emotional resilience in readiness for an active and fulfilling adulthood.

The Royal School for the Blind Liverpool
A centre of excellence supporting pupils with visual impairment and multiple complex disabilities.

Families in Focus
Our Mission: To enable parents to support their children to lead happy healthy lives and grow into respectful, socially and emotionally responsible adults.

Leicester YMCA - The Y
The Y is part of the national YMCA movement and has provided accommodation and support for single homeless young people in Leicester for 135 years.

Foundation for People with Learning Disabilities
We believe that people with learning disabilities should have the same rights and choices as everyone else in society.

Ryedale Special Families
We believe in the equal rights of disabled families. We work to uphold these rights and campaign to strengthen them.

Communication Matters
Our Vision: a world where all individuals have a right to a ‘voice’ through the provision of equipment and ongoing support services.

Bournemouth Parent Carer Forum
We have joined together so that we can provide a united voice that local services are encouraged to listen to when making decisions regarding our children’s education, learning and future needs.

Calderdale British Muslim Association
Calderdale British Muslim Association aims to to improve the life chances of disadvantaged people.

Like what you’ve read? Sign up to receive our quarterly digest and monthly newsletters!
Friends of Heathlands
Since 1975 Heathlands has been providing outstanding education for deaf children and young people.

Spinal Muscular Atrophy Support UK
Our Vision: A world where Spinal Muscular Atrophy is treatable and where anyone affected by any form of SMA receives the support they need.

Listening Books
We are a UK charity providing a fantastic selection of high-quality audiobooks to some 50,000 people across the UK who find it difficult or impossible to read due to an illness, disability, learning or mental health difficulty.

Network 81
Network 81 is a charity that supports, advises and trains parents and carers about the education of children with Special Educational Needs and Disabilities.

CPotential and Woodstar School
With Conductive Education at our core, we offer Early Intervention and other services to help children grow in confidence and skills so that they can achieve their potential and live as independently as possible now and in the future.

About the CDC membership - join today!
At CDC we know that we are stronger and have a bigger voice if we’re together. At the heart of CDC is the membership – a collective of over 260 voluntary or community organisations that represent the various facets of the SEND sector. Membership to CDC is free and open to any voluntary organisation or community interest company who works with or for disabled children and young people with SEN.

Next CDC Members Meeting
The next Members’ meeting will be taking place on 16th October at Centre 404, 404 Camden Road, London N7 0SJ. You will be receiving official invites by email closer to the time. Meetings are for nominated representatives of member organisations. If you’d like to come along please make sure you register online via the link in your email. If you’d like to attend but are not sure if you’re a member, check our member list here. We have also been asking members to make sure we have your most up-to-date contact information - to provide this please email Will on wtucker@ncb.org.uk.

Shining the Spotlight
We’re always looking for ways to celebrate our members and their successes. Here are some of the members on which we’ve shone the spotlight in recent months: The Children’s Trust, Fashion and Textile Children’s Trust, Shine (East Norfolk), Family Fund and Children in Wales. If you’re a member and would like to be featured in Shining the Spotlight, email Will at wtucker@ncb.org.uk for a template and more information.
APPGC report: Storing up Trouble

As part of the inquiry for the All-Party Parliamentary Group for Children, a new report from NCB, Storing Up Trouble, examines early help for children and families. Of the 1,700 social workers surveyed for the inquiry, 70 per cent said that thresholds for providing early help have risen in the last three years. Find out more and read the report here.

New e-learning: EHC plans year 9 and beyond

The Council for Disabled Children has produced some new e-learning, designed to support those involved in developing education, health and care (EHC) plans for young people from year 9 and beyond.

It is based on learning from the two resources created as part of the Independent Support programme which you can download here. The examples should be useful to those contributing to EHC needs assessments and to those writing plans as well as to parents, children and young people and those supporting them. Although there will be some key features that will apply to EHC plans for children and young people of all ages, this module focuses on the different considerations for young people aged 14-25.

The documents were first produced in response to feedback from the sector, building on the initial resource with a particular focus on how plans should evolve for young people from year 9 reviews onwards, as their journey into adulthood builds momentum. We would recommend that you use this resource, and the documents to complement the first guide.

The development of the e-learning highlights CDC’s continued commitment to supporting disabled children and young people, and those with special educational needs (SEN) in their transition to adulthood. For parents and carers interested in how EHC plans are designed and processed, and their children’s rights and entitlements, we would also recommend our Case Law Directory, written up from tribunal judgements by barrister Steve Broach from Monckton Chambers.
For more on transition, subscribe to our transition mailings, which include the ‘My Future Choices’ magazine from the Transition Information Network. Click here and select ‘Into Adulthood’ in the form.

Blogs and reports
Here’s what we’ve been reading this quarter...

**Thoughts on the Transition Event**
Our lead for transition, Catherine Goodall describes her experiences of attending and presenting at the Transition Event in Coventry.

**Work experience should be available to every teenager or young adult**
FLARE’s Amba writes about her work experience and how it has given her much more than career inspiration.

**Ask, Listen, Do from Mary Busk**
Making conversations count for children, young people and adults with a learning disability, autism or both and their families in education, health and social care.

**‘Hello?’ Disability Representation in the media**
FLARE’s Carys explains that “Disabled” is not a personality trait.

Best of social media

**Facebook [facebook.com/councilfordisabledchildren](https://facebook.com/councilfordisabledchildren)**
EHC plans should have disabled children & young people people’s voices at the centre, so we worked with them to put together Top Tips on making it happen: bit.ly/2o6wPlO #CoProWeek

https://www.facebook.com/councilfordisabledchildren/photos/a.292357594128656.92140.286427164721699/1996529327044799/?type=3&theater

**LinkedIn [linkedin.com/company-beta/2382839](https://linkedin.com/company-beta/2382839)**
CDC is supporting the NHS’s work on meeting needs in schools and the community, watch their video here https://bit.ly/29OepOV


**Twitter [twitter.com/cdc_tweets](https://twitter.com/cdc_tweets)**
RT @ngaevent: #ngaconf Philippa Stobbs @CDC_tweets delivers keynote speech: The importance of being inclusive, at NGA SEND conference.

https://twitter.com/NgaEvent/status/1015529976773431296

Like what you’ve read? Sign up to receive our quarterly digest and monthly newsletters!
This week, Meg, a former FLARE member, reflects on what she has learned from being part of the FLARE group.

Something sad happened to me in May this year: I turned 26. I love a birthday as much as anyone, but the sad thing about turning 26 was that I would become too old to be involved with the FLARE Group. They didn’t chase me from our meeting room or ban me from the building, but the situation was explained to me. I had to go.

No more FLARE? What was I going to do with myself? No more exciting trips to London, fun meetings and lovely people. FLARE is a group of the most inspiring and talented young people I’ve met and I wondered how I would keep my creative juices flowing without their great ideas.

When I saw a job to mentor young people with disabilities, I thought “this could be a bit like FLARE!” I had to fill out an application form, and that got me thinking about all the things I’ve learnt from being part of a group like FLARE. For anyone else who’s a member of a club or group, thinking about the skills you’ve learned will be useful for you too. Here are some ideas that I used in my job application.

**Good Listening Skills**

When you go along to meetings, you listen. You have to, because everyone usually has lots to say and you have to listen to the group leader. By being part of a group, you’ve shown that you can listen to others. Try to find some examples of times when you’ve done this during meetings, just to prove the point.

**Ability to Work in Groups or Teams**

This is the posh way of saying that you’ve worked with other people. Being part of a group means that you’ve done activities as a group, and have perhaps even achieved something worth writing about in your job application. If so, don’t forget to mention it!

**Improved Communication Skills**

Being part of a group makes you think about how you come across to other people. Whether this is through what you say (verbal communication) or how you act (such as body language, or non-verbal communication), your communication skills will have improved over your time with the group. Try to think of times when you’ve put your point across to others and explained yourself clearly.
Commitment

If you spent a lot of time with your group, you can say that you were committed to it. It can be good to say how much time you gave to the group, just so others can see how committed you are.

Constructive Criticism

Employers love this fancy language. Constructive criticism basically means that you were able to tell other people what you thought in a way that didn’t upset them. You weren’t rude, didn’t hurt anyone’s feelings, and got your point across well. If that sounds like you, get it down!

Passionate or Enthusiastic

Did you enjoy being part of the group? If so, why? Sorry, now I sound like a teacher! The point is that employers look for people who are passionate (enjoying themselves and believing in what they do) and enthusiastic (they get excited about things and work hard) because they want people who will enjoy their work and do it well. I was enthusiastic about FLARE meetings because we always had really nice lunches! I didn’t think that would go down too well in the job application!

Here are a few others to think about:

- **Helpful** - Did you help others in the group? If you did, what did you do to help?
- **Empathic** - Did you care about how others were feeling in the group?
- **Reliable** - Did you always do what you were asked by the leader or others in the group?
- **Punctual** - Were you always on time?

I hope this shows that being part of a group can give you lots of important skills that are great for things like applying for jobs. All good things have to come to an end and sadly, you will have to part ways with your group one day. I got the job and now have a few hours of working with other young people to look forward to. I hope you find something great to go onto after you’ve left your group.

In the news

My Care Transfer from Together for Short Lives

A quick and easy care planning tool for young people and their families, this resource has been developed to help young people and families feel confident that their immediate needs are communicated to staff they may not have met before.

There are similar tools that you may be familiar with, for example; All About Me, My One Page Profile, Wiki, My Health Passport. You will already have important plans in place, for
example; for medication, seizures, advanced care or emergencies. This plan is short – useful when there may not be much time when meeting new care providers. It also alerts people on the front of the page to the fact that they may need to escalate their response and consult other plans or key professionals. How and when you use it is up to you. It can be shared electronically or printed out. You will be able to update it whenever you need to.

**CDC Members the Children’s Sleep Charity scoop national award**

A Doncaster based charity are celebrating this week after scooping a national award. The Children’s Sleep Charity were announced as category winners by The Foundation for Social Improvement (FSI) in its second annual Small Charity Big Impact Awards. The charity supports families of children nationally and is commissioned by Doncaster Clinical Commissioning Group to offer a sleep service to all families in the town.

There was tough competition, with the FSI receiving over 350 entries from small charities across the UK. The awards categories are divided by income, with awards available for charities with an annual turnover of under £50,000 up to £1.5m. The winners were selected by an eight-strong judging panel, including Pauline Broomhead, chief executive of the FSI; Ben Carpenter, operations manager at Social Value UK and Graham Precey, trustee of the FSI.

Vicki Dawson, CEO and Founder of The Children’s Sleep Charity said, “I’m absolutely delighted that our work has attracted national recognition. We are proud of the impact that we make not only in Doncaster but across the country. The charity is also attracting attention now at an international level and one of our Sleep Practitioners is flying to Russia shortly to speak about our work.”

In a statement, the FSI said: “Those selected by the judging panel won their categories as they clearly showed how they measure their impact, use it to improve their services and share it to build trust.” Representatives from the charity will be attending a presentation ceremony in London next month to receive the award. To read more about the award and view their video, please click [here](#).

**Achievement for All ‘Every Child Included’ Conference**

The Achievement for All ‘Every Child Included in Education’ conference is back and due to be more impactful than ever. Schools, colleges, early years settings, parents, carers, businesses and sector leaders will share what an education system that leaves no child behind can look like in practice, and the life-changing effect that a fresh approach to exclusions, parental engagement and wellbeing can have on today’s children, young people and their families.

The conference will be held on Wednesday 17th October 2018 at Newbury Racecourse and will feature a wide range of speakers who will take delegates through the journey of a
child’s education from early years to post 16 (and beyond).

Speakers include Joan Deslandes, headteacher of Kingsford Community School and Chartered College of Teaching founding trustee; Brian Lamb OBE, SEND adviser and Chair of the Lamb Inquiry; Thelma Walker MP, Member of the Education Select Committee, as well as representatives from the Department for Education, Education Endowment Trust and a number of leading headteachers. For more information and to book click here.

Select committee enquiry on SEND

The Education Select Committee has launched an inquiry into the effect of the post-2014 reforms to SEND education. The chair of the committee, Robert Halfon MP (Conservative) said: “There are rising concerns about the quality and access to SEN provision.”

The Inquiry held its first oral evidence hearing on the 3rd of July with Brian Lamb OBE (Achievement for All), Stephen Kingdom (Disabled Children’s Partnership), and Baroness Warnock (chair of the 1978 Warnock report into SEND). A major topic of discussion was the move from Statements of SEN to Education Health and Care (EHC) Plans. And, while Brian Lamb reported that many parents have experienced the EHC Plan process as family centred, the committee also heard that the Plans have not successfully linked the three services for which they are named. Baroness Warnock explained that including health in the process is important for addressing children’s mental health and Stephen Kingdom added that joint working is vital to ensure plans include “the right equipment”.

The above summary is based on an account from the All-Party Parliamentary Group for Assistive Technology, who prepared a submission for the committee - you can find out more about them here. There is also more information in CYPNow. The Select Committee has also been undertaking an inquiry into alternative provision, to which NCB has contributed, and there is more information on that here.

Disabled Children’s Partnership Report

The Disabled Children’s Partnership (DCP) has published a report looking at the views of family members of children with disabilities on how the quality of health and social care changes have changed over the years. Findings from a survey of 1,510 family members show that 64.9% think the quality of social care services has got worse over the past few years and 75.3% said that the quality of health services has got worse.

What Works Centre for Social Care

Another step forward has been taken in the development of the What Works Centre for Children’s Social Care, with the announcement of Sir Alan Wood as the founding chair.

The What Works Centre for Children’s Social Care is a new initiative that aims to ensure the best possible evidence and research is used to inform developments in social care practice.

Sir Alan will bring over 40 years of experience in children’s social care at a local and
national level to the role, as he oversees the Centre’s progress to full independence.

**Updated ‘Working Together to Safeguard Children’ guidance**

Following a consultation on proposed revisions to the 2015 statutory guidance at the end of 2017, the government has published an **updated version** of Working Together to Safeguard Children (2018). This guidance explains what legislative changes to multi-agency safeguarding through the Children and Social Work Act 2017 will mean in practice. It also sets out the expectations for new multi-agency safeguarding arrangements, and details on both improving child protection and safeguarding practice through review.

**NCB to lead development of new approaches to safeguarding**

The Government has introduced new legislation that will reshape the way in which local agencies work together to safeguard and promote the welfare of children. We are delighted that the National Children’s Bureau will play a leading role in the development of these **innovative approaches** to protecting children.

The proposal to take schools and education providers out of local multi-agency safeguarding arrangements is still of concern. However, whilst they are no longer named as statutory partners for safeguarding arrangements, it is positive to see the expectation set out in the guidance that local safeguarding partners (comprising local authorities, health and the police) will name schools, colleges and other educational providers as relevant agencies and will be encouraged to ensure their meaningful active engagement in arrangements. There is more to be done to understand the role that schools will play in future multi-agency safeguarding arrangements and we will expect to see, through NCB’s facilitation of the Early Adopters Programme, that early adopters co-produce arrangements with partners across wider agencies that are identified and not just the core partners.

The emphasis in the updated guidance on the needs of the whole population of children and young people is welcome, as is the emphasis on the need to link these arrangements to other strategic partnership work happening locally to support children and families. In addition to setting out the new arrangements, the guidance includes some important updates to reflect the wider system change that has taken place since the last iteration, much of which supports child-centred approaches to safeguarding.

**TV programme highlights difficulties in accessing care and support**

On Monday 16th July, BBC Panorama highlighted the shortfall in funding for health and social care services for disabled children and their families in their programme ‘Fighting for My Child’. The **Disabled Children’s Partnership**, of which CDC is a part, has found a funding gap for disabled children’s health and social care services of £1.5billion. You can read about their research [here](#) or view the programme [here](#).
SEN Policy Research Forum

The Forum as an independent network contributes intelligent analysis, knowledge and experience to promote the development of policy and practice for children and young people with special educational needs and disabilities.

Rationale and orientation

The Forum is concerned with children and young people with special educational needs and disabilities from pre-school to post 16 (0-25 years). It aims to:

- provide timely policy review and critique
- promote debate
- set longer term agendas – acting like a think-tank
- deliberate over and examine policy options in the field
- inform research and development work in the field
- establish robust routes to media outlets

In doing so, the Forum recognises the issues and uncertainties over what counts as ‘special educational needs’ and ‘disabilities’ in relation to a wider concept of ‘additional needs’. These will be among the many issues examined through the Forum.

Background and origin of Forum

The Forum builds on the work and experience of the SEN Policy Options Group since the early 1990s. It started as an ESRC – Cadbury Trust series which led to further seminars supported financially by nasen, the leading UK professional organisation in this field.

The Forum has a membership that includes teachers, academics, researchers, policy consultants, local authority and voluntary organisation officers. It has organised over 30 policy seminars and papers arising from these seminars (which can be downloaded from the Forum website). The Forum usually arrange two seminars a year (no charge).

The Forum has a Lead group, co-ordinated by Dr Peter Gray and Professor Brahm Norwich from the University of Exeter. The Forum is very grateful to nasen for its continued financial support for the policy seminars and activities, and the Pears Foundation for its financial support for the website and activities.

Join the Forum and participate in its activities

You can participate in the policy seminar and also become involved in discussions with other members of the Forum. For more information, click here.
Postcards from Europe: Zurich

There is a challenge for many of the projects of the European Agency for Special Needs and Inclusive Education: how do you make cross-European projects useful and informative without reducing everything to such high level principles that they finish up advocating the benefits of motherhood and apple pie?

First, what the Agency projects strive to do is address the links between policy and practice in the priority areas identified by member countries. The debate is then not so much about what works but about what enables it to work. Increasingly, there is a recognition that the policy export-import business is not a productive one. Rather, it is important to understand the context and the conditions that enabled a particular approach to work. This, in turn, leads to a more analytical approach, a better understanding of local and national contexts. More of a forum for holding up the mirror than a policy trading floor.

At the practice level, there is now a growing number of Agency projects producing useful tools to put into the hands of practitioners. Recent projects have included: a ‘self-reflection tool’ for reviewing how inclusive early years provision is, in terms of how welcoming the setting is, how socially, educationally, environmentally inclusive it is; and a review tool from the Raising Achievement for All project focusing on features of inclusive pedagogy and five key features of inclusive leadership and collaboration.

Then, where findings from Agency projects across several different countries all confirm the same key factors, there is some additional confidence that the findings are solid. Agency projects are of all different shapes and sizes, but nearly all projects start with some kind of literature review. One that has just been published provides an analysis of over 200 peer-reviewed research papers exploring the links between inclusive education and social inclusion beyond school. First, of course, the researchers have to define their terms. The analysis confirms the positive links between inclusive education and social inclusion. Whilst all the data shows that schools in England are becoming less inclusive, it is important to recognise the longer term national, as well as individual, benefits of social inclusion. Is this a finding that might persuade those who are not convinced of either the principle or the immediate benefits of more inclusive educational provision?

Arriving back at the ‘new’ (temporary) office on Mare Street, the team was not persuaded of my claim that I had been to Zurich: I had no pictures of mountains, banks, upmarket insurance houses and I had omitted to take a photo of the one cuckoo clock that I had seen. The arrival of Toblerone on the office snack table was surprisingly persuasive, given you can get Toblerone at any sweet shop or airport ‘duty free’.

Wish you were here, Philippa

Read more from Philippa on ‘Inclusion versus exclusion’ here.
Case Law update
Our regular update on the latest legal decisions and what they mean for you, with Steve Broach, Barrister at Monckton Chambers

These updates are part of our case law series reviewing judgements relating to the implementation of the Children and Families Act 2014.

Each review looks at a specific case and explains the potential implications for parents, local authorities and sector practitioners. The reviews have been produced for us by Barrister Steve Broach.

Case Law update 28 - EHC plans and Speech and Language Therapy

In this update, the Upper Tribunal dismissed an appeal in relation to a child’s EHC Plan, in particular because there was no error of law in failing to specify the size of the small teaching groups for the child. Click here to read the update.

Case Law update 29 - judicial review of housing needs for family with autistic child

In this update, The High Court allowed an application for judicial review concerning the failures by children’s services and housing to address the housing needs of a family with a child with autism who was at risk from falling from a balcony at home.

Case overview

This application for judicial review was brought by KS, a mother of two children, and her daughter AM, a girl aged 6 at the time of the judgment with a diagnosis of autism. In addition to her caring responsibilities, KS also has significant physical and mental health difficulties of her own.

The family (including AM’s older brother) were living in a two-bedroomed council property on the first floor of a block of flats. The family argued that the property was dangerous for
AM. In particular there were two outside balconies and windows from which AM could fall. The family applied for alternative housing, relying on their health- and disability-related needs. Their solicitors asked for ground floor accommodation, an outside play area, appropriate bathing and toilet facilities and three bedrooms (given AM’s sleeping difficulties which significantly affected her older brother).

Children’s services produced a Child and Family Assessment which stated that the social worker was ‘very concerned that the home is...a safety risk’. It was also recognised that the living arrangements were having an impact on the entire family. The social worker concluded that the family needed a three bedded ground floor accommodation with a garden and that their current accommodation did not meet their needs. However it was said that there were no safeguarding concerns because the parents were ‘taking every step to meet their children’s needs by keeping them safe’.

The child in need plan identified an action for an occupational therapist to identify necessary equipment and make adaptations in order for the home to be secure. A further action was for the social worker to send the Assessment to the housing department and the plan noted that what was needed was for the family to be ‘provided with appropriate accommodation’.

Through their assessment, children’s services made a request for assistance from the housing department, under section 27 of the Children Act 1989. The case was then closed to children’s services as there were said to be no safeguarding concerns.

Following input from an independent medical advisor, the housing department made a decision that the family would remain in ‘Band C’ under the housing allocation scheme, meaning there was no realistic prospect of them being rehoused imminently.

After solicitors’ letters were sent, the housing department obtained a report from a Dr Keen, who did not either examine AM or visit the property. Dr Keen concluded that the property was ‘less than ideal’ but there was not a serious medical need to relocate. He agreed that a ground floor property would be optimum but that ‘given a fall from a first floor is unlikely to be fatal, and that availability of ground floor properties may be so scarce as to potentially delay a relocation, then I think that a first floor property is an acceptable alternative’. The Judge criticised Dr Keen’s report in several respects, noting that he had not indicated ‘what injuries he considers it likely that a 6 year old child might sustain falling from a first floor flat...and what level of injuries he considers to be an acceptable risk.’

The housing department’s officers met to consider the case again, by which time it was clear that the balcony doors could not be permanently locked. The decision was that the risk to AM ‘could be significantly reduced by practical measures’ and that the level of risk and the impact on the family of their accommodation was ‘not so serious or critical as to warrant Band A or Band B priority’. Nor would a ‘direct offer’ be made of a particular property.

The Judge recognised that housing authorities, particularly in London, face great difficulties
in finding accommodation. The Judge further noted that all the evidence of those who knew the family was that they were experiencing very great difficulties as a result of AM’s autism. On the other hand Dr Keen, whose evidence was heavily relied upon by the local authority, had not seen AM or KS and had not visited the property.

The Judge found the first floor balconies posed a very real risk to AM’s well-being and that despite what Dr Keen had said a fall from a balcony would cause at the very least serious injury and possibly death. The level of parental supervision required for AM was not a ‘realistic burden’ for KS, taking account of her own needs.

Although children’s services had requested co-operation from housing, this request had not been fulfilled. As a consequence the family had fallen between children’s services and housing without any prospect of being rehoused.

It was not sufficient for children’s services to refer the matter to housing and then close the file. The obligation on children’s services was ongoing, underpinned by the obligation in section 17 of the Children Act 1989 and section 11 of the Children Act 2004 to safeguard and promote the welfare of a child in need. It was irrational and unlawful for children’s services not to have continued their involvement with the family.

The conclusion by the housing authority to keep the family in Band C, without finding any alternative way to provide accommodation, was irrational in the light of the Child and Family Assessment. It was the gap between what children’s services had clearly identified as a need that required addressing and the failure of children’s services and housing to address that identified risk that led to a finding that the local authority had acted irrationally and unlawfully. Housing had failed to give any, or any sufficient, weight to the information provided by the social worker. Once the suggestion of permanently locking the balcony doors was rejected because of the fire risk, the decision that the risk to AM was only moderate became unsustainable.

For the housing authority to rely on the constant and never wavering vigilance of KS to ensure AM’s safety was irrational. Housing had therefore failed to formulate a plan to deal with the very real risks of AM harming herself and the very real and immediate harm to both AM and her brother by reason of the overcrowding in the property.

The local authority had also failed to have regard to the risks to the children contrary to the duty under section 11 of the Children Act 2004. There was no evidence of consideration of the need to safeguard and promote the welfare of the children in the decision making.

By reaching the conclusion that no change was required to the family’s housing situation, the housing department had failed to comply with the request for co-operation from children’s services.

The Court quashed the local authority’s previous decisions and made mandatory orders that the local authority put in place a plan to meet the unaddressed needs of the claimants and that the housing department reassess and reconsider the need to rehouse in accordance with the request from children’s services.
What this means for children, young people and families

This judgment emphasises that children, young people and families have a right to expect a ‘joined up’ approach from public bodies, which are expected to always keep in mind the need to safeguard and promote children’s welfare. Families who consider that they are falling through the gaps in the system in the same way as happened to this family may want to seek urgent legal advice, particularly if there is a significant risk to the welfare of a child or children in the family.

Implications for local authorities and other public bodies

Local authorities will note the rigour with which the Judge scrutinised the decision making process in this case, which emphasises the need to provide appropriate written evidence if decisions are challenged. The fundamental message from this judgment is that all parts of local authorities (and external partners such as CCGs) need to work together to safeguard and promote children’s welfare. It is not acceptable for one part of a local authority to ‘pass the buck’ to another part where this leaves important needs unmet for a child or young person. Furthermore local authorities need to be cautious in relying on medical or other evidence, particularly if the person giving the evidence has only had limited or no engagement with the child or family.

CDC legislation update with Steve Broach

This quarter, we’re also starting a new series of legislation updates from Steve Broach. These updates are intended to provide general information about relevant legislation going through Parliament. They cannot and do not provide a definitive guide to the legislation, nor do they give any advice in relation to individual cases. Where legal issues arise specialist legal advice should be taken in relation to the particular case.

The Mental Capacity Amendment Bill 2018

The House of Lords is currently considering a new Bill which will replace the ‘deprivation of liberty safeguards’ under the Mental Capacity Act 2005 with new ‘liberty protection
The Bill is based on detailed proposals from the Law Commission’s project on mental capacity and deprivation and liberty. However the measures in the Bill as introduced fall some way short of the scheme proposed by the Law Commission.

The pressing need for law reform in relation to deprivation of liberty arose after the **Cheshire West judgment**, which made clear that thousands of disabled people were being deprived of their liberty in a range of settings, including potentially their own homes. In every such case formal authorisation is required to avoid a breach of Article 5 of the European Convention on Human Rights (right to liberty). However the deprivation of liberty safeguards (‘DoLS’) only applied in hospitals and care homes, and were in any event criticised as ‘not fit for purpose’ by a Parliamentary Committee. Where the DoLS do not apply the only means to get a deprivation of liberty authorised is through an application to the Court of Protection, which has created a log jam of cases before the court.

The Law Commission called for the DoLS to be replaced as a matter of ‘pressing urgency’ and set out a proposed replacement scheme. Although the government stated that it ‘broadly agreed’ with the model put forward by the Law Commission, in fact the Mental Capacity (Amendment) Bill (‘the Bill’) is rather narrower in important respects that the Law Commission’s proposals.

The Bill will insert a new Schedule AA1 into the Mental Capacity Act 2005. This schedule creates the new scheme for authorising arrangements enabling care and treatment of people who lack capacity which would otherwise amount to a deprivation of liberty. This scheme is referred to as the ‘Liberty Protection Safeguards’ (‘LPS’). It applies to England and Wales.

At the outset, it is vital to note that the LPS scheme only applies to those over 18, see the definition of a ‘cared for person’ in para 2 of Schedule AA1. This means the Court of Protection will continue to need to authorise arrangements which would otherwise result in a deprivation of liberty for 16 and 17 year olds where their parent(s) cannot give valid consent. It is not obvious why the Government considers that 16 and 17 year olds ought to be treated differently in this way.

Under the LPS scheme, a ‘responsible body’ (generally a local authority, but in some situations a Clinical Commissioning Group or hospital manager) will be able to authorise arrangements which would otherwise give rise to a deprivation of liberty in any setting – not just hospitals and care homes as currently under the DoLS. Specific considerations apply to authorisations in relation to care homes, where the responsibility falls on the care home manager.

There are three conditions which must be satisfied before such authorisation is given under the LPS: the person lacks capacity to consent to the arrangements; the person is of unsound mind; and the arrangements are necessary and proportionate.

There must be a ‘pre-authorisation review’ considering these matters by a person who is not involved in day to day care and treatment. This must be carried out by an ‘Approved Mental Capacity Professional’ (to be defined in regulations) in cases where the person is objecting to the proposed arrangements. **To read the update in full, please click here.**
Participation news

Participation Strategy

Section 19 of the Children and Families Act 2014 explicitly refers to the importance of children and young people participating ‘as fully as possible’ in the decisions that affect their lives. Developing a participation strategy is the first step in ensuring that this is done to a high standard and is embedded across the local authority. Making Participation Work’s Participation Strategy Exemplar, co-produced with disabled children and young people, draws together top tips and best practice from across England to support Local Authorities and other organisations in developing theirs. You can read the Strategy here.

Factsheet #5: Involving children and young people in formal meetings

Children & young people with SEND have a lot to bring to formal meetings, but they need the right environment to feel comfortable and confident. Factsheet #5 offers advice.

Jargon busters

Children & young people with SEND meet complicated language all the time. Our jargon busters explain policy and health jargon in clear, simple terms.

Want to know more about transition? Join the Transition Information Network today!

The Transition Information Network (TIN) is a source of information and good practice for disabled young people, families and professionals. It’s a specialist CDC network set up to provide targeted information and resources about transition through online resources, publications and events.

The network works in partnership with the voluntary and community sector and with young people to develop training for professionals such as the It’s My Life events on the Mental Capacity Act and training on the Children and Families Act and Care Act.

TIN also works behind the scenes on policy issues, responds to government consultations and works with leading organisations to develop and promote good practice in transition.

Sign up to receive the latest news from TIN here.

Webinars

One place for all of the Making Participation Work Webinars! The Making Participation Work programme, which is run by the Council for Disabled Children and Kids, and funded by the Department for Education, now has one place where our webinars are stored. Visit the page to watch all of them for free, and learn more about engaging children and young people, and how to better equip yourself to facilitate participation.

New issue of My Future Choices coming soon

We are looking for articles from disabled young people for our My Future Choices Magazine. My Future Choices gives a voice to disabled young people and offers them the chance to
show they have the same goals, dreams and aspirations as non-disabled young people and how they have transitioned into adulthood. For more information, click here.

Information, Advice and Support Services Network videos
See the new videos explaining how Information, Advice and Support (IAS) Services help children, young people and parents. The films feature IASS users sharing their stories about what IASS are for and how they have been supported. Click here to view.

New animation from the Young Research Advisors
NCB’s Young Research Advisors (YRAs) and researchers from the Children’s Policy Research Unit have been working together to co-produce a series of animations on research findings. The most recent film co-produced by the YRAs asks ‘how many adolescents are admitted to hospital for injuries related to self-harm, alcohol and drug use and what is their risk of future harm?’ This short animated film discusses how the number of young people estimated to self-harm is high, and on the rise. But self-harm is just one type of what healthcare professionals refer to as ‘adversity-related injuries’: the term also includes injury related to alcohol, drug use or violence. You can watch the film here.

Children’s social care referrals
Action for Children have published a report looking at the number of children and young people re-referred into children’s social care. Findings from analysis of the Department for Education’s Children in Need database for the years 2013/14 and 2014/15 show that as many as 36,000 children had to be referred a number of times before there was any statutory intervention to help them with serious issues like abuse and neglect and family dysfunction.

Listen up! What matters to young cancer patients
The All-Party Parliamentary Group for Young People with Cancer has released a report, ‘Listen up! What matters to young cancer patients, as a result of their first ever inquiry into patient experience.

The report outlines 15 recommendations to improve patient experience for children and young people with cancer across the UK. These are based on findings from surveying young people, parents and healthcare professionals, and hearing evidence from children and young people with cancer, cancer experts and Cancer Minister Steve Brine. Thank you to all who have contributed to the call for evidence. You can read the report here.

Nasen two-day Youth Mental Health First Aid (MHFA) course
Nasen will be hosting a two-day training course on Mental Health First Aid (MHFA) on the 8th and 9th October 2018 at Uncommon, London. Times for each day are as follows: Monday 8th October 9:00AM - 4:30PM and Tuesday 9th October 9:00AM - 4:30PM.
After completing the training you will be qualified as a Youth Mental Health First Aider and you’ll receive a manual to keep and refer to whenever you need it. The two day course is £300 per delegate for Silver or Gold nasen members and £350 per delegate for Bronze and non-members. The course will take place at Uncommon, 1 Long Lane, London, SE1 4PG. If you would like more information, please email nasen at education@nasen.org.uk or call 01827 311500. Please note, this course requires a minimum number of attendees in order for it to take place.

Chair of the Board of Trustees

The National Children’s Bureau (NCB) is recruiting for a new Chair of the Board of Trustees to take up the role in January 2019.

Our new Chair will be joining NCB at an extremely exciting time, with the London office moving to a new home and with a dynamic, ambitious strategy to be delivered over the next five years. There will also be challenges to overcome, as faced across the charitable sector, so this is a fantastic opportunity for an individual with demonstrable drive and confidence in a leadership role to steer NCB forward. Strong business acumen and convening skills will be key, and organisational financial management and income development experience are desirable. Above all, we are seeking a new Chair who relates to our overarching principles and who is passionate about championing children’s and young people’s rights to ensure their voice is heard, respected and acted upon.

For further information please read our recruitment pack and refer to our new three-year strategy.

Or, contact Emma Smith, Head of Governance: emma.smith@ncb.org.uk

The application deadline is 5.00pm, 12th August 2018 and interviews will take place in London on 4th September 2018.

Independent Members for the Finance, Risk and Audit Committee and Major Grants and Contracts Committee

The National Children’s Bureau (NCB) is recruiting two new Independent Members of its Finance, Risk and Audit Committee (FRAC) and its Major Grants and Contracts Committee (MGCC).

While the Board of Trustees is ultimately accountable for ensuring organisational wide compliance with NCB’s
charitable obligations and that it operates in a financially sound and prudent manner, the FRAC has delegated authority and responsibilities to ensure such obligations are met. These responsibilities fall naturally into four distinct categories: financial, audit, risk and also remuneration. The MGCC fulfils a similar role, but with specific remits to ensure appropriate treatment and management of funds of NCB’s major grants and contracts where the annual value exceeds £1million.

In upholding its charitable obligations and principles of operating with integrity and transparency, the Board of Trustees maintains a requisite of two Independent Members to sit on the FRAC and MGCC to provide ever important external perspective and appropriate challenge. The Independent Members will have demonstrable experience of complex organisational financial management, risk assessment and sound business acumen and judgement either within the charitable or corporate sectors. In addition to possessing relevant skill-sets, we are seeking Independent Members who can relate to NCB’s overarching principles and who are passionate about championing children’s and young people’s rights to ensure their voice is heard, respected and acted upon.

The Independent Members will commit to attending quarterly meetings of both the FRAC and MGCC (held on the same day) as well as demonstrate the willingness to engage with the committees’ business as may be required between meetings.

For further information please read our recruitment pack and refer to our new three-year strategy.

Or, contact Emma Smith, Head of Governance: emma.smith@ncb.org.uk. Application deadline is 5.00pm, 12th August 2018 with interviews in London (date tbc).

Resources

Austerity and families with disabled children: A European survey
The aim of this study was to make visible the experience of families with disabled children and young people across Europe.

Department for Education SEND Newsletters
Updates for professionals working in SEND, including latest July 2018 newsletter.

Minimum Standards for IASS - Draft for Consultation
We are currently consulting on a draft of the new Minimum Standards for Information Advice and Support Services (IASS, sometimes known as SENDIASS). These are part of the IAS Programme and will be the basis of future operational plans and linked funding in 2019/20.
**Participation Strategy Exemplar**

Background Section 19 of the Children and Families Act 2014 explicitly refers to the importance of children and participating ‘as fully as possible’ in the decisions that affect their lives.

**Changes in SEN and disability provision, pressures on ordinary schools and parental choice: A review of inclusive education and its prospects**

This paper is based on the policy seminar on ‘Changes in SEN / disability provision, pressures on ordinary schools and parental choice: a review of inclusive education and its prospects’ on 30 January 2018, London.

**SEN, school life and future aspirations**

Recent research using the UK Millennium Cohort Study has shown that children with special educational needs (SEN) in primary school attain less well in education than other children with similar academic ability have a more difficult time at school in terms of being bullied and exhibit more behavioural problems.

**MPW Case Studies**

As part of the Making Participation Work programme, organisations were invited to share examples of participation best practice.

**The Early years and SEN and disability system support project: Evaluation of support for self-review and action learning**

This report sets out the findings of an evaluation of the Council for Disabled Children’s (CDC’s) Early Years and SEN and disability system support project which ran from January 2017 to March 2018.

**Meeting Health Needs in Educational and other Community Settings: A guide for nurses caring for Children and Young People**

The guidance will enable Community Children’s Nurses to be fully aware of their role and responsibilities, as outlined in the special educational needs and disability legislation of all four countries in safely meeting the health care needs for Children and Young People.

**Getting it right in the early years: Case studies of effective practice**

Through our project to improve access and inclusion in the early years, CDC identified a number of case studies of effective practice from across England.
Ask, Listen, Do: Making conversations count in health, social care and education - top tips for families and carers

Top tips are about giving feedback, raising concerns and making complaints across education, health and social care.

Education, health and care plans: Parents and young people survey

The views and experiences of people who received an education, health and care (EHC) plan in 2015.

Funding of students 16-25 with SEND - A Quick Guide

The Preparing For Adulthood programme have produced a new guide on funding for students aged 16-25 with SEND.

Train the Trainer resource pack

A training pack which can be delivered in team meetings for social care staff.

National SEND Programmes Audit Tool

This document allows local areas to measure progress in aligning their work with national programmes and SEND.

Youth custody data

Now updated to include March.

Local Area Overview Tool

This overview tool allows you to bring together and analyse data from multiple audits completed using our package of CDC Audit Tools.

Preparation for and Transition to Adulthood Audit Tool

This tool has been designed to support local authority and health partners to evaluate how they are doing in preparing young people with SEND for their adult lives.
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.

Requirements to provide Health Advice within six weeks

To develop high quality EHC Plans that integrate provision across service boundaries local areas need a clear, transparent process for undertaking EHC Needs assessments, developed in partnership with parents, young people and professionals.

Barriers to Participation: A Transforming Care Partners Resource

This resource will identify some of the common barriers to participation that children and young people have identified specifically in the context of their health, care and education services, and propose some solutions.

Transforming Care information sheet

This resource has been developed by the Council for Disabled Children to help children and young people understand the NHS England Transforming Care programme.

Evidence Review on 21st century social work with families with disabled children and young people

Featuring three chapters written by CDC, this review of evidence published by Research in Practice explores the latest evidence, policy and practice on social work in the 21st century.

Introduction to the Role of Social Care in the SEND Reforms E-learning Handbook

This user handbook is to support the Introduction to the Role of Social Care in the SEND Reforms E-learning module.

NICE Guideline: Learning disabilities and behaviour that challenges - service design and delivery

The National Institute for Health and Care Excellence have developed a guideline which covers services for children, young people and adults with a learning disability and behaviour that challenges.
Training and Events

Making Participation Work learning events

The Making Participation Work programme is running learning events in each of the nine regions between now and February 2019. The events are for professionals who deliver strategic participation for children and young people with SEND across statutory Education, Heath and Social Care agencies. The events are a great way to share learning and pick up ideas to develop your own participation work with children and young people.

Learning events already scheduled for:

- **West Midlands - 3rd August, Birmingham**
- **South East - 26th September, London**
- **York & Humber - 15th November, York (tickets available soon)**

Further dates will be added shortly. Book into these events via our Eventbrite account.

*New Time* Seek, Listen & Act: Developing Participation Skills to work with Young People

Thursday 23rd August, 2018 - 09:30 to 13:00, 8 All Saints Street, London, N1 9RL - click here to register

Wednesday, 3 October, 2018 - 09:30 to 13:00, Friends’ Meeting House, 6 Mount Street, Manchester, M2 5NS - click here to register

This interactive workshop will be co-delivered by a member of NCB’s expert Participation Team and a young person. We will use a mixture of input, discussion and role play, to help participants develop their own participation skills.

Bespoke training from CDC

We deliver training to help practitioners and services for children, young people and families on a range of current issues, combining sensible guidance on all the latest legislation with practical advice and solutions for delivering good outcomes for children and young people. All of our training can be delivered on request to your organisation on site. To find out more email cdc@ncb.org.uk for a quote or click here.

Got an event to tell us about?

We’re happy to assist - please email Will at wtucker@ncb.org.uk to see how we can help.
Tuberous Sclerosis Study Day

10th October 2018, Park Inn, Cardiff

Would you like to know more about supporting children and adults with Tuberous Sclerosis Complex (TSC)?

TSC is a genetic condition that can lead to growths in various organs of the body and affects people in a range of different ways.

Come along to our Free CPD Accredited study day! We have an exciting programme planned to include:

- Introduction to genetics
- Personal accounts of TSC
- Workshops on managing aspects of TSC, including epilepsy, mental health and wellbeing

To book your free place log onto Eventbrite at:

goo.gl/uDssxQ

Do you work in education, health or social care?

@UKTSA
facebook.com/tsa.uk
www.tuberous-sclerosis.org
youtube.com/tsauk
instagram.com/tsa.uk

Head office
CAN Mezzanine, 32-36 Loman St,
Southwark, London SE1 6EH
T: 020 7922 7731
E: admin@tuberous-sclerosis.org

More information can be found at
www.tuberous-sclerosis.org
About the Digest

The CDC Digest is a quarterly round-up of all the essential policy, practice and other news involving disabled children and young people, and their families. You can download the latest issues from the CDC website.

If you would like to be added to the list to receive this digest, please visit councilfordisabledchildren.org.uk/about/subscribe-newsletter and tick ‘CDC Digest’.

About CDC

The Council for Disabled Children (CDC) is the umbrella body for the disabled children’s sector in England, with links to other UK nations. We are the only national body that brings together the diverse range of organisations that work with and for disabled children to support the development and implementation of policy and practice. Our work impacts on over 800,000 disabled children and their families.

CDC hosts Making Ourselves Heard, the IASS Network, the Special Educational Consortium, the Transition Information Network, and the Information, Advice and Support Programme.

The Council for Disabled Children is part of the National Children’s Bureau.

Support NCB

Interested in supporting our work? For over 50 years we’ve been fighting to reduce the inequalities that prevent children from achieving their full potential. We help by working with children and families, policy-makers and practitioners to research, innovate and establish best practice across the children’s sector. For more information on how you can help, visit https://www.ncb.org.uk/partner-us.

Find out more

www.councilfordisabledchildren.org.uk
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The views in this e-bulletin do not necessarily reflect the views of the Council for Disabled Children