



Real Support for Real Futures

Engaging with children and young people
to create the 'new normal'

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Introduction

Throughout the pandemic, the Council for Disabled Children has been engaging in conversations with children and young people with special educational needs and disabilities (SEND) to understand the challenges they are facing and how professionals and adults can best support them. The issues that young people shared are not new for young people with SEND. The pandemic and subsequent lockdown has only exacerbated these issues and challenges, widening the inclusion gap and making it ever more difficult for young people with SEND to receive the support they need to reach their full potential. However, the changes we have needed to make during lockdown in the way we support children and young people presents professionals and adults with an opportunity to engage with young people about these issues and readdress what is considered to be 'normal' or good support and engagement services. Engagement, participation, and co-production with children and young people has never been more relevant and necessary.

Professionals, adults and communities who support children and young people with SEND must involve children and young people in the conversations about their support so we can fully understand what they need to redress the challenges they are facing. For services and support to improve, children and young people must be part of the entire process of solution planning as active and equal partners rather than passive recipients.

This resource has broken down the issues raised by children and young people into three broad themes:

- **Communication**
- **Support**
- **Mental health and wellbeing**

This resource, co-produced with the FLARE group, young SEND advisors to the Department for Education, will show you why support across these highlighted issues is such a problem, and what professionals must do to remove these challenges and barriers to inclusion.

The key tips we have included can enable all professionals to support children and young people in a way that works for the individual. However, the discussions raised in this resource is not exhaustive. Professionals should continue to encourage conversations with children and young people around their experiences and the challenges they face, and ensure that the participation of children and young people with SEND is embedded in processes and decision making.



I think that communication is important to children and young people because it is vital in ensuring that they can express themselves. I think that communication and support are two of the only ways that enable children and young people to feel part of/included in society. It also enables people such as adults and their peers/friends around them to know and understand them better.

The child and young person know what support is best for them. Support is very important to children and young people because, with the right support, they can achieve their potential, be the best they can be. The right support will enable them to have self-confidence and the belief they can do anything they put their mind to, and anything is possible if they want it and work hard. With the right mental health and wellbeing support, they have the courage to keep trying to achieve something they never thought would be possible no matter how hard or long the journey is to do it.

By being involved in decision making, the child/young person feels in control and feel more involved, listened to and they also feel like they have had an input. This will build up their skills, knowledge, perseverance, tolerance and resilience.

Children & young people know what is best for them which professionals can learn from and use in their work on a daily basis to make them understand children/ young people more and listen more willingly. This resource enables you to understand how children/young people feel when they have the right support and the importance of including them in all decisions relating to them and their future. It will give you information, advice, knowledge, ideas and inspiration to help other children/young people in the future.

Amba, 21



Communication

Young people have highlighted the way professionals communicate with them as an ongoing concern and have identified the following areas as important issues that professionals need to be aware of.

→ Staying in touch

Children and young people have told us that professionals do not stay in touch with them as often as they would like, especially in times of uncertainty where reassurance is needed. FLARE members explained that the information being shared with them is not always sufficient to counteract their anxieties around the pandemic and beyond.

Carys highlighted:

I guess the problem I had with my college was the real lack of communication I have had... I would have loved that because it would have been so much reassurance.

Amba, a FLARE member, gave the example of requesting extra communication:

Fortnightly phone calls from my tutor and lecturer... keeping all informed, clear instruction as to when, where and how, so all the details...so we can have peace of mind about it, and we don't have much anxiety and stuff.

Children and young people's participation is vital for professionals to understand how a child or young person would like to be communicated with and the frequency of this communication. Children and young people with special educational needs and disabilities each have a right to make decisions about their support, including the ways that professionals communicate with them.

→ Communicate with clarity

Children and young people have explained to us that when professionals give clear deadlines and timeframes, their anxieties around uncertainty reduce. As well as having clear deadlines, it is also important young people have the clarity that comes from knowing exactly what is going to happen.

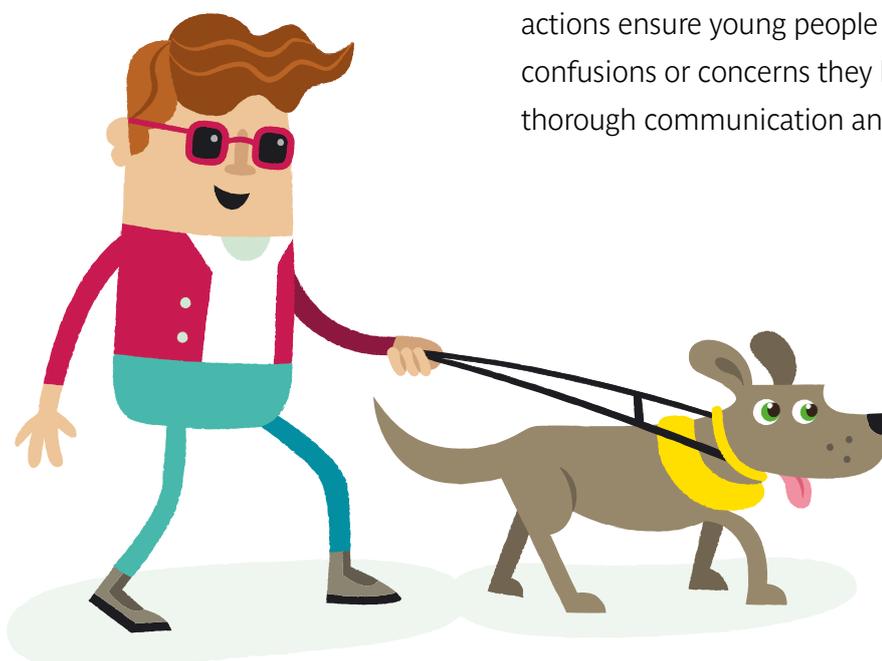
As a member of FLARE explained:

I think the communication is vital. It is saying that we are working, we are doing it. But you will get to find out, and telling us when we will get to find out which is good.

Part of this clarity is being transparent with how you are working with children and young people and supporting them. **A young person highlighted:**

It is clarity and seeing the working behind it. I know you are working and my college were doing things behind-the-scenes but I was not seeing any of it, and I guess that is where the frustration lay.

By involving children and young people in these discussions, engaging with them and ensuring they are able to participate, professionals are able to improve communication and their understanding with children and young people with SEND in a way that works for them. Ultimately, through children and young people's participation the quality of work and communication is improved. It can also ease the young person's anxieties and increase their confidence in a service or their support.



→ Communicate about your communication

Children and young people have highlighted the need for professionals to ensure young people have understood fully what has taken place in meetings and through communication channels.

Hannah from FLARE said:

When the communication is done they need to make sure you understand what has taken place.

Professionals shouldn't be worried to ask young people if they have understood. Children and young people need to be aware of what is happening.

Following up and opening the space for young people to ask questions is vital to their participation. These actions ensure young people are able to voice any confusions or concerns they have, resulting in more thorough communication and effective support.

→ Individual communication

It is important that young people are asked about the form of communication professionals should use with them. **For example, a member of FLARE explained:**

[professionals should be] asking questions on what works for the young person, 'when do you want to meet? What method?' It's important to recognise that everyone likes different things. We're all individual people.

Communication must be accessible and inclusive for all children and young people as FLARE members emphasised *"ask me first before anything else"* and that communication should always be *"individualised"*. The way professionals can ensure this is a reality is by engaging with children and young people in conversations about their preferences and needs and ensuring they have the means to participate in conversations about their support.

A key factor for professionals to recognise in all communication with young people is that everyone has different communication preferences. When we asked the FLARE group their preferences for communicating online, they replied with a variety of preferences. For example, *"video call," "voice notes," "phone call," "texting," "video messages,"* and *"messaging."* Professionals should work with each young person to find a channel and style of communication that works best for them, to make them feel comfortable and heard.

A FLARE member explained *"you've got to make sure the communication fits the individual."* Zach from FLARE emphasised that *"they need to ask things that are in their interests and find out ways you can get them to share and speak."*

→ Trust and communication

Building relationships of trust are fundamental to young people's participation and communication.

Grace from FLARE told us that:

The relationship between young person and professionals – a young person can't be expected to tell a stranger everything straight away.

Recognising that young people will not participate and communicate without trust must be factored into all communication from professionals. Through building relationships of trust and confidence between professionals and young people, young people are enabled to honestly share their wants, needs and ambitions with education, health, and care settings and service providers. The better our communication is the better the chance that children and young people are able to successfully be involved in individual decision making.

→ Empowering young people's voices through your communication

FLARE members told us of the need for professionals to consistently recognise and empower young people's voices when they are communicating with them. **Hannah from FLARE explained:**

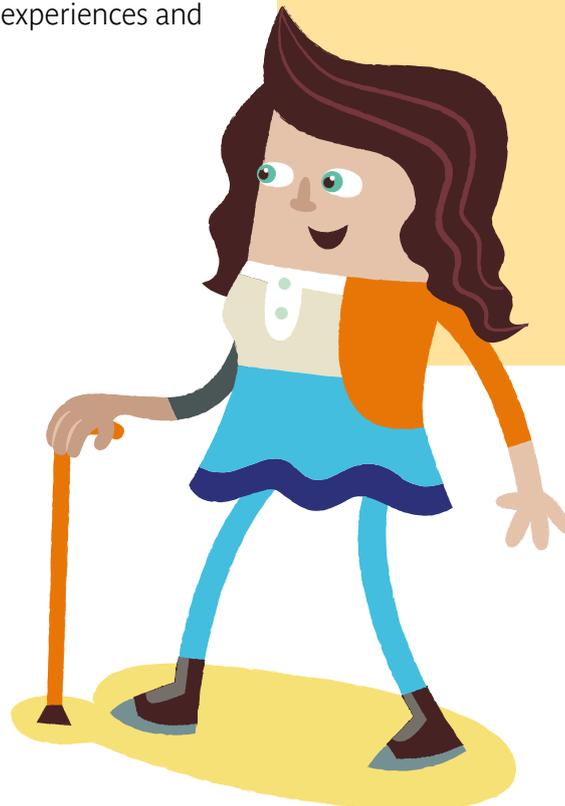
The professional needs to be the facilitator of the conversation, not the leader of the conversation. The child is the expert at what they need.

By acknowledging the need to create spaces for young people to share their own perspectives, wants and needs, and for these thoughts to be central to any given process, professionals are better able to support person centered communication systems. In doing so professionals are recognising that young people are the experts in their own experiences and in their own lives.



Summary: Communication

Communication should always be accessible to young people and tailored to a young person's communication needs. Professionals must engage with young people and ask them what forms of communication works best for them. This will help to build trust and acknowledges that we all communicate more effectively in different ways. Following this process will hopefully support young people to feel comfortable and confident in engaging with professionals and the services they use. Maintaining clarity and clear communication is fundamental to young people's participation and to support good outcomes. Professionals should open the space for young people to ask questions and voice any confusion during all communication exchanges.



Support

→ Young people understanding their Rights to support

FLARE explained to us that they are not told enough about their rights to support and felt this was true of many children and young people with SEND. A member of FLARE stated *“I don’t think the right to support is spoken about enough.”* Members of FLARE told us that communication with young people around their right to support should be delivered by everyone who is involved with their support; professionals, teachers, parents, carers and guardians.

Carys from FLARE explained:

It’s something that should be reiterated by everyone because only that way will we get the idea across... if it’s something I’ve been told from all different professionals, it’s something I would believe more and fight for more if I felt it wasn’t being delivered.

It is vital that young people feel empowered by all professionals who are involved in their support and that they are consistently and frequently told about their right to the support they should receive. Without knowing their right to support, young people with SEND are not empowered to advocate for the support they need. Receiving the support they need and deserve is important for every young person’s development and fulfilment of their potential, but it is also essential for their quality of life, happiness, health and wellbeing.

One barrier to this knowledge is the inaccessibility of the information which clarifies young people with SEND’s rights. FLARE told us that finding documents online about their rights and right to support is extremely difficult, often containing jargon and lacking clarity. Professionals should ensure that documents given to young people containing information on their right to support are written in accessible language so young people are able to understand their entitlements. Without this clear knowledge and information, young people are unable to participate in the decision-making process at an individual level.

→ Tailored education on young people’s right to support

As well as young people highlighting that they are not told enough about their right to support, FLARE members also explained that any education they had received on their rights did not include rights to support. **Carys explained:**

[I have had] education on rights but not specific rights that I have, it was more done in an educational setting, you have a right to food and drink but not tailored support in education/healthcare.

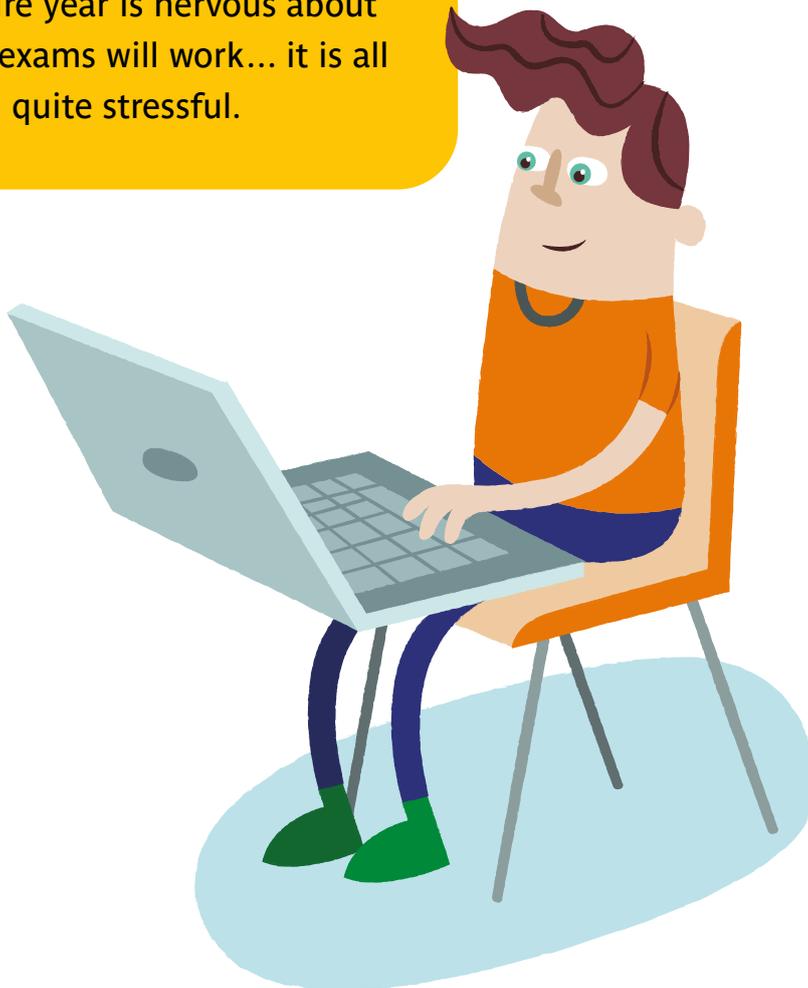
SEND-specific rights, such as the UN Convention on the Rights of the Child (UNCRC) Article 23 for children and young people with a disability, and the UN Convention on the Rights of Persons with Disabilities (UNCRPD), should be included in targeted learning for children and young people. If they are not aware of it they cannot access it.

→ Exams

FLARE explained to us that exams are a stressful and anxiety inducing time for a lot of children and young people, particularly those with SEND. Young people with learning difficulties or who are neurodivergent may be particularly prone to suffering exam and test anxiety. A study revealed that these students had a greater chance of experiencing worry, inattentiveness and cognitive obstruction. These feelings of anxiety have been heightened by the pandemic and the learning time missed by young people.

A member of FLARE explained:

Our entire year is nervous about how the exams will work... it is all quite stressful.



Whilst we acknowledge the necessity for exams and assessments, there must be a recognition and action on how to support young people suffering from exam induced anxiety. Young people explained that professionals having regular support sessions and one-to-one meetings with them specifically on their assessment progress would ensure they felt supported and not overwhelmed by upcoming exam stress. FLARE members highlighted teachers should having *“regular meetings with students to discuss targets and progress.”*

1. <https://pubmed.ncbi.nlm.nih.gov/17713134/>

→ Children and young people's attainment

Children and young people have long told us that the focus on a select few purely academic subjects does not fully reflect their needs and also their passions and interests. There long has been national discussions on how to help children and young people prepare for adulthood. This is even more important for children and young people with SEND who may need additional support to learn and develop both their interests and life skills.

FLARE members highlighted the importance of nurturing children and young people's interests outside of the core academic subjects. They explained that *"it is important to ask the young person what they are interested in"* and **Louise highlighted the importance to:**

Have opportunities outside, like extra curricular activities, like trips to focus on their interest to promote other subjects and not just core subjects.

It is important for professionals to engage with children and young people around what their interests are and encourage this learning beyond the core academic subjects. **Another FLARE member explained how the pandemic created opportunities for them to explore different creative routes and said:**

I've enjoyed the opportunity to explore creative things, I've had time away from everything else so had more opportunities to do that.

Additionally, the conversations around what success and attainment are need to be restructured to encompass the whole child, not to solely focus on their academic achievements. A FLARE member emphasised this importance and said that *"teachers should not just be bothered about your grades but about you as a person."* Another member highlighted, *"it's just as important for a rounded person"* to learn about subjects and skills outside of the core curriculum. It is evident that the select core subjects do not motivate all children and young people to engage with their learning and to meaningfully participate. Some young people's strengths and talents lie outside of the core subjects and their success should not be jeopardised by putting undue emphasis on passing core subjects.

→ The benefits of exploring new ways of learning

The pandemic has forced professionals and service providers to expand on traditional forms of learning and ways of providing support. Some of these new ways of learning worked for children and young people, whereas some did not and were inaccessible to others. Teachers and service providers should create learning offers that are young person centred and focused on the individual access needs and preferences of the child or young person.

By attending webinars and online events during the pandemic, FLARE members have been able to explore subjects, topics and activities that are outside of the school curriculum. FLARE member Carys told us that these opportunities were directed to her via her college and some through her own research. These extra opportunities have inspired young people and enabled them to explore more creative routes and interests. **FLARE members said that:**

I've been enjoying the extra opportunities lockdown offered – so many webinars and opportunities to explore things outside of your curriculum.

It inspired more of a motivation, I wish they were made more accessible in the first place. Something I'd really like to see continued.

As events and webinars have moved online, more young people are able to access these events and information. Young people have been enabled through virtual learning and communication to explore new avenues of interests which were not available before. Similarly, to recognising a young person's preferences for online communication, young people told us that it is important to recognise their preferences for online learning.

These new ways of learning are excellent opportunities to change the classic forms of learning to enable more young people to participate and engage. A FLARE member explained that professionals should be *"making sure all children have access to technology and have their basic needs met. So they are able to learn."* Another member reiterated that *"making sure that inclusion is still a priority"* is fundamental to exploring new ways of learning for young people with SEND.

One great success that has come out of lockdown has been the development of virtual meetings for children and young people and their families to input into annual reviews. The type of flexibility generated by moving these meetings online has resulted in more children and young people being able to participate and share their views in an environment that works for them. This type of flexibility in choosing online or face to face meeting to input into education and support should continue going forward.

→ Awareness of SEND challenges

As FLARE members highlighted, central to this online learning is ensuring that new opportunities are accessible and inclusive for young people with special educational needs and disabilities. Ensuring there is clarity in all of your work with young people is paramount to their learning and participation. FLARE told us that their anxiety around transitioning back to school and other styles of learning could be reduced through professionals giving them clarity over what their learning will look like going forward.

A FLARE member said:

I think there needs to be a little bit of understanding and flexibility that there may be some people who, aside from the general anxiety over 'do I have COVID?' will have a serious problem of 'I cannot deal with this.' I struggle, I preferred being at home.

Recognising that some young people would still prefer to learn from home is fundamental to ensuring professionals can support young people effectively.

FLARE members told us that awareness of SEND issues need to be more consistently raised among professionals given the new guidances that schools, colleges and universities are following to ensure Covid-19 safety. It is only by speaking and engaging with young people that professionals can ensure their meetings, lessons and services are fully inclusive. For example, some professionals may not consider that the young person's Covid-19 bubble in an education setting must contain their support staff. **A FLARE member told us:**

I can just see the situation where they haven't read all my documents. You turn up and there are now too many people in the room.

FLARE member Daniel highlighted that *"I don't want to turn into a lecture or seminar and somebody has to leave the room."*



Part of ensuring accessible and inclusive support is recognising that young people with SEND will find different technology accessible and have different preferences for this. A FLARE member explained that despite the positives of virtual learning, long online lessons or sessions are difficult. **They said:**

Three hours is not good for my condition. To be sat down for that long, I probably won't be able to get up and walk about at the end of it.

It is important for professionals and adults to recognise the need to be flexible and mindful of individual needs when planning and delivering online engagement. **A FLARE member explained:**

[You have] got to acknowledge that these children, especially children with disabilities, see the world differently and have their own obstacles. But we have got to take [into] consideration that we have been through a lot.



Summary: Support

The communication around young people's rights and specifically their right to support should be increased and amplified. The key way of ensuring young people understand their right to support is through consistent reiteration from all professionals working with children and young people. The information that communicates their rights to support should be accessible for young people, including Easy Read, and easy to access online documents as well as printed materials. Knowing their rights around support allows children and young people to advocate for themselves and participate in a meaningful way.

It is important to young people that they are supported by professionals to pursue subjects and interests outside of the core academic curriculum. New virtual ways of learning have enabled young people to pursue these interests through creating more accessible online events and learning. However, young people will find different forms of online learning accessible depending on their support needs. Professionals should instigate conversations with young people to ensure they are able to fully participate in the new forms of virtual learning and that online learning is always accessible.

Mental health and wellbeing

→ Mental health

The Covid-19 pandemic and lockdowns has resulted in increased discussions and awareness around mental health, especially among young people. This is something young people told us they want to see more of in wider discourse, and discussions both in and outside of school. FLARE members explained they wanted *“to use more time between curriculum hours to discuss mental health”* and that *“throughout this quarantine, I was more concerned on people’s mental health.”* It is extremely important to and for young people that these discussions continue to take place.

FLARE told us there needs to be raised awareness that it is ok, and is encouraged, to seek support for their mental health. Despite there being a raised awareness of mental health and wellbeing during lockdown, the social stigma attached to mental ill-health and seeking support is still prominent. **A FLARE member explained:**

There is stigma around counselling, people are like ‘what’s wrong? What do you need help for? It shouldn’t be something that people need to know.

Another member of FLARE emphasised that:

In order to get adequate pastoral support and reiterate how important it is, we need to take away the stigma around the pastoral support.

Young people told us that it is a collective responsibility for working to eradicate the stigma around mental health. A member of FLARE said *“all professionals should think it’s everyone’s responsibility to make sure that everyone is ok.”*

Children and young people with special educational needs and disabilities can be at higher risk of mental health difficulties. As a community of professionals who work with children and young people with SEND, raising this awareness and encouraging conversations to take place around mental health and mental health support should be carried throughout all work. The conversations had with young people should be led by young people around their mental health with continued support. However, children and young people need to know they can discuss their mental health and wellbeing. Professionals need to provide openings for these discussions and allow young people to lead them.

→ Pastoral support

Why is pastoral support important to children and young people? **FLARE members said,**

It shows the young people that their wellbeing is valued and something positive that should be aimed for,

Gives young people someone to turn to

The members of FLARE all highlighted the vital importance and the role played by pastoral support and described the support as helping *“the children and young people to have better mental health.”*

However, the pandemic and lockdown negatively impacted young people’s access to pastoral support.

A FLARE member said:

If your home life is a bit troubled or you do not feel comfortable at home, you may have only had that one person at school who was your person and a lot of separation has not really been good for you.

Young people highlighted barriers and challenges they face when needing to seek out pastoral support. Young people explained that they did not think pastoral support was easy to access, and explained they would be worried to approach adults and professionals to request pastoral support. Ensuring there is trust woven throughout relationships with young people is paramount to them feeling comfortable and confident to approach professionals for information on pastoral support. A FLARE member explained *“They need to be asked by someone they have a good relationship with and already trust.”*

Another member said *“it’s more complicated than just asking, it’s more nuanced.”* For young people, approaching professionals and seeking out pastoral support requires much courage and bravery. Ensuring there is a foundation of trust between professionals and young people will enable young people to feel comfortable to seek out pastoral support and voice their worries safely. As a young person said *“if you don’t like them, it can make you feel uncomfortable talking to them.”*

Additionally, outlining the procedure and next steps of what would happen once young people have requested pastoral support will support them to make an informed decision to ask for support. FLARE members told us that it is fundamental young people do not *“feel like they won’t be put upon and have negative consequences from it [asking for pastoral support].”*



Furthermore, a member explained that it can feel like they are “*signing yourself up for something bigger*” when approaching a form tutor about their pastoral needs. Another young person explained “*a lot of schools will tell you who to go to when you have a problem, but not what happens when you do have a problem.*” There needs to be a conversation with young people and information given that clearly addresses this worry. The message that pastoral support is for young people to support them and has their safety and wellbeing at the heart of that support should be reiterated.

When having conversations with young people about the pastoral support available to them, professionals should ensure they are communicating in accessible language. A member of FLARE explained “I think they know people will support them but don’t know the terminology.” As stated earlier, professionals should communicate in a way and a form that works for the individual young person. Young people’s participation and voice in this conversation should guide the way that professionals communicate with the individual.

The whole child approach stresses that a student’s development is influenced by their social emotional state, and for optimal learning to take place, the emotional and social wellbeing of young people needs to be addressed. The whole child approach is not focused purely on improving academic performances, but contributing to young people’s overall development. **FLARE members highlighted that:**

It’s not just seeing them as a pupil, but seeing them as a whole child to succeed and be happy.

Another FLARE member reiterated this importance and said that “*teachers should not just be bothered about your grades but about you as a person.*” It is important that young people feel they are wholly supported by their teachers, not just in relation to their academic performance and attainment.

→ Issues of labelling and tick boxes

An important element of recognising children and young people as “a whole child” is also not labelling them with special educational needs and disabilities and making assumptions based upon that label. Young people have long told us their frustration at professionals who perceive them as ‘tick boxes’ and not as the whole child or young person. **A young member of FLARE explained:**

The most important thing is someone caring as a person, before they start asking professional questions. It feels like you’re waiting on a tick box list.

The categorisation of young people when seeking support services is an ongoing issue that young people, especially those with special educational needs and disabilities, frequently raise. FLARE members explained that services find it particularly difficult to support them with mental health support if they also have a disability.

FLARE highlighted that:

I think its difficult because when you have a disability they don't know which service to put you under.

Another member reiterated:

If you have a disability as well, mental health services don't really know what to do with you.

It is important that professionals understand intersectionality and support young people based on their individual need and support requirement.

Another FLARE member explained:

I think there is a lot of misconceptions, all children with SEND are put into boxes. We all face [it] on a daily basis.



Summary:

Mental health and wellbeing

Pastoral support is essential in demonstrating to young people that their wellbeing is valued. However, conversations around pastoral support and what it can offer young people are too infrequent. The key way of ensuring young people feel comfortable to seek out pastoral support is for professionals to communicate with them clearly what pastoral support is available, and importantly, the process of what happens once a young person has requested pastoral support. Young people will feel more comfortable approaching professionals about pastoral support and their mental health where there is a relationship of trust between the young person and professionals. These conversations should be delivered in a form that works for the young person, in accessible language. The frequency of conversations around mental health should increase and build on the recent conversations that have taken place during the pandemic. More time needs to be devoted to these discussions with young people to eradicate the stigma around mental health and seeking mental health support.

Professionals and adults should use a whole child approach to ensure that young people's development is not solely focused on academic performances, but their emotional and social wellbeing is central to their development also. Pursuing the whole child approach also ensures young people with SEND are not categorised into 'tick boxes'.

A list of resources and sign posting

Here are some resources that have been published across the children's sector further discussing the issues raised in this report.

Communication

FLARE's Top Tips for Professionals: Virtual communication with children and young people, the Council for Disabled Children <https://councilfordisabledchildren.org.uk/help-resources/resources/flares-top-tips-professionals>

Involving children and young people with SLCN, The Communication Trust https://www.thecommunicationtrust.org.uk/media/601694/involving_children_and_young_people_-_a_brief_guide.pdf

Speaking, Listening, Learning: Working with children who have special educational needs, Digital Education Resource Archive, UCL https://dera.ioe.ac.uk/6912/7/pns_sen118705sll_Redacted.pdf

Communicating with people with a learning disability, Mencap <https://www.mencap.org.uk/learning-disability-explained/communicating-people-learning-disability>

Your guide to communicating with people with a learning disability, Mencap https://www.mencap.org.uk/sites/default/files/2016-12/Communicating%20with%20people_updated%20%281%29.pdf

NiDirect, school accessibility <https://www.nidirect.gov.uk/articles/school-accessibility>

Me First, The Me First principles of child and young person centred communication <https://www.mefirst.org.uk/communicating-with-children-and-young-people-who-have-severe-learning-difficulties/>

Support

Rights for parents and young people, Mencap https://www.mencap.org.uk/sites/default/files/2016-08/Rights_for_parents_and_young_people%20%281%29.pdf

Right to education, Mencap <https://www.mencap.org.uk/advice-and-support/children-and-young-people/your-childs-rights-education>

Your Rights, Your Future Toolkit, Council for Disabled Children <https://councilfordisabledchildren.org.uk/making-ourselves-heard/resources/your-rights-your-future-toolkit>

Helping primary school children with exam stress, The School Run <https://www.theschoolrun.com/helping-children-with-exam-stress>

Exam stress support, Emotionally Healthy Schools <https://emotionallyhealthyschools.org/provide/exam-stress-support/>

Support your child during exam time, Young Minds <https://youngminds.org.uk/find-help/for-parents/parents-guide-to-support-a-z/parents-guide-to-support-exam-time/>

Special Educational Needs Home Learning Resources, Tes SEN Show <https://www.tessenshow.co.uk/news/articles/home-resources>



Mental health and wellbeing

National Children's Bureau, Mental Health and Wellbeing in Primary Schools

<https://www.ncb.org.uk/resources/all-resources/filter/wellbeing-mental-health/mental-health-and-wellbeing-primary-schools>

This resource also has further signposting resources at the bottom of the document

BOND, a Consortium led by Young Minds, Children and Young People with Learning Disabilities: understanding their mental health <https://www.mentalhealth.org.uk/sites/default/files/children-and-young-people.pdf>

Mentally Healthy Schools <https://www.mentallyhealthyschools.org.uk/risks-and-protective-factors/children-with-additional-needs/send-england/>

Mencap – Mental Health for People with a Learning Disability <https://www.mencap.org.uk/learning-disability-explained/research-and-statistics/health/mental-health>

National Autistic Society, information on common mental health illnesses experienced by people with autism spectrum disorders (ASD) <https://www.autism.org.uk/advice-and-guidance/topics/mental-health>

University College London, list of resources to support wellbeing for young people with special educational needs and disabilities during times of transition <https://www.ucl.ac.uk/ioe/departments-and-centres/centres/centre-inclusive-education/homeschooling-children-send/social-emotional-and-mental-health-young-people>

Online learning opportunities for young people

- Events - Channel Talent - Interactive school webinars <https://www.channeltalent.co.uk>,
- Future Learn <https://www.futurelearn.com>
- SpringPod <https://www.springpod.co.uk/>

Making Participation Work

This resource has been created by the Council for Disabled Children as part of the Making Participation Work programme, a joint partnership between the Council for Disabled Children and KIDS, and funded by the Department for Education. For more information about the Making Participation Work programme, visit us at:

<https://councilfordisabledchildren.org.uk/our-work/participation/practice/making-participation-work>



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