CDC Digest

The voice of the disabled children's sector

March 2017

Dame Christine Lenehan, Director at the Council for Disabled Children

Dear All,

Welcome to spring. This Digest features some of the common challenges we see. The policy framework for post 16s and particularly for 19-25 year olds has been an area of struggle for many places and we have tried to put some information together to support you. We will keep bringing updates.

We have also featured some work from health so those of you working with young people in and on the edge of assessment and treatment units can be more informed about the work of CTRs.

The health team at CDC, as always, in partnership with others have just put a new resource list together. It's fab and brings all the current health related resources together in one place.

As always there are contributions from parents and young people, more resources and more news. I hope your end of the financial year isn't as chaotic as ours and you get some well deserved rest over Easter.

Best wishes,

Christine Lenehan

Contents

Updates from the sector

Consultation: Rapid Resolution and Redress scheme

The Department of Health is currently undertaking a consultation on the compensation mechanisms for families who experience significant, life changing injuries at birth that should have been avoided.

The consultation sets out proposals for a voluntary administrative process - the Rapid Resolution and Redress scheme - that would be an option for families to pursue compensation in place of undertaking litigation. The process aims to make it easier for families to receive an apology and compensation at an earlier stage, but redress through litigation will remain an option.

The aims of this scheme are:

- Reducing the number of severe avoidable birth injuries by encouraging a learning culture;
- Improving the experience of families and clinicians when harm has occurred;
- Making more effective use of NHS resources.

See here for more info:

https://www.gov.uk/government/consultations/rapid-resolution-and-redress-scheme-for-severe-birth-injury

If you are interested in being involved in any engagement activity in relation to the consultation please contact Andrew Fellowes on Afellowes@ncb.org.uk

#nogoodoptions: An APPG inquiry into social care

Children's social services have never had an easy job, but recently the challenge has taken on a whole new dimension. At the same time as the overall spending power of local authorities is falling, councils are grappling with new challenges like online grooming and the increased number of refugee children.

An inquiry into the social care of children and young people, has found the system is struggling to keep pace with the rising numbers of children and families who need help, with nearly 90% of senior managers saying they find it increasingly difficult to provide for children 'in need', including those with disabilities, families in crisis and those at risk of abuse and neglect, with the support they require.

The All Party Parliamentary Group for Children Inquiry heard repeatedly that local authorities are having to target dwindling resources toward children who have already suffered abuse or neglect, or those at a high risk of harm, rather than nipping problems in the bud. The shift toward late intervention makes it harder to engage with families before they reach crisis point. For some children this means, by the time social care services are involved, there is no option but for them to be taken into care. To read the report see here: http://bit.ly/2nVWV4x

Parents and carers: your views are needed!

Make a difference to support for children and young people with speech, language and communication needs. Bercow: Ten Years On is a review of support for children and young people with speech, language and communication needs (SLCN) in England being conducted by I CAN, the children's communication charity and the Royal College of Speech and Language Therapists (RCSLT).

The Bercow: Ten Years On review, taking place ten years after the landmark 2008 Bercow Review led by John Bercow MP, is in response to concerns about the support for children and young people with SLCN amid major changes in the education and health system. This second phase of the review seeks to gather the views of parents and carers of children and young people with SLCN and will run from March 22nd – June 2017. There are two ways of taking part in the review and having your voice heard:

1. I CAN and RCSLT are inviting contributions from parents and carers via a short online survey (closing in June 2017) describing their experiences of support for their child's SLCN.

2. An activity pack allows parents and carers to respond in a practical way, with the support of a familiar practitioner. This will help I CAN and RCSLT to capture the views of all parents and carers, including those who may not normally complete a questionnaire or who may need extra help.

You can access the survey and consultation activity pack at: www.ican.org.uk/BercowSurvey

For more information email Bercow10@ican.org.uk or sign up to the dedicated Bercow: Ten Years On newsletter at www.ican.org.uk/BercowNewsletter

SEND reform implementation review

Achievement for All is offering colleges the opportunity to undertake SEND Implementation Reviews (IRs) to help colleges to assess current practice and compliance with the SEND Code of Practice. The SEND Reform IR is a deep-dive audit of a colleges implementation of and practice around the Code of Practice. It will ensure rapid progress is made towards full implementation of the reforms to the benefit of all learners with SEND.

The Review will be delivered over a period of four to six weeks. Their specialist SEND Reform IR Coach will spend 2.5 days on site over the period of the Review, analysing data and procedures, meeting with the senior team, SEND lead and learners with SEND, and reviewing processes around SEND in order to compile a report. The Coach will then deliver the report and implementation audit, together with recommendations and support strategies. For more information, please contact them on 01635 285 321 or email SENDReforms@afaeducation.org

Exclusions statutory guidance: invitation to respond to a consultation

The Department for Education is launching a consultation on revisions to the 2012 statutory guidance on the exclusion of pupils, to make the rules that apply to exclusions and the process of review clearer. They are seeking views so that SEND issues can be fully considered as the revision of the guidance is finalised.

They are consulting on updating the 2012 exclusion guidance in a small number of areas, to provide greater confidence and clarity for those involved in the exclusion process. The proposed amendments do not change the rights of, or requirements on, schools, children or parents over exclusion. The consultation document and response form can be found here. The deadline for replies is 25 April.

Pupil Premium Awards 2017

On 1st March 2017, the Department for Education launched the 2017 Pupil Premium Awards. Since 2013, these awards have recognised the achievement of schools that have done the most to raise the attainment and life chances of disadvantaged pupils through the Pupil Premium funding. As with previous years, the awards have a specialist category for Special Schools and Alternative Provision. The application stage will run until 31st March and applications can be made here. For more information on entry criteria, prizes and previous winners visit the Pupil Premium website.

CDC Membership Update

New members

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

Click to apply for CDC membership

- North Warwickshire & Coventry Dyslexia Association - their aim is to advance the education of people who have Dyslexia, and to promote better understanding of Dyslexia to the public at large.
- SpeakEasy NOW - promote self advocacy for children, young people and adults with learning disabilities.
- The British Council - the United Kingdom's international organisation for cultural relations and educational opportunities. Teaches young learners amongst which are children with learning difficulties.
- Bringing Us Together - We bring families together with disabled children and young people who have a wide range of disabilities. They aim to give parents the strategies to challenge limiting beliefs and to find ways to work within the systems and processes to get the best lives for their families.
- Crews Support Services - provide a wide range of support and short breaks services to children and adults diagnosed with autism, mental health, physical and learning disabilities.
- Down's Syndrome Association - provides information and support on all aspects of living with Down's syndrome. They also work to champion the rights of people with Down's syndrome by campaigning for change and challenging discrimination.
- Pitt Hopkins UK - aims to raise awareness of Pitt-Hopkins Syndrome (PTHS), particularly among the health professionals, to support and advocate for families while delivering the latest information about PTHS.
- Wellburn Hall Home School Association - a special school looking after and educating 74 pupils between the ages of 8 - 19 in North Yorkshire.
- Sunderland Carers' Centre - offer independent support to parent carers as well as generic support to all carers who care for a person with a long term illness or disability (including mental health and addictions).

About the CDC membership

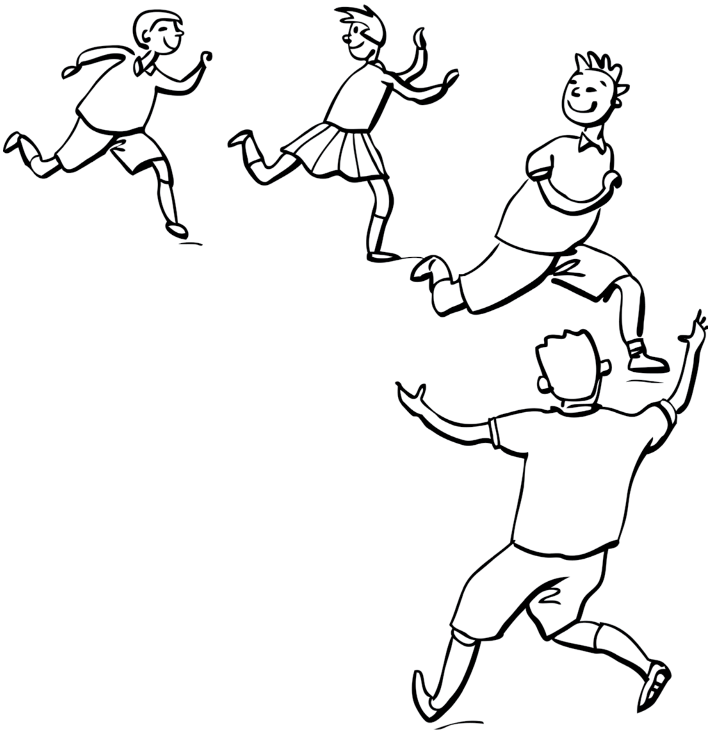
At CDC we know that we are stronger and have a bigger voice if we're together. At the heart of CDC is the membership – a collective of over 200 voluntary or community organisations that represent the various facets of the SEND sector. Membership to CDC is free and open to any voluntary organisation or community interest company who works with or for disabled children and young people with SEN.

If you're not already a member, check out the range of benefits here: http://councilfordisabledchildren.org.uk/members/benefits If you would like to know more about CDC membership, please email us on cdc@ncb.org.uk

Next CDC Members Meeting

The next CDC Members Meeting will be taking place in mid-June at the National Children's Bureau offices in central London. You will be receiving official invites by email closer to the time. Meetings are for nominated representatives of member organisations so if you'd like to come along please make sure you register online via the link in your email.

If you'd like to come but not sure if you're a member, check our member list here.



The Importance of Empowering Parents

by Anna Walker, parent and founding partner of the Expert Parent Programme.

Anna talks about why she helped set up the programme and how she sought to empower fellow parents and carers with essential skills to navigate their way through the SEND system.

With 23 years of caring for a child with complex needs I've had to find my own way bouncing between health, education, social care and numerous voluntary sector services. It was after my daughter moved from children's services to adult's services that I realised I had become an expert in navigating my way through children's services and now needed to start again with adults!

My acquired knowledge after using children's services had certainly helped me grasp a better understanding of how systems worked which was in itself helpful to secure support for my own daughter. As services become much more person-centred, parents are increasingly finding that they have to be experts in everything about their child's care.

Parenting and caring for a disabled child often helps parents develop extensive knowledge of the systems and services in place to support their child and unique skills to secure them. In my experience, developing effective strategies and techniques to get listened to, building positive partnerships with professionals by considering how you can most effectively communicate your hopes, aspirations and concerns are all really important to get the best for your child. You need these to feel confident in a world led by professionals. So all this got me thinking. How can we harness these skills and knowledge to help other parents?

As my own disabled daughter approaches her 24th birthday and is soon to move into her own home I often find myself saying 'If only I'd known then what I know now'. It is this sentiment that was the basis for the development of the Expert Parent Programme.

The programme's aim is to support parents of disabled children to navigate the health system by helping them acquire and apply the skills and knowledge that they often already have or need to make the system work more effectively for their child and their family. It has been developed in partnership with a wide range of parent carers.

The privilege of working alongside such an amazing group in the development of the programme contributed to my further learning as everyone shared their knowledge, wisdom, strategies and experiences. We harnessed and packaged this up into the workshop in the hope that it would help and equip those in our footsteps with some of the knowledge and strategies that have helped us get the right support for our children.

There is a bit of a myth out there that when parents get together they use their time to moan and criticise services.

Some professionals felt a slight nervousness at the prospect of this but I can assure them that usually when parents are offered an opportunity to attend training together they use the time incredibly effectively and come away engaged, enthused and empowered through the support and sharing that goes on in the room.

At the end of 2013, I found myself in the unique position of testing my own theory following my 16 year old son receiving a devastating diagnosis of Anorexia Nervosa requiring me once again to navigate a whole new system. CAMHS beckoned but this time I felt far more confident and clued up about the questions I needed to be asking and the key information I needed to be sharing. This time I knew I had some tricks up my sleeve to get people listening and acknowledging our fears leading to a quick referral and timely treatment.

As my son continues on his journey of recovery, it's my hope that fellow parents can benefit from some of our experiences and move towards more positive outcomes for their families.

Since the development of the original workshop CDC has been approached to tailor the contents towards more specific conditions or services, namely:

- For Children and Young People with ASD/LD and Challenging Behaviour
- Deaf Children (in partnership with the NDCS)
- CAMHS services

Please do take a look at the **events calendar** for information on when these are taking place and I look forward to meeting more parents starting their SEND journey.

For more information about the Programme **please see this page** or contact Anna Gardiner on **agardiner@ncb.org.uk**

Post-16 Special

At CDC, what we're hearing time and time again from CDC Member Meetings, training, working groups and conferences is that post-16 is still a topic where the sector doesn't yet feel confident We thought it would be helpful to feature a post-16 special in this edition of the Digest to bring blogs, resources and key info together.

New EHC plan eligibility guidance doc for 19-25 year olds

The Department for Education has published non-statutory guidance on Education, Health and Care (EHC) plan eligibility for 19-25 year olds. Aimed primarily at local authorities, the guidance aims to support them in making fair and consistent decisions about when they should maintain an EHC plan beyond the age of 19, issue an EHC plan to a young person aged 19 or over, and when to cease a plan, in line with their duties under the Children and Families Act 2014, and as described in the SEND Code of Practice. It also includes information on supported internships, 16-19 study programmes, funding and higher education. Click here to download.

The Department for Education has also developed an outcomes tool to support the inclusion of Preparation for Adulthood outcomes in EHC plans across the age ranges. It is hoped the tool will be used by parents and professionals alike and promote discussion of what preparing for adulthood might look like for all young people with special educational needs and disabilities, whatever the ability or age. Click here to download.

Travelling to South America!

by Callum

The Preparing for Adulthood Programme hosts regular blogs from young people on all aspects of their life. In this excerpt, Callum describes how he travelled to South America and climbed the famous Machu Picchu.

Callum has Lebers Congenital Amaurosis, which has left him completely blind. His story highlights the importance of all disabled young people being part of their communities and having access to the same opportunities and experiences as other young people their age.

"My name is Callum and I suffer from Lebers Congenital Amaurosis, meaning that I'm completely blind. However, I have never let my blindness stop me from doing the things I want to do. One of these is travelling. My parents have always done everything they could to support me, including sending me to stay with a French family when I was just fourteen. But nothing could have prepared me for seven weeks in Brazil, Argentina and Peru.

Some of you are probably asking, why did I want to go? I wanted an opportunity to improve my Spanish. Though more importantly, family and friends who had been to South America had all said that it was a place that simply, had to be visited. Having come to this conclusion, I set about finding a project that I could volunteer on, because employers value volunteering overseas far more than just travelling. I eventually found the project for me, which consisted of volunteering in one of Lima's shanty towns for four weeks. The project was run by a gap year organisation called Quest Overseas. When I contacted them, I think they were a bit surprised at first. After all, why would a blind person want to do something like this? But once we'd met, it was agreed that I would be able to volunteer successfully."

To read the rest of the blog click here. For more blogs written by young people for young people, check out Preparing for Adulthood's blog here.

Case Law Service

Our series of case law reviews on judgements relating to special educational needs and disability continues with three case law review summaries compiled by barrister **Steve Broach from Monckton Chambers.** Several cases have focused on post-16 topics with summaries below. To read the full accounts including advice on what the judgements mean to children, families and local authorities, click on the link at the end of each summary review.

Case Law Update 3 - Deprivation of Liberty, Cheshire West

The judgment of the Supreme Court in the Cheshire West (**See Case Law Review #1)** has clarified that many more disabled people than previously thought are being deprived of their liberty in health and social care placements – or indeed potentially in their own homes where there is state care provided.

This review looks at a case that involves the court working out the link between parental rights and responsibilities and the state's responsibilities for avoiding or approving deprivations of liberty under Article 5 of the European Convention on Human Rights.

To read and download the full update, please click here.

Case Law Update 5 - Deprivation of Liberty, Cheshire West

This particular case concerns a ruling on deprivation of liberty and a later judgment of the same Judge (Mr Justice Keehan) on another case concerning 'deprivation of liberty' for a disabled child.

The background to these issues, including the Supreme Court judgment in Cheshire West, can be found in Case Law Update 3 which you can find in the link above.

To read and download the full update, please click here.

Case Law Update 6 - Deprivation of Liberty, Cheshire West (second judgement)

This case law review follows directly from Case Law Update 3 above. In this second judgment in the same case, the Court of Protection has decided that parental consent cannot be used to avoid what would otherwise be a deprivation of liberty for 16 and 17 year olds. As such if a 16 or 17 year old is deprived of their liberty this must be authorised by the Court of Protection.

To read and download the full update, please click here.

Case Law Update 10 - Transport Arrangements

This review focuses on a case with Staffordshire County Council where a dispute arose over transport arrangements for a young person travelling to college. This decision makes it clear that school transport is not special educational provision. As such the Tribunal will not have jurisdiction to resolve transport disputes. Transport issues must be resolved through the local authority's appeals process and if necessary through judicial review. Included is a case overview, discussion around the decision, what this means for children, young people and families and implications for local authorities and other public bodies.

To read and download the full update, please click here.

Independent Support success stories of working with young people

Since Independent Support began in September 2014, the programme has been collecting personal accounts from just a few of the young people and parent carers who've used the service. They describe how Independent Support has helped them to think about the future, formulate plans for how to reach those goals, and - just as importantly - what the experience was in light of the support they received. Below are brief introductions of just a few of the 20+ case studies where young people have worked with an Independent Supporter.

Ella's story

Ella's story illustrates that although the young person, Ella, wanted her mum's support, she also wanted and valued having an IS on board too. The knowledge and skills of the IS kept the process flowing when it could easily have stalled and enabled Ella to make informed choices every step of the way. This included dealing with a hospital admission, several meetings and a change of college that occurred during the EHCP process.

Joe's Story

Joe has learning difficulties and leads a really full and active life at home – he does lots of outdoor activities, plays football, likes animals, especially dogs, and really loves eating out – although not spicy curries, thank you. He is a polite and friendly young man and can come across much more confident than he really is. This is because he is always really well supported by his Mum and Dad and the rest of his family.

Dean's story

Dean's story highlights how the Independent Supporter engaged with Dean enabling him to fully participate in the EHC planning process. It also shows how Dean's family moved from uninformed and confused to confident and engaged. It illustrates the value of using person centred approaches, particularly a one page profile and how Dean recognised its value in helping everyone involved in his care, in a range of settings and that it would benefit him by sharing it with them.

To read the full stories please click here.

Join the Transition Information Network!

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

TIN publishes a magazine called My Future Choices which is for disabled young people, families and professionals. It includes articles written by disabled young people about their experiences of transition, information about transition projects, the latest policy and charity news and resources.

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, respond to government consultations and work with leading organisations to develop and promote good practice in transition.

Sign up to receive the latest news from TIN here.

KEY RESOURCES

Decision-making Toolkit

This toolkit is a practical guide to support anyone working directly with children and young people with SEND. It is designed to be used in partnership with young people to support them to make their own decisions and to participate as fully as possible in decisions made on their behalf.

Education, Health and Care Plans – Examples of Best Practice

We have developed some good practice guidance to support the development of skills in writing good quality EHC plans that meet both the letter and the spirit of the Children and Families Act 2014.

'No decision about my education without me'

An information booklet for parents and young people with SEND about making decisions about their education (Mental Capacity Act)

Transition to University for young people with Vision Impairment - a briefing note.

Click to access.

BOOK YOUR TRAINING

Outcomes and EHC plans: a guide from A to K

We can deliver all one-day training on request to your organisation either on site or at our offices in London

At CDC we offer a set of high quality training packages for your organisation with our staff team dedicated to delivering the highest possible quality of service. We bring a rigorous understanding of the legal and policy frameworks allied to an understanding of how to make it work at a local level. All of our training reflects CDC's core values: that children, young people and their families must be at the heart of everything we do.

We work with government, local authorities and the voluntary sector to support the implementation of the reforms and secure good outcomes for children and young people. Our approach is rooted in research carried out with children, young people and their families.

Our current training offer includes how to make your settings more inclusive, understanding the Children and Families Act 2014, and safeguarding disabled children. A package tailored specifically to the needs of your organisation can be also be discussed with our trainers by emailing

cdc@ncb.org.uk

Who is the training for?

- ✓ Professionals working in children and adult services
- ✓ Local authority SEND teams
- ✓ Teachers, social workers and health professionals
- ✓ Service providers
- ✓ Commissioners
- ✓ Voluntary sector services
- ✓ Professionals involved in informing, developing and coordinating EHC plans

Care, Education & Treatment Reviews

by Anne Webster and Sue North, NHS England

NHS England give us an update on their Transforming Care Programme and talk us through what Care and Treatment Reviews are, what they are used for and how they tie into Care, Treatment and Education Reviews.

There are some children and young people who have learning disabilities, autism (or both) and behaviour that challenges, and who may also have a mental health condition. This group of children and young people and their families often experience real times of crisis. This can happen when services and support do not understand their needs or work well to support the family, or when a child or young person has a mental health crisis, putting them at risk of being admitted to a specialist mental health hospital (or assessment and treatment unit (ATU)

Transforming Care

NHS England have been working hard to support adults and children and young people who are part of this group through the Transforming Care Programme. We know that for some children and young people, going into hospital (or an ATU) is not always the right choice. It can sometimes create even more difficulties, as hospitals are often a long way from home, and from families and friends.

It is important to make sure that every possible option has been considered to see if children and young people can be supported at home, or in their local community, or, if they do need an admission to hospital, that everyone is working towards making sure this is for the shortest time possible.

Care and Treatment Reviews (CTRs)

The Care and Treatment Review Policy was introduced in October 2015 to provide a formalised way of bringing all the right people including the family into the room together to look at solutions for the child or young person and family so that they could have a good life with positive outcomes. Led by the responsible commissioner and with a multi agency team, the Care and Treatment Review (CTR) meeting

- ensured the child or young person and their families were central to the review in a

person centred way
- looked at how needs could be met locally without admission to hospital
- if an admission was necessary or they were already in a hospital, that there was clear planning thinking about discharge as soon as possible.

Critically the panel responsible for the review also had two independent experts – one of whom is a clinical expert and one of whom is an expert by experience. The latter would be either adults with a learning disability or autism, or a family member with a lived experience. These members of the panel ensured a strong independent presence where decisions could be robustly reviewed, explored, and where necessary challenged.

Since September 2016 we have been working with people who have been in hospital, parent carers of children and young people, commissioners, providers, local authorities, the Department for Education, ADCS, and others to review the policy, refresh and amend it.

From CTRs to care, education and treatment reviews (CETRS)

There is now a specific new Annex to the CTR Policy for children and young people. One of the main changes for children and young people is that reviews will now be called Care Education and Treatment Reviews (CETRs). A situation that requires a CETR may be due to a change in a child or young person's education or care provision, or it is likely to lead to some significant changes in their education or care provision. The change of name more accurately reflects the significant role that education plays in the lives of children and young people. The new supporting process for CETRs has a clear expectation that education, health and care will be involved from local areas. It also explains how other elements of the CTR Policy must work for children and young people too including the CCG "At Risk Register."

Mary Busk, and Ian Penfold are parent carers who have been a part of the review and refresh process They have written an introduction to the Children and Young People's Standards summarised below:


Mary Busk, parent carer


Ian Penfold, parent carer

"As parent carers with lived experience we are really pleased to be part of the reworking of the Care and Treatment Review (CETR) process for children and young people. We know that a lot of work went into seeking the views of families and children and young children and young people on the current process. We listened to the detailed feedback and considered how best to respond to it with NHS England. The new policy and standards for children and young children and young people have been coproduced with those experiences at the heart of the changes.

We want children and young children and young people who have CETRs to have the same aspirations and life outcomes as all children and young children and young people. We hope the lines of questioning in the CETR on the day (and in the final report) reflect this. National law and policy requires that these children and young children and young people have a voice and have the right support and help at the right time to have a really good and positive life like everyone else."

When and where you can find the new Policy

The refreshed policy is due to be published on March 27th 2017. It will be published along with a code and standards to support how it is implemented on the NHS England website

Resources

Understanding the needs of disabled children with complex needs or life-limiting conditions

This report we published with The True Colours Trust looks at what we can learn from national data on the numbers of children with complex needs or life-limiting conditions.

These Are Our Children: Independent review for the Department of Health

Led by Dame Christine Lenehan, this is a review of the care of disabled children and young people with challenging behaviour and complex mental health needs. It calls for urgent action at a national level to prevent these children being institutionalised at an early age, at huge cost to the taxpayer and with low ambitions for improving their lives. Click to download.

Decision-making Toolkit

This toolkit is a practical guide to support anyone working directly with children and young people with SEND. It is designed to be used in partnership with young people to support them to make their own decisions and to participate as fully as possible in decisions made on their behalf.

DMO/DCO Handbook

In partnership with DMOs and DCOs, CDC have developed a handbook which will help those new to the role and also commissioners who are recruiting to the role in their area. The handbook sets out practical tips and learning with the aim of helping DMO and DCOs, commissioners and other professionals involved in the implementation of the health elements of the Children and Families Act.

NEET statistics quarterly brief: October to December 2016

Statistics about young people who are not in education, employment or training (NEET).

Top Tips for participation

This Top Tips guide is for all professionals who are involved in supporting disabled children and young people and those with special educational needs to fully participate in their Education, Health and Care (EHC) plan. All of the top tips in this guide have been co-developed by the young people's advisory group to DfE, FLARE.

Traffic Light Communication Tool

Developed with disabled young people and their parents, this tool is designed to help families communicate their worries when they go to a clinic with their disabled child.

Education, Health and Care Plans – Examples of Best Practice

We have developed some good practice guidance to support the development of skills in writing good quality EHC plans that meet both the letter and the spirit of the Children and Families Act 2014.

Report on mental capacity and deprivation of liberty

The Law Commission have published a report setting out their recommendations arising from a project reviewing the Mental Capacity Act and the Deprivation of Liberty Safeguards. The easy read version can be found here.

Listening to Young Disabled Children leaflet

The Early Childhood Unit and CDC have launched their Listening to Young Disabled Children leaflet. The leaflet includes inspiring examples of listening practice and significant updates on policy following the Children and Families Act 2014. Listening to Young Disabled Children is one of eight in the Listening as a Way of Life leaflet series and is a must-read for all those working directly with young children and their families.

Young people in Youth Custody: A practice guide

This practice guide is aimed at those working to improve outcomes for young offenders who have or may have special educational needs. Click to download.

FAQs on social care and the SEND reforms

Barrister Steve Broach has prepared advice for social care professionals in relation to the SEND reforms. It sets out a number of frequently asked questions that have arisen through CDC's transforming culture and practice in children's social care assessment programme as well as feedback from our social care training. Click to download.

CCG Audit Tool: SEND reform implementation

CDC has developed this tool (which can be found here) to help CCGs understand and develop their progress in implementing the SEND reforms. It will be useful to support areas in the preparation for joint Ofsted/CQC Joint Area SEND inspections.

Short Breaks for Disabled Children: A Legal Guide

Written by barrister Steve Broach and CDC, the purpose of this guide is to assist local authority officers and Members to understand the law in relation to short breaks and to apply it effectively. This should assist in supporting and protecting the provision of vital services for families. The guide also covers the duties on NHS bodies in relation to short breaks and so will be relevant to the health partners of local authorities, particularly Clinical Commissioning Groups.

Free SEND audit tool for colleges

This tool was created to provide free online support to colleges to consider their progress in implementing the SEND Code of Practice across ten key areas within the Code of Practice. Upon completion, colleges will be left with a downloadable report including a narrative summary of performance in each area, a chart showing areas that require the most focus, recommended next steps and signposting to additional resources.

Local offer briefing

This briefing sets out the provision the local authority expects to be made available by schools, early years and post-16 providers. The purpose of the document is to focus attention on the requirement on local authorities to set out what special educational provision and special training provision it expects schools and early years and post-16 providers to make available. Click here to download.

NICE guidelines improving how children at risk of abuse or neglect are helped and supported

NICE is producing new guidelines to help people who work with children spot and stop abuse or neglect. It outlines how social workers, teachers and police officers, along with others working outside healthcare, can spot the signs of abuse or neglect and how they should act faced with a range of differing circumstances.

SEND reform implementation - emerging practice report

This report outlines evidence of emerging good practice gathered from SEND Reform Implementation Reviews conducted by Achievement for All in 40 colleges between April 2015 - March 2016.

Improving outcomes for children and families in the early years

This Local Government Association document presents case studies demonstrating examples of innovation in health visiting services.

‘One Stop Guide’ to commissioning speech and language therapy services for your school

The Communication Trust have developed a ‘One Stop Guide’ to take you through key steps to consider when you are planning to commission speech and language support. These include top tips on decision making around the service that you commission, practical steps to integrate your service into your school and how to assess if it’s actually working. To access the ‘one stop guide’, an accompanying short video and some school case studies, **click here.**

Suite of resources on pathways for children with challenging behaviour

The Challenging Behaviour Foundation has been working with the National Development Team for inclusion (NDTi) to develop three new resources setting out a vision of future local pathways for children with learning disabilities and/or autism whose behaviours may challenge. **Click to access the resources.**

Training and Events

Safeguarding children: level 3 mandatory safeguarding training in accordance with the intercollegiate guidelines (12 June 2017)

The **course** is interactive and aims to highlight the key principles of safeguarding children and young people, with a view to embedding best practice in safeguarding in accordance with the core UK legislative framework and guidance.

Free events on social investment March - April

Disability Rights UK has teamed up with Social Investment Business to offer some free events for Disabled People’s Organisations on social investment.

Southampton – Tuesday 28th March – **Register**

Birmingham – Wednesday 19th April – **Register**

Childhood Obesity seminar: How the VCS can support healthier communities

This free one-day seminar hosted by NCB, the Department of Health and Public Health England (PHE) will provide a forum for discussing how the voluntary and community sector (VCS) can support children to lead healthy, active lives, particularly those in deprived communities. It is also an opportunity to hear

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directly from the Department of Health and PHE about their plans to reduce childhood obesity, including updates on the implementation of the Childhood obesity: a plan for action published last year. Register online. 27 April 2017, London.

Free CPD course for teachers and educational practitioners

Focus on SEND is a free course aiming to help teachers and educational practitioners working across the 0-25 years age range to develop high quality practice in order to better meet the needs of their learners with SEND. The offer of training for Primary and Secondary school teachers is now freely available to access. To reflect the intentions of the SEND Code of Practice, and following testing and expert review by colleagues working in these settings, they will be launching training for Early Years and the Post 16 sectors later in May.

Bespoke training from CDC

We deliver training to help practitioners and services for children, young people and families on a range of current issues. Our training combines 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 either on site or at our offices in London. To find out more about the following training please contact 020 7843 1900 or email cdc@ncb.org.uk for a quote or click on the link to see the full training programme: http://www.councilfordisabledchildren.org.uk/what-we-do/training

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 websit**e.

If you would like to be added to the list to receive this digest, email **cdc@ncb.org.uk** with 'Subscribe to CDC Digest' in the subject line.

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, Preparing for Adulthood, and** the **Independent Support** programme.

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

ncb National Children's Bureau

Find out more

www.councilfordisabledchildren.org.uk

www.facebook.com/councilfordisabledchildren

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www.linkedin.com/company/council-for-disabled-children