CDC Digest

The voice of the disabled children's sector

July 2017

Dear all,

Welcome to summer. I do hope you get a chance to relax and refresh after a very busy academic year.

We are seeing a lot of very tired people as we deliver workshops across the country, some slightly overwhelmed by the tasks ahead.

At CDC, we are trying to help. In this issue, you will find our new resources on health and social care advice for EHC plans. Do try them and let us know if they work for you.

We have also been developing, in response to your concerns, a range of information to support effective joint commissioning, unpicking challenging issues around who pays for what and which CCG is responsible for children in a range of scenarios. The first of these documents is included and there are more to come.

There is life beyond EHC plans - though that may not be how it feels - and so we have also tried to balance information on the plans with reports on schools admissions, transitions and campaigning.

We are also trying to look at what comes next, as we move to the end of this transitional phase of the reforms, and trying to use our summer to look at what this all means for the life of children with SEND and their families.

This presents us with several questions: how should or could the forthcoming Green Paper on Mental Health impact on this group of children? How will we use the evidence of the Residential Special Schools and Colleges Review (due Autumn) to develop our thinking? And how will we continue to push for fully integrated children's services to benefit this group of children, with programmes like Integrated Personal Commissioning?

Lots of food for thought. Hopefully by September the picture will start to crystallise.

Best wishes,

Christine Lenehan

Dame Christine Lenehan, Director at the Council for Disabled Children

Contents

Updates from the sector

Contract announcements from DfE

The Department is committed to funding new burdens as a result of changes introduced by the Children and Families Act 2014 – in particular the costs of transition of existing statements of SEN to EHC plans. A range of support has already been put in place, including:

- A £70m SEN Reform Grant in 2014-15 to help LAs plan for the reforms.
- £153m for local authorities between 2014-15 and 2017-18 in SEND Implementation funding.
- £60m between 2014-15 and 2017-18 for Independent Supporters to help parents and young people through the process of EHC assessment and planning.
- £5m for LAs to increase opportunities for work experience and supported internships in 2015-16.
- Funding of £850k between 2015-16 and 2017-18 for a network of nine SEND Lead authorities to facilitate peer support.
- £9.02m between 2014-15 and 2017-18 to provide grant support for every Parent Carer Forum in England.
- £27.3 million annually to the Family Fund Trust to support families on low incomes with disabled and severely ill children.
- £23m in 2017-18 for local authorities to carry out a strategic review of their high needs provision (see https://www.gov.uk/government/publications/high-needs-strategic-planning-fund); and
- £215m in capital funding for local authorities to increase school capacity and make it easier for children with special educational needs and disabilities to access good school places (see https://www.gov.uk/government/publications/send-provision-capital-funding-for-pupils-with-ehc-plans).
- Thirteen delivery support grants and contracts in 2016-17 with a total value of just over £10m, covering workforce development in schools, colleges and early years; support for specific conditions such as sensory impairment, dyslexia, communication skills and autism; a national model for young people's participation; support for young offenders with SEND; delivery support to local authorities - including professional adviser services; and strategic support from the National Children's Bureau.
- More than £10.2m for delivery contracts and grants which were either awarded or extended into 2017-18, as below:
- £199,951 in support for young offenders with SEND via Achievement for All
- £120,049 for a Lead Adviser for SEND
- £750,000 in support for Autism via the Autism Education Trust

- £500,000 for dyslexia support via the British Dyslexia Association
- £1.8m for support to Parent Carer Forums via Contact a Family
- £417,996 for a Strategic Reform Partner for the SEND reforms via the Council for Disabled Children
- £500,000 for workforce development in further education via the Education Training Foundation
- £650,000 in support for Speech, Language and Communications Needs via ICAN and The Communications Trust
- £849,200 for workforce development in schools via the Whole School SEN Consortium (led by London Leadership Strategy, working with nasen)
- £359,924 to support access to employment for young people with SEND via Mencap
- £2,458,828 in delivery support for local authorities via the Delivering Better Outcomes Together consortium (led by Mott MacDonald, with the Council for Disabled Children and the National Development Team for Inclusion)
- £450,000 in support for children and young people with sensory impairments via NatSIP
- £649,960.80 to support the engagement of young people with SEND via the National Children's Bureau and KIDS
- £295,000 in support for children and young people with physical disabilities via the School Development Support Agency and PDnet

In addition, the Department has provided funding to support the wider operation of the SEND system. This includes:

- £2.88m between 2015-17 and 2017-18 to meet the costs of Ofsted/CQC SEND inspection of local areas;
- £301,000 between 2014-15 and in 2017-18 for membership of the European Agency for Inclusive Education and SEND;
- Funding for the SEND Tribunal running costs. Between 2014-15 and 2016-17 the Department provided £3.6m to HMCTS;
- £6.68m in 2017-18 towards the training of Educational Psychologists.

A message from the new minister

The new Minister of State for Children and Families has been confirmed as Robert Goodwill MP. His portfolio will cover Children's Social Care, Early Years and Childcare, Opportunity Areas and Social Mobility, and SEND. He will also cover safeguarding in schools, the Pupil Premium, school sport and cadets. Mr Goodwill said of his new role:

"I am delighted to be appointed Minister of State for Children and Families. It is vitally important that all children, including those with special educational needs and disabilities, get a good start in life, have an education experience that allows them to reach their full potential, and lead a productive and fulfilling adult life. I am looking forward to hearing from families about their experiences, and to listening to partners who have expertise in this area. I want to continue to work with them to ensure we have an education system that provides the best possible support to children and young people with special educational needs and disabilities."

You can read more in our news story here: http://bit.ly/2u3HM7W

Call for effective practice on SEND joint working

The Council for Disabled Children and National Development Team for Inclusion are working together to deliver support to local authorities and their health colleagues, focussing on joint working to embed the SEND reforms and improving outcomes for children and young people with SEND. We would like to capture examples of effective practice from local areas which demonstrate how local colleagues are working together, particularly examples of innovative or new practice which support the vision of the Children and Families Act 2014.

To take part, please visit http://bit.ly/2ssXoxH

Co-Production Week

Earlier in July we took part in Co-Production Week from the Social Care Institute for Excellence (SCIE). As part of the Steering Group, we shared many great examples of Co-Production on the #CoProWeek hashtag. For more information, click here to read a Storify collecting tweets from the week and see here for London Live's coverage. Don't forget to follow us on Twitter for more information.

Forthcoming project with Baring Foundation

CDC has secured funding from the Baring Foundation's Strengthening the Voluntary Sector programme. Running since 1996, this programme has supported over 900 organisations, giving a total of £17 million. Since 2015 the STVS programme has supported effective use of the law and human rights based approaches by the voluntary sector.

The funding will support us to deliver, with FaceFront Inclusive Theatre, innovative training for professionals which uses performance to explore the experiences of young people and their families and helps put disabled children and young people at the centre of decision-making. See page 15 for more information.

Council for disabled children

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

- **Chailey Heritage Foundation** - A pioneering charity providing education, care and transition services for children and young people with complex physical disabilities and health needs.
- **National Portage Association** - A national charity, supporting Portage services, families and professionals involved in Portage.
- **Dingley's Promise** - Delivers life-changing support to under 5s with special educational needs and disabilities (SEND), and their families.
- **Dreams Come True** - A national children's charity that works hard to enrich the lives of children and young people with serious and life-limiting conditions aged between 2 and 21 years old.
- **Unique Ways** - Provides support and information services, to families of Disabled Children and Young People between the ages of 0-25.
- **MATRIX Neurological** - An innovative children's charity based in Middlesbrough, established to provide practical therapy and support to children, young people and their families who are living with the effects of an acquired brain injury.
- **Matt's Mission** - The charity's aim is to 'Make Smiles Glow' by making wishes come true, providing gifts to children in hospitals, special schools and hospices.
- **Fit2Learn** - A community interest company based in Croydon in Greater London. Our primary purpose is to improve children's ability to learn.
- Prior's Court - A registered non-profit making charity managing a specialist residential school, young adult provision and a training and development centre. We support and improve life chances for young people aged 5-25 who are severely affected by autism.
- **Friends and Places Together** - Funded by Southend Borough Council to offer Short Breaks for disabled children and young people.
- **Shared Lives Plus** - The UK network for family-based and small-scale ways of supporting adults. Our members are Shared Lives carers and workers, and Homeshare programmes.

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 250 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 late October 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.

Join the NHS England Youth Forum

- Aged 14-25?
- Interested in health?
- Want to have a voice in health?
- Do you have experience of healthcare services?

The British Youth Council is excited to announce that we are recruiting for the 4th year of the NHS Youth Forum to help shape health services and we are looking for young people aged 14 – 25, from across England to be part of it!

The purpose of the NHS Youth Forum is to bring together a diverse range of young people who can use their own perspectives and experiences of healthcare services to highlight good practice and develop suggestions for improvement in areas which may need it. It is about advising, sharing opinion and ideas, giving feedback and helping to improve services.

For further details and the application process: http://www.byc.org.uk/uk/nhs-youth-forum The closing date is **9am on the 2nd August 2017.**

Any enquiries should be directed to: nhsyouthforum@byc.org.uk

Blogs and reports

Here's what we've been reading this quarter...

Harmful Sexual Behaviour

New research by the National Children's Bureau (NCB) and Research in Practice shows the complex challenges that professionals face when responding to children who display Harmful Sexual Behaviour (HSB), with staff reporting that it can be difficult to balance the rights and needs of a child displaying HSB, with the duty to protect other children. http://bit.ly/2vIPimF

ADCS Conference - Christine Lenehan's blog

Our Director, Dame Christine Lenehan, went to the Association of Directors of Children's Services (ADCS) conference in Manchester last week, which brought together many key figures including Minister Robert Goodwill MP. The report features slides from the day. http://bit.ly/2sXSCZk_

New research for the Prince's Trust - 'what works' for care leavers?

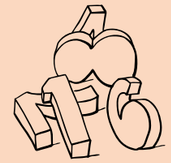
New research carried out by NCB for the Prince's Trust explores "what works" in supporting care leavers into positive outcomes. Supported by The Big Lottery, the research focused on The Prince's Trust's Fairbridge programme, but contains recommendations for policy makers and practitioners across the sector. http://bit.ly/2thl49n

The importance of shared reading in foster families

New research undertaken by NCB on behalf of BookTrust, the largest children's reading charity in the UK, shows that 90% of foster carers who read with their child say it has made a positive impact on the relationship between them. Shared reading helped foster carers to connect with their child, helped them to understand and talk about issues in their child's life and increased their child's self- esteem. http://bit.ly/2tLUloK

"We all want to be a part of society don't we?" Addressing loneliness in disabled people

Sense's report for the Jo Cox Commission on Loneliness found that over half of disabled people (53 per cent) say they feel lonely, which rises to 77 per cent for young disabled people. In this blog Scope storyteller and autism advocate, Carly Jones, shares her experiences and ideas for change. http://bit.ly/2tFVauH



Best of social media

Facebook - facebook.com/councilfordisabledchildren

Today we're at our Independent Support workshop in London, for professionals helping parents and young people navigate the Education, Health and Care planning process. Martin Bull, our Independent Support Contract Manager and CDC Assistant Director, has introduced the day, saying 'Passion is where we come from' #NCBFamily

Find out more about Independent Support here: http://bit.ly/2v7nU0C

Twitter -

twitter.com/cdc_tweets

Our latest newsletter is here, featuring @MrJW18, @mencap_charity, @DCPcampaign and more! Take a look:

bit.ly/2s5narK

LinkedIn - linkedin.com/company-beta/2382839

The focus on mental health in the Queen's Speech is a welcome step forward, but the Government is still overlooking the crisis facing services for vulnerable children. It also fails to say how young people's interests will be protected during Brexit. Read the National Children's Bureau's response to the #QueensSpeech: http://bit.ly/2rUOw2L

Don’t miss this quarter

There’s always a lot going on here at CDC but some pieces of work really are vital and will hopefully make your life much easier. For even more resources, see page 19.

School admissions briefing

This briefing provides information about school admissions arrangements. It is written for parents of disabled children and young people and those with SEN, and also parents advising parents. Click here to download.

Two new short animations aimed at parents to help explain the EHCP process and the Person-Centred Connection

With support from the Department for Education, Independent Support has produced two short animation films, which can be used by local authorities, IAS services, IS agencies, professionals, and parent groups in their communications with parents and young people.

Advice for Education, Health and Care Plans

The purpose of these documents is to support local authorities (LAs) to set up processes that facilitate getting good health and social care advice. Health and social care teams need to have this in place to be able to adequately respond and contribute to good quality Education, Health and Care (EHC) plans that meet both the letter and the spirit of the Children and Families Act 2014.

Early Years SEN and Disability Workshop

This workshop is designed to support local authorities in identifying priorities to improve access and inclusion for young children with SEN and disabilities. Click here for more.

Joint commissioning guidance

At CDC, we regularly receive questions on a whole series of issues relating to the SEND reforms and joint commissioning. We have therefore produced a series of joint commissioning bulletins designed to share the learning from those discussions to a broader audience. The first two bulletins have now been published and can be downloaded here. They cover:

- Identifying the responsible CCG commissioner to support local delivery of the SEND reforms
- Identifying the responsible CCG commissioners for the core functions of a speech and language therapist, occupational therapist and physiotherapist

Two further bulletins will be published in August covering applying an outcome based approach to commissioning, and promoting personalisation and access to personal budgets.

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. The cases are all from the Upper Tribunal and are listed 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 17 - EHC plan appeal, Southwark

The Upper Tribunal (‘UT’) allowed an appeal by the parents against a decision of the First-tier Tribunal (‘FTT’) in relation to an EHC Plan for a child with autism who was transferring to secondary education. The FTT had dismissed an appeal by the parents against a decision by the local authority to name a special school in the EHC plan. Having clarified the law, the UT ordered the case to be reheard by a different FTT panel.

The dispute in this appeal centred on whether the child, O, should attend a mainstream school (as requested by his parents) or a special school (as determined by the local authority).

The UT considered the relationship between sections 33 and 39 of the Children and Families Act 2014, which impose qualified duties requiring a child’s plan to name a school or identify a type of school. The UT emphasised that section 39 should be considered first. This requires local authorities to name the school chosen by the parents unless the school is unsuitable for the child and/or his attendance would be incompatible with the efficient education of others or the efficient use of resources (see section 39(4)).

If the local authority does not have to agree to the parents’ request under section 39 because either or both the section 39(4) exceptions apply, then it must name a school or type of school which is appropriate for the child (section 39(5)). This then brings into play section 33, which provides that children must be educated in mainstream schools unless this is incompatible with the parents’ wishes or with the efficient education of others. Under section 33, the local authority is only allowed to decide that mainstream placement would be incompatible with the efficient education of others if there are no reasonable steps which could be taken to prevent this.

The UT emphasised that although ‘incompatible’ in both section 39 and 33 is a strong term, the impact must be on the ‘efficient education’ of children – the question being

whether the impact of the child's attendance would be 'so great as to be incompatible with the provision of efficient education'. The term 'efficient education' means 'not the very highest desirable standard or the very basic minimum, but something in between'.

The UT held that the FTT had erred in numerous respects in its decision. It had failed to provide sufficient reasons for its decision and failed to show how it dealt with the necessary steps of the analysis under sections 39 and 33. It had also failed to take account of the duty to specify, and make provision for meeting, O's special educational needs in reaching its decision on placement.

So what does this mean for you? To read and download the full update, **please click here**.

Case Law Update 18 - Post-16 Entitlement, Worcestershire

The Upper Tribunal ('UT') allowed an appeal by a young person against a decision of the First-tier Tribunal ('FTT') in relation the young person's post-16 educational placement. The UT remitted the case for re-hearing by the FTT.

The appeal to the FTT was made by the young person on the basis that his EHC plan did not identify a post-16 educational placement. The young person sought an order naming B school, an independent school. In resisting the appeal the local authority relied on the availability of a maintained college placement.

Permission to appeal was granted in relation to five grounds of appeal. The first two grounds of appeal failed, but the appeal was allowed under the third and fourth grounds of appeal, which concerned the outcomes section of the EHC plan and the Tribunal's failure to bring the plan up to date generally. The UT concluded that the FTT has the power to modify the outcomes section of EHC Plans under regulation 43(2)(f) of the SEN and Disability Regulations 2014, which allows for 'consequential amendments' to be made where an FTT orders amendments to special educational needs and / or provision. The UT stated that it would be 'absurd' if an FTT was 'unable to alter outcomes that no longer related to the provision or needs determined by the Tribunal'. The FTT in this case erred by failing to consider whether its decision required amendments to the plan to make it 'workable and up-to-date'.

The fifth ground of appeal relied on the error by the FTT in directing itself to section 39 of the Children and Families Act 2014, which did not apply in this case because the independent school sought by the young person was not approved by the Secretary of State under section 41. The duty on the local authority (and FTT) was therefore to name the school or institution or type of school or institution considered 'appropriate', see section 40(2).

So what does this mean for you? To read and download the full update, **please click here**.

Case Law Update 19 - Children and Families Act, Kensington and Chelsea

The Upper Tribunal ('UT') remade a decision by the First-tier Tribunal ('FTT') in relation to a local authority's refusal to assess a young person's needs and ordered the local authority to arrange an EHC needs assessment.

The issue in this appeal was whether a local authority was entitled to refuse to carry out an EHC needs assessment for a young person who was pursuing Open University 'modules' delivered by an independent institution. The UT remade the decision of the FTT and ordered the local authority to carry out the assessment. The UT went on to give guidance on the application of the new scheme under the Children and Families Act 2014 to higher education and institutions within the higher education sector.

The UT reiterated that the provision of higher education is 'not a concern of Part 3 of CFA 2014'. This follows from the exclusion of references to 'higher education' from the definition of 'education' in section 83(4). If a young person is simply seeking higher education, a local authority must refuse to carry out an EHC needs assessment.

However a course provided by or under an arrangement with an institution within the higher education sector is not necessarily a form of higher education. What matters is whether the course is of a type mentioned in Schedule 6 to the Education Reform Act 1998. The UT however went on to emphasise that an institution within the HE sector, or other institution which provides only higher education, cannot be named in section I of an EHC plan.

Turning to the facts of the appeal, the UT decided that there was a realistic prospect that the young person may require an EHC plan, both because of the extent of his needs and the lack of evidence that he would be pursuing higher education as properly defined.

So what does this mean for you? To read and download the full update, **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, 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.

Bercow: Ten Years On

I CAN are working towards their *Bercow: 10 Years On* Review. There are now less than two weeks left to collect all evidence for the review and they want to hear from a whole range of different audiences about their experience of support for children with speech, language and communication needs (SLCN).

They especially need the opinions of

- Young people with SLCN
- Parents or Carers of a child/young person with SLCN
- Staff who work with children with SLCN
- Companies that employ young people in the workplace or
- Organisations that commission support for young people with SLCN.

Please click here for the link to the survey: http://bit.ly/2s8NAg8

NEW TRAINING OPPORTUNITY

It's My Life! Decisions, Capacity and EHC Plans

13th September 2017
Dragon Hall,
17 Stukeley Street,
London, WC2B 5LT

In partnership with Face Front Inclusive Theatre, the Council for Disabled Children are delivering a training session on the Mental Capacity Act 2005, Education and Health Care (EHC) Plans, and supported decision making.

This innovative training uses performances to explore experiences of young people and their families and demonstrate practical aspects of rights based decision making and related legislation.

In this training you will learn practical person-centred approaches for involving disabled young people and those with SEN in decision-making.

Who is it for?

This training is for anyone in the voluntary sector working directly with disabled young people and those with SEN aged 14-25, including:

- Short breaks providers
- Youth groups
- Community led support groups
- Small charitable organisations

BOOK NOW
JHO@NCB.ORG.UK
020 7843 1900

Inclusion Fusion: letter from Strasbourg

by Jack Welch

Young CDC collaborator Jack Welch recalls his recent visit to the European Network for Independent Living in Strasbourg.

It is an ideal more or less accepted in the theory of disability rights: by ensuring that people's attitudes towards disabled people are ones that understand and are prepared to accommodate their needs, we take a step closer to full inclusion. In my mind, though, there is a question about achieving inclusion that is often ignored: are we sometimes better at developing theory and principle than we are at putting the ideals of inclusion into practice?

I was fortunate to see some of these aspirations put into action at a special study session co-hosted by the European Network for Independent Living (ENIL) and the Erasmus Student Network (ESN) in Strasbourg recently. In the course of a week, the session assembled a selection of disabled and non-disabled people from Council of Europe states to put inclusion under the spotlight. Unsurprisingly, one of the main concerns at the start from people who had no diagnosed disability or condition was saying something or acting in a way that offends a disabled person (something that Scope's End the Awkward research had previously uncovered).

What became clear during the days that followed was that being more transparent and honest in conversation was the best way to challenge our thinking, and to create genuine inclusion people need to be aware and informed about the needs of disabled people. How could an individual's access needs be known without asking in the first place? An example activity which I remember, using our feet to move into an agree/disagree space, was whether segregated groups for disabled people were correct. While in the scope of an inclusive framework this might seem wrong - and I was in the minority in this - having had experience within Young CDC and as a Youth Patron for Ambitious about Autism, I believe it is still essential that people who live with conditions have a shared environment where you do not have to always explain the way you are. This can still be easily reconciled with the belief that having a diverse group is also desirable and achievable. The sad truth is that inclusion is not yet fully realised in our society; and that I and many other young disabled people still need that provision to feel part of a wider community.

When embedding inclusion, attitudes are not the only concern. The physical structure of buildings could prove a sticking point, with the session venue itself, the European Youth Centre, undergoing improvements to become fully accessible. The barriers present themselves in many forms; not least how society in the UK and abroad typically upholds the medical model of disability. During the session, we discussed these theories, and how they impact on our experiences of aspects of life that most people take for granted. An example comes within our education system, where broad research by the Equality and Human Rights Commission found that young disabled people aged 16-18 were more than twice as likely to face unemployment after leaving secondary school than non-disabled students. There is still work to be done on the ground to reduce these inequalities; whilst the will is there to make this happen, we are some way off from the destination.

After taking part in the study session, I left with hope that although having a more inclusive world is still some distance away, the people I formed friendships with wanted inclusion as part of something we could all support in small and gradual steps. As was emphasised at various points, inclusion is a constant process and not just an end goal. The session was also memorable for the joy of meeting young people from all over Europe, from sampling the food and drink from participant countries to just learning more about the world around us. I believe this was one kind of inclusion that could be replicated again in future sessions.

A 24-year-old graduate in English and Creative Writing, Jack is an ambassador, Trustee and advocate for many youth and disability organisations, working for greater inclusivity and voice for people with learning disabilities in society. Jack has been both a member of Young NCB and has worked with the Council for Disabled Children in a number of capacities since 2015; he is passionate about volunteering and social action. His interests beyond social action include current affairs and politics, reading and travelling for relaxation.

Ambitious about Autism's #KnowYourNormal campaign

CDC members Ambitious About Autism have launched their 'Know Your Normal' research, which shows that four out of five young people with autism experience mental health issues. Only 4% of young people knew who to speak to about mental health.

Within the report, their Youth Patrons - including CDC collaborator Jack - identify three ways to help young people with autism communicate about their mental health, including using the fantastic resources they've created.

Read the report in full here: http://www.knowyournormal.co.uk/research

Introducing the Disabled Children's Partnership

The Disabled Children's Partnership (DCP) is a growing coalition of more than 45 charities who have banded together, along with families, to campaign for better access and provision for health and social care services for disabled children, young people and their families.

The DCP exists to:

- Address the lack of services, including carers, short breaks and access to specialist support
- Improve the quality of services available
- Make sure families can access services
- Ensure services and professionals communicate with each other and work together, meaning disabled children and young people receive coordinated and joined up care
- Ensure that disabled children, young people and their families can gain access to the services they are entitled to, when they need them.

The Secret Life of Us

The Secret Life of Us is the first campaign from The Disabled Children's Partnership that aims to bring to life the day to challenges that the families of disabled children and young people face on a daily basis, but most of a simply unaware of.

For example 77% of parents surveyed say that going to the shop as the hardest task in their day, closely followed by visiting a cafe and catching a bus.

Key statistics

- **43%** of people say they don't know anyone with a disability, despite 1 in 5 people being disabled
- **67%** of people say they are uncomfortable talking to someone with a disability
- **97%** of parents with a disabled child do not believe the public understands the challenges they face every day

The aim of the secret life of us is to open the eyes of the public and improve the understanding of the challenges faced by families on a day-to-day basis.
Because without awareness and understanding, we cannot achieve real change.
For more information, visit https://disabledchildrenspartnership.org.uk/

FLARE meeting

Last Saturday our FLARE youth group met in London to talk about their experiences of the SEND reforms and how the process could be improved. The group is made up of children and young people aged between 13-25 from across England with special educational needs or disabilities (SEND).

The group looked at key issues and what might be done to overcome them. Topics discussed included the overuse of jargon and the need for simplification and clear explanation of the disagreeement resolution process.

FLARE members had a great time at the meeting. 'I love the meetings as they allow us to use our experiences, good and bad, to better the experiences of the next generation of children and young people,' and 'I really love coming to FLARE and trying to help other people,' were typical of the responses we received.

For more on FLARE and our Making Participation Work programme, please visit https://councilfordisabledchildren.org.uk/making-ourselves-heard/making-participation-work

Resources

SEND Terminology - overview

Handy, quick reference tool for key SEND vocabulary across the 4 nations of the UK from Nasen.

Guide to registering to vote

Mencap's easy-read guide explains the voting process in an accessible fashion.

Transition Research Programme - Facilitator guides

Facilitator guides for young people's workshops to share the learning from the Transition Research Programme.

SEC's response to exclusion guidance

The Special Educational Consortium response to the Government consultation on exclusions guidance covers key issues including:

- Children with special educational needs accounting for over half of exclusions
- Clarifying the role of the SEN expert, and expanding it to cover disability
- Developing a better understanding of what takes place at Independent Review Panels
- Unlawful exclusions
- Local authority attendance at governing body review meetings where the school is an academy

Annual Review guidance for Education, Health and Social Care plans

To help parents and young people understand the process, Council for Disabled Children has produced an Annual Review Factsheet, timeline and guidance notes for experienced Independent Supporters who may be required to support a parent or young people with an Annual Review.

Mencap supporter guide to the General Election

This guide features a section on why it is important to vote, FAQs as well as flash cards to help talk through how Parliament works and the voting process itself.

Special educational needs: analysis and summary of data sources

Analysis and links to data sources on children and young people with special educational needs (SEN) in England.

What does good look like?

Working with Professor Julie Beadle-Brown at The Tizard Centre, University of Kent, United Response have developed the "What Does Good Look Like" booklet and checklist designed for inspectors (e.g. CQC), experts by experience, researchers and other professionals who might need to observe a service for people with learning disabilities and/or autism.

Statements of SEN and EHC plans: England, 2017

Statistics and analysis on statements of special educational needs (SEN) and education, health and care (EHC) plans in England.

Building independence through planning for transition guide

A quick guide by National Institute for Health and Care Excellence for practitioners supporting young people.

Health, Social Care and Independent Support resource guides

Useful links to resources, publications and tools for commissioners, practitioners and local authorities. These guides cover useful resources in Health, Social Care and Independent Support.

Mencap guides to finding work with a learning disability

A series of resources aimed at getting people with learning disabilities into work. Useful for those transitioning to adult services.

Providing supported internships for young people with an EHC plan

Guidance on how to provide supported internships for young people with special educational needs and an EHC plan.

Know Your Normal: a new report on mental health in autism

Commissioned by UK charity and founding partner of the Children's Rights Alliance for England (CRAE), Ambitious about Autism, the research was led by a group of young autistic Youth Patrons from the charity, and researchers from CRAE, Laura Crane and Liz Pellicano, to find out about the mental health experiences of young autistic people (16-25 years) across England and to make recommendations on how best to meet their needs.

Department for Education Newsletter July 2017

This issue features a message from new Minister of State for Children and Families Robert Goodwill MP, details on funding contracts for SEND support in 2017-18 and information about transfer of Statements of SEN and the Rochford Review.

New child friendly resources on children's rights

CRAE have launched two publications for children and young people on how well the UK is respecting children's rights.

Online Gypsy and Traveller Cultural Awareness Training

Drawing on their experience of delivering Gypsy and Traveller Cultural Awareness training to over 700 organisations and Local Authorities in the United Kingdom, Friends, Families and Travellers have developed an online learning programme which targets the key themes and questions arising amongst service providers about Gypsies and Travellers. The course is ideal for members of the statutory, voluntary or private sectors wishing to engage or work more effectively with Gypsies and Travellers. **Find out more here.**

Free Early Years Resources out now

nasen (the National Association for Special Educational Needs) is delighted to announce the launch of their new SEND resources designed specifically for early years professionals.

Nasen will release a series of new Early Years SEND resources over the next 6 months aimed at increasing the confidence and skills of your staff to ultimately improve access to provision and outcomes for children with SEND.

Resources already available and out now include:

- Early Years 'Focus on SEND' online CPD course. This includes 9 hours of free online CPD and covers all the basic information and understanding that staff need to be able to make their own universal approach as effective as possible
- New informative webcasts. These are short videos, each focusing on a specific area of SEND in the early years. Topics include: What is SEND?, Key documents, The role of the key person in relation to SEND, The role of the SENCo, Early identification and The four broad areas of need

Watch the first webcasts now by going to www.nasen.org.uk and clicking on the EY SEND Resources button.

Training and Events

Joint Working for quality improvement: from inspection into action East of England

Monday, September 11, 2017 - 10:00 to 15:30, Cambridge

The Council for Disabled Children invites LA SEN and children's social care leads and CCG children's commissioners to attend this session to discuss and plan local area joint working within the context of the SEND reforms and other local priorities for disabled children and young people and those with SEN.

For more information and to book, email CDC at cdc@ncb.org.uk.

Making Participation Work regional learning events

The Making Participation Work programme, jointly delivered by the Council for Disabled Children and KIDS and funded by the Department for Education, is delivering a participation learning event for professionals working across the disabled children's sector.

This event will support managers and practitioners to gain a deeper understanding of how participation of disabled children and young people is central to the implementation of the SEND reforms.

London – 4th October
East Midlands (Kegworth) – 10th October
South West (Bristol) – 1st November
Yorkshire and the Humber (York) – 21st November

Anti-Bullying Week: All Different, All Equal

Anti-Bullying Week is coordinated by the Anti-Bullying Alliance, part of the NCB Family, and takes place this year from 13th - 17th November and is supported by SafeToNet.

Anti-Bullying Week shines a spotlight on bullying and encourages all children, teachers and parents to take action against bullying throughout the year. The theme this year is 'All Different, All Equal'.

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

NDCS training for professionals working with deaf children

NDCS's education workshops support education professionals to build their knowledge and practice in their work with deaf children and young people. Their professional training courses run across the UK and support education, health and social care professionals to build their knowledge and practice in their work with deaf children and young people. A full programme of support for Autumn and Winter 2017 can now be found here.

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, 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**, and **Independent Support**.

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

Find out more

www.councilfordisabledchildren.org.uk

www.facebook.com/councilfordisabledchildren

@CDC_tweets

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

The views in this e-bulletin do not necessarily reflect the views of the Council for Disabled Children