

East of England SEND Newsletter

Highlights Inside this issue:

Training Thursday—Bridging the Gap	Page 1
Integrated Care Systems and SEND	Page 2
ADHD Resources New schools Guidance on Attendance	Page 3
Special Needs Jungle—Annual Reviews	Page 4
Research Corner—Call for Evidence (can you help ?)	Page 5
National Updates—CDC Quality Assurance Training Framework Mental Capacity Act—new video resource	Page 6

OCTOBER 2022



Image used Courtesy of Hasmaneon High School

Welcome to the SEND regional newsletter.

The contents have been chosen to be informative and relevant and we would encourage and welcome our colleagues from across the system to share best practice and quality assurance projects to enhance the provision and support we can offer to our children and young people and each other.

If you have articles, links and best practice examples please email: england.eastsafeguarding@nhs.net

East of England Safeguarding—Training Thursdays

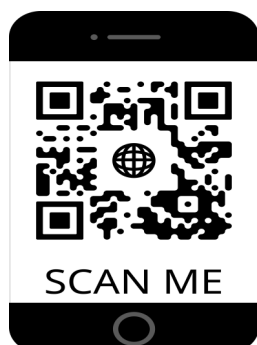
The Thursday Training Sessions are held on the third Thursday of every month **12:30- 13:30**. These are planned sessions working with our partners in the East of England.

We have a full schedule of all our Training topics which will be uploaded to our online platform East Safeguarding Virtual Learning Weeks: Safeguarding Virtual Learning Weeks (eastsafeguardinglearningplatform.co.uk)

Next Session Thursday 13th October 2022-

SEND and Safeguarding— Bridging the GAP

Presented by Louise Warren—NHSE Regional SEND Manager



To join this session please use this link below: https://teams.microsoft.com/j/19%3ameeting_MWRhZTAzMWMtZWY0OC00MjhiLWE2YjctOTlkNzc0MzI5MGU0%40thread.v2/0?context=%7b%22Tid%22%3a%220af0d45b-085b-42ed-a008-f0a88a7ae9b3%22%2c%22Oid%22%3a%22e9811f9c-e6a3-4084-a0a6-7adb5621e729%22%7d

Integrated Care Systems—An infographic explanation

The Council for Disabled Children have produced an infographic and briefing to support the understanding of the Integrated Care Systems and what it means for SEND Provision and Delivery

[ICS Briefing.pdf \(councilfordisabledchildren.org.uk\)](#)



INTEGRATED CARE SYSTEMS ICSS

NHS England

Performance manages and supports the NHS bodies working with and through the ICS

Care Quality Commission

Independently reviews and rates the ICS

STATUTORY ICSS

Integrated Care Board ICB

Membership:
independent chair; non-executive directors; members selected from nominations made by NHS trusts/foundation trust, local authorities and general practice

Role: allocates NHS budget and services; produces five-year system plan for health services

Cross body membership, influence and alignment

Integrated Care Partnership ICP

Membership:
representatives from local authorities, ICB, Healthwatch and of the partners

Role: planning to meet wider health, public health and social care needs; develops and leads integrated care strategy but does not commission services



(Popn 1-2 million) – setting strategy; managing overall resources and performance; planning specialist services across larger footprints; strategic improvements to key system enablers such as digital infrastructure, estates and workforce planning. Health's statutory duties for SEND and safeguarding will be held at systems/ICS level.

(Popn 250,000-500,000) – redesigning local services; joining up care pathways across NHS, local government and VCS services; supporting the development of PCNs; building relationships with communities – local authority footprint

(Popn 30,000-50,000) – formation of Primary Care Networks; bolstering primary care services; developing multidisciplinary teams; delivering preventive interventions for people with complex care need

WHAT MIGHT THIS MEAN FOR SEND DELIVERY?

- Residential special schools
- Specialist inpatient services
- Palliative Care
- Secure children's homes
- Secure Stairs
- Keyworker services
- DSR/CETR
- Children's continuing care
- Education, Health & Care Plans formal/legal processes in place
- Physio/OT/SALT
- Children's Community Nurses
- Child Development Centre
- CAMHS
- Personal budgets
- Ordinarily available provision/graduated response
- Child in need
- SEN Support
- Mental Health Support Teams
- Making every contact count
- Early help
- Social Prescribing
- School nursing
- GP services
- 2 1/2 year check
- Healthy child Programme
- Children's Centres

PARTNERSHIP AND DELIVERY STRUCTURES AND PARTICIPATING ORGANISATIONS

Provider collaboratives

NHS trusts (including acute, specialist and mental health) and as appropriate voluntary, community and social enterprise (VCSE) organisations and the independent sector: can also operate at place level

Health and Wellbeing boards

ICS, Healthwatch, local authorities, and wider membership as appropriate; can also operate at system level

Primary care networks

General practice, community pharmacy, dentistry, opticians

Place-based partnerships

can include ICB members, local authorities, VCSE organisations, NHS trusts (including acute, mental health and community services), Healthwatch and primary care

Regional Updates

Child and Young Persons Voice

Dr Yemula (Consultant Paediatrician at Cambridgeshire Community NHS Trust)

I am very pleased and excited to share the good news about 2 free resources launched at the George Still Forum, National ADHD conference, 15 and 16 Sep 2022.

ADHD Guide for Parents (Authors - Dr Yemula, Dr Nivedita Bajaj, Professor Besag and Professor Chowdhury): An interactive pdf with external links to educational video clips, covering basics, how ADHD is diagnosed, coexisting conditions, treatment options and also emphasising the positives and strengths of people with neurodiverse conditions. Two parents have written about their experiences and journey, which is highly inspiring. Feedback received from parents, carers and colleagues in health and education is very positive.

link

<https://www.cambscommunityservices.nhs.uk/docs/default-source/bedfordshire-childrens-services/beds---books/adhd-guide-for-parents-and-carers-14-sep-2022.pdf?sfvrsn=4>

Teen Sleep Guide, 3rd edition (Authors - Dr Yemula, Professor Besag and Dr Musgrave): An interactive pdf with clickable links for interesting educational short video clips. The book explains in simple language about sleep concept, benefits of good quality of sleep, potential causes of sleep difficulties/disorders, self-help strategies and when to seek help in case of ongoing difficulties. The book's 1st edition was launched at the sleep conference in Australia in 2017, when Prof Besag and I were invited for a guest lecture. Since then, thousands of free pocket size booklets were distributed in the UK and abroad. A free apple book with animations and sounds is also available to download (link in the book).

Attendance drive steps up as new term starts for millions of pupils

Families will receive targeted support to improve school attendance with new advice and innovative interventions for schools this term. [Attendance drive steps up as new term starts for millions of pupils - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/news/attendance-drive-steps-up-as-new-term-starts-for-millions-of-pupils)

Published 2 September 22

Schools are being advised to work in partnership with councils and consider targeted family support or home visits where there are barriers to attending school. This is part of a package of new and innovative measures to ensure that more children are in school every day, including targeted support for individuals who need it and improved data tools that will better identify and solve consistent issues.

The Department for Education is also launching a three-year 1-2-1 attendance mentoring pilot from this term, aimed at tackling the factors behind non-attendance such as bullying or mental health issues. It is being launched in Middlesbrough this year, before expanding to other areas of the country next year. The pilot will provide tailored support to over 1,600 persistently and severely absent pupils over the three-year period.



The special needs jungle have updated their guidance and support for parents and professionals in relation to Annual reviews -

[Annual-Review-Flow-Chart_21.png \(1190x1683\) \(specialneedsjungle.com\)](#)



AN ANNUAL REVIEW FOR AN EDUCATION, HEALTH & CARE PLAN

It is the duty of the LA to review EHC plans a minimum of once every 12 months. The educational setting will conduct the meeting. The LA may send a representative. The main purpose of the review is to assess the child or young person's progress towards achieving the outcomes specified in the EHCP.

At least two weeks' notice before the date of the meeting MUST be given. All practitioners involved MUST cooperate during reviews and provide written updates about the child/young person. **1**

Reviews MUST be undertaken in partnership with the child & parent or young person. It MUST take account of their views, wishes and feelings, including a right to request a Personal Budget. Their views MUST be heard from the start. Their needs for taking an active part in the meeting and process should be accommodated and supported. If the young person is aged 16 or above, they can elect to have an advocate present if they choose. **2**

As well as the family, all education, health and social care practitioners involved MUST be invited to the meeting. Other relevant parties should also be invited. Written advice MUST be provided by those invited and circulated to all TWO weeks before the meeting date. **3**

Reviews in Year 9 should have a particular focus on options and choices for the next phase of education. Reviews from Year 9 MUST consider what provision is required to assist the child or young person in preparation for adulthood and independent living. **4**

Within TWO weeks of the meeting, the LA MUST prepare & send a report to EVERYONE invited. It must set out its recommendations on any amendments required to the EHCP. It should refer to any difference between the LA's recommendations, and those of others attending the meeting. The report must include all the advice and information obtained prior to the meeting. **5**

Within 4 weeks of the Meeting the LA MUST send its decision to the parent/young person and head teacher. The LA must propose to either: (a) continue to maintain the EHC plan in its current form; (b) amend it; or (c) cease to maintain it **6**

If the LA decides to amend the EHC plan after the review it MUST:

- send the parent or young person a copy of the original EHCP and a notice specifying any proposed amendments "without delay", together with copies of any evidence which supports those amendments;
- provide the parents/young person with notice of their right to request the LA to secure that a particular school/placement is named in the plan. **7**

The parents/young person have at least 15 days to respond to the content of the amended draft plan. They can also:

- request that a particular school or other institution be named in the plan;
- request a meeting with an LA officer, if they wish to make representations orally. **9**

Whether the LA decides to continue, amend or cease an EHCP, they must:

- Notify the child's parent/young person of their right to appeal
- Provide information about mediation and disagreement resolution services **8**

Phase transition: Review & amendments must be completed by 15 February. Post 16 deadline is 31 March.

The final plan MUST be issued WITHIN 8 weeks of the date the LA sent the original amendment notice. Keep a note of the 4 & 8 week deadline dates the LA must adhere to. If they fail to meet the timescales, you can make a complaint or seek legal advice for a pre-action protocol letter leading to a Judicial Review **10**

Research Corner

Agreeing recommendations for services to disabled children in times of emergency—Delphi Survey :

Agreeing recommendations for services to disabled children in times of emergency – Delphi Survey

Researchers working on a NIHR-funded project led by Newcastle University, called Resetting Services to Disabled Children have developed a set of recommendations for how services to disabled children could be delivered in times of emergency. They want to hear what young people, parent carers and a range of professionals working with disabled children and young people think of the recommendations. You will be asked to complete two short 15-minute online surveys. Your feedback will help to refine the recommendations, ensure they are relevant and practicable, and directly inform national guidance.

If you would be happy to hear more, please register your interest on our website, and tick 'surveys': <https://research.ncl.ac.uk/resettingservicesdisabledchildren/aboutourproject/agreeingthewayforward/>
Or email: resetting.services@ncl.ac.uk

Call for Evidence: What works in SEND:

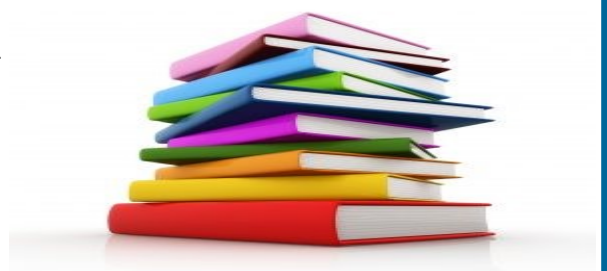
We are undertaking a systematic review of literature for the What Works in SEND programme on behalf of the RISE (Research and Improvement for SEND Excellence) partnership.

Our questions aim to discover what leads to improvements in health, social care and education services for children and young people (CYP) aged 0 – 25 years with Special Education Needs and Disabilities (SEND), and the conditions in the local area that are facilitators or barriers to improvement.

We are including interventions, and any commissioning practice or service delivery models (including new or different approaches, or configurations of resources and services) that lead to improvement. We will adopt a broad understanding of 'improvement' to include satisfaction for CYP with SEND and / or their parents; surveys reporting increased Quality of Life; improved academic outcomes in special schools; improved access to services; or saved costs in services for CYP with SEND for a Local Authority amongst others.

We are especially interested in service providers who work together to improve services. For example, through collaboration or partnerships. By 'partnership', we mean any services in health, social care, and education working together with other services.

To support our review, we ask that you please share with us any published literature or reports which you believe would be relevant to our research topic. Please contact Natalie Tyldesley-Marshall at Natalie.Tyldesley-Marshall@warwick.ac.uk.



National Updates and Resources :

Quality Assurance Training Framework for SEND

The SEND code of practice describes how organisations should adhere to the Children and Families Act and led to a significant change in how organisations provide information or training, however no coordinated document has set out the expectations of health professionals within a competency framework.

It is important for all healthcare staff must have the competencies to understand the Children and Families Act, the SEND Code of Practice, the Local Offer, the graduated approach and the EHC needs assessment process to prepare our children and young people with SEND for adulthood and help improve their wellbeing and health outcomes.

The SEND training assurance framework tool, along with Level 1 and 2 SEND Basic Awareness e-learning, were recently piloted by the Council for Disabled Children. This tool was developed by Sue Gibbons DCO for Kent and Medway on behalf of the SE19 DCO/DMO forum.

The competency framework identifies the competencies required and clearly defines the training requirements for all healthcare professionals and staff in different levels. Levels 1-3 relate to different occupational groups, while level 4 and 5 are related to specific roles.

It will give an opportunity to improve childhood wellbeing through enhanced knowledge and understanding, support partnership working and strive for ambitious outcomes for children and young people with SEND.

Level 1 and Level 2 SEND Basic Awareness e-learning are identified as suggested methods of training for level 1 and 2 health professionals.

For any questions or further information please contact the SE Regional SEND Advisor: eng-land.sendsoutheast@nhs.net

[Special Educational Needs and Disability \(SEND\) Training Assurance Framework for Health Professionals \(councilfordisabledchildren.org.uk\)](https://councilfordisabledchildren.org.uk)



Mental Capacity ACT—New Video Resource

here is the link to the *Introduction to LPS* 11 minute NHS video: https://youtu.be/dnch1mRFZ_M

https://youtu.be/dnch1mRFZ_M

