



## NCERCC News – November 2008

### 1. New on NCERCC website

[www.ncb.org.uk/ncercc](http://www.ncb.org.uk/ncercc)

- Preparing to Care Manual
- Chapter 5 from Children's Rights and Participation in Residential Child Care on UNCRC
- Chapter 9 from Children's Rights and Participation in Residential Child Care on Participation
- Desire, the link between intention and achievement: Commissioning is a parent and child care activity

### 2. NCERCC Evaluation

NCERCC would like to thank all of you who took the time to complete our online evaluation survey recently. NCB research department is currently analysing the results and the report will be available on the NCERCC website in due course.

### 3. Requests for information

a) Recently NCERCC has had a number of enquiries regarding working with Unaccompanied Asylum Seeking Young People.

- If you are working with Unaccompanied Asylum Seeking Young People and would potentially like to be part of a CRN network sharing practice with others please email Charlotte Levene at the address below.
- If you currently have examples of good practice working with Unaccompanied Asylum Seeking Young People please email Charlotte Levene details: [clevene@ncb.org.uk](mailto:clevene@ncb.org.uk)

b) Are you working with children with disabilities? Do you have good practice in involving children with disabilities in complaints and reviews? If so, please can you send NCERCC some information about your practice? We would like to be able to share this information with people who are looking to improve their practice in this area. Send any documents/emails to Charlotte Levene at [clevene@ncb.org.uk](mailto:clevene@ncb.org.uk)

c) Melanie Gagnon is currently work with children with intellectual disabilities and is searching for evidence-based information on developmental outcomes when early intervention is delayed due to waiting lists for services. Any help would be appreciated. E-mail:

[melanie.gagnon.crdi@ssss.gouv.qc.ca](mailto:melanie.gagnon.crdi@ssss.gouv.qc.ca)

### 4. Good practice in re-engaging disaffected and reluctant students in secondary schools

<http://www.ofsted.gov.uk/Ofsted-home/Publications-and-research/Documents-by-type/Thematic-reports/Good-practice-in-re-engaging-disaffected-and-reluctant-students-in-secondary-schools>

A report by Ofsted, draws on a survey of 29 secondary schools, including one academy and one pupil referral unit, to identify good practice in re-engaging disaffected students in their learning. 32,987 students in all were in the schools, of whom 4,347 had become disaffected at one time or another. The schools had managed to re-engage 3,404 (78%) of these students successfully.

The factors which were most successful in helping these students to enjoy learning included:

- a commitment from all staff to meeting the students' needs
- effective monitoring systems to identify students at risk
- close collaboration between primary and secondary schools to prevent students' disengagement at transition
- the involvement of a wide variety of adults within the school and the community to support the students
- regular and effective communication with parents and carers, including involving them closely in determining the strategies to be used to support their children
- modifying the curriculum and drawing on educational providers beyond the school
- close working relationships with local agencies responsible for supporting children and young people.

The schools visited perceived three common factors that worked against the reengagement of disaffected students:

- unwillingness on the part of parents to work with the school and, in some cases, collusion with the students against the school;
- external influences and attractions that were more compelling for the students than school, such as gangs, criminal activity and drug-taking;
- and weaknesses in the provision made by the schools and other services for their students.

### *Key findings*

These features were common in the secondary schools that were successful in helping disaffected students to begin to enjoy learning again.

- The staff shared a commitment to helping the students succeed, which they expressed clearly to students and their families. The school ethos valued and respected the needs of individuals. The students felt part of the school.
- Robust monitoring of academic, personal and social progress, and close collaboration with primary schools and other services for children and young people ensured that students who were likely to become disaffected were identified early. They received appropriate support before and after they entered secondary school
- Teaching assistants provided vital support for individuals, helping them to maintain their interest and cope successfully with any crises. This allowed teachers to focus on teaching the whole class
- Pastoral support was managed by assigned support staff. They acted as the first point of contact for all parents and carers and they directed them to the most appropriate member of staff if they could not deal with the issue themselves.
- Communication with students and their families was very effective. It ensured that they were fully involved in the process and had confidence in the decisions that were made. Students knew they were listened to and felt they could contribute to decisions about their future. Home-school liaison staff played a critical role
- Specific support, such as temporary withdrawal from classes and training in life skills to help students change their attitudes and improve their learning, was very effective

- At Key Stage 4, a high-quality, flexible curriculum, involving a range of accredited training providers outside the school, was effective in engaging students more in their learning.

Some of the schools surveyed felt that significant delays from specialist services, such as child and adolescent mental health services, had contributed to students' continuing disengagement.

The characteristics of the successful schools are considered in more detail using the following subject headings

- Ethos
- Monitoring
- Early identification and prevention
- Support staff
- Communication Parental engagement Relationships with other organisations
- Support and mentoring
- A personalised curriculum
- Barriers to successful re-engagement
- Making re-engagement sustainable

## 5. Government & Associated

### **“Future Care” – Children’s Rights Director report on children’s views on NMS**

<http://www.rights4me.org/reportView.cfm?id=295>

"Future Care" sets out children's views and advice on a range of key issues likely to be considered for inclusion in the future National Minimum Standards for social care, covering children's homes, foster care, boarding schools, residential special schools and residential further education colleges. Children and young people voted for the inclusion of a very wide range of issues in any future standards, and stressed that standards should be for a variety of uses, including provision of information to children, parents and staff about how a provision should be, and in both staff training and inspection. The report includes a section of very clear and consistent advice from children and young people about keeping them safe on the internet.

### **Aiming High for Young People: A Ten Year Strategy for Positive Activities: Implementation Plan**

<http://www.everychildmatters.gov.uk/youthmatters/aiminghigh/implementationplan/>

Aiming High for Young People: A Ten Year Strategy for Positive Activities was published in July 2007 and set out the Government’s long-term vision for improved services and opportunities for young people. This document sets out arrangements for implementing Aiming High and highlights progress to date, as well as the key actions which will be taken over the next 12 months. It is intended to be of use to all agencies and professionals working to improve outcomes for young people and will be a live document, updated regularly to reflect progress and new developments. This document updates the first Implementation Plan, which was published in March 2008.

### **Commissioning support providers announced**

[http://www.dcsf.gov.uk/pns/DisplayPN.cgi?pn\\_id=2008\\_0236](http://www.dcsf.gov.uk/pns/DisplayPN.cgi?pn_id=2008_0236)

A new source of support for local authorities and their Children’s Trust partners has been announced by Children’s Minister Beverley Hughes. The Commissioning Support Programme will help Children’s Trusts plan, design and implement services more effectively by providing tailored support as and when Trust partners need it, developing online resources and networks to help commissioners share best practice, and holding face-to-face events, such as national and regional conferences. Jointly sponsored by the DCSF and the DH, the Programme will run until

April 2011 and will cover the commissioning of all services for children, young people and their families, including both health and education, in England.

### **National Social Care Skills Academy to improve management training**

<http://www.nationalskillsacademy.co.uk/> - under development

The government has approved the formation of a national social care skills academy to improve management training in the sector. It is now in the development stage and joins a network of 15 other academies in England. The focus of the social care academy will be on improving management techniques and is aimed at not only existing managers but also core staff and new recruits. It is hoped that 58,000 social care workers will be supported but the courses are only available to those working with young people aged between 14 and 19 and those in adult care. The academy will share £30m of government money with three other academies covering enterprise, IT and power, a sum that will be matched by employers.

### **Social work degree under spotlight in new research from GSCC**

<http://www.gsc.org.uk/News+and+events/Media+releases/news20081710.htm>

Employers have called on universities to do more to involve them in preparing social work students for practice, in new research published by the General Social Care Council (GSCC). The report represents the views of a group of six Higher Education Institutions (HEIs) and employers and provides a snapshot of current policy and practice around the social work degree programme, looking particularly at children's social work. A key finding of the report is that, whilst good practice exists, some Higher Education Institutions (HEIs) are not doing enough to forge partnerships with the employers that take on their students after graduation. Many managers were keen to go into colleges and provide training but were rarely asked to do so. They also expressed a desire to be involved in the selection of students for degree places.

### **Government launches new UK Council for Child Internet Safety**

[http://www.dcsf.gov.uk/pns/DisplayPN.cgi?pn\\_id=2008\\_0215](http://www.dcsf.gov.uk/pns/DisplayPN.cgi?pn_id=2008_0215)

Children's Secretary Ed Balls and Home Secretary Jacqui Smith have announced that the launch of the new UK Council for Child Internet Safety. UKCCIS will unite over 100 organisations from the public and private sector working with Government to deliver recommendations from Dr Tanya Byron's report 'Safer Children in a Digital World'. Reporting directly to the Prime Minister, the Council will help to improve the regulation and education around internet use, tackling problems around online bullying, safer search features, and violent video games. The Council will ensure that parents and young people have a voice in the development of a Child Internet Safety Strategy, to be delivered early next year.

### **More parent power for families with children with SEN and disabilities**

[http://www.dcsf.gov.uk/pns/DisplayPN.cgi?pn\\_id=2008\\_0230](http://www.dcsf.gov.uk/pns/DisplayPN.cgi?pn_id=2008_0230)

Children's Secretary Ed Balls has announced a package of measures to empower parents with children with special educational needs and disabilities. As part of the Aiming High for Disabled Children Programme, the Government has committed £5 million over the next three years to support parent involvement in the planning and strategic development of local services for disabled children. Over the period 2008 to 2010, £3 million of this is available through a programme of grants and support from Together for Disabled Children to help groups develop parent participation activities in each local area across England.

### **Improving care for children with long term health needs**

<http://nds.coi.gov.uk/environment/fullDetail.asp?ReleaseID=380278&NewsAreaID=2&NavigatedFromDepartment=False>

[http://www.dh.gov.uk/en/Consultations/Liveconsultations/DH\\_088829](http://www.dh.gov.uk/en/Consultations/Liveconsultations/DH_088829)

The Department of Health has outlined proposals to improve the quality of care for children with complex, long term health needs as they launched the consultation on the National

Framework for Assessing Children's Continuing Care. The Children's Continuing Care Framework proposes to create a tailor made package of care for each child or young person who will need care over an extended period of time due to disability, accident or illness. The Framework is intended to assist Primary Care Trusts to apply a consistent and transparent approach to assessing the healthcare needs of children and young people and to work jointly with local authorities to provide services in the light of those needs. This Framework will apply in respect of children and young people under the age of 18 years.

Launch Date: 2 October 2008

Closing Date: 31 December 2008

### **Comprehensive area assessment: proposals for assessing local authority services for children and young people**

<http://www.ofsted.gov.uk/Ofsted-home/Publications-and-research/Documents-by-type/Consultations/Comprehensive-area-assessment-proposals-for-assessing-local-authority-services-for-children-and-young-people>

This consultation seeks views on proposals for assessing children's services and Ofsted's inspection of services for children in care and safeguarding as part of the new comprehensive area assessment.

Launch Date: 30 September 2008

Closing Date: 3 December 2008

### **Concluding observations and recommendations on children's rights in the UK United Nations Committee on the Rights of the Child**

<http://www2.ohchr.org/english/bodies/crc/docs/AdvanceVersions/CRC.C.GBR.CO.4.pdf>

<http://www2.ohchr.org/english/bodies/crc/crcs49.htm>

The Concluding Observations and Recommendations from the UN Committee on the Rights of the Child mark the end of its reporting process, which occurs once every five years for countries that have signed up to the UNCRC. The UN report has been prepared after papers on the state of children's rights across the UK were submitted and oral evidence delivered by the UK Government, and the Governments of all the devolved administrations, the Children's Commissioners and non-governmental organisations and children and young people themselves.

[http://www.11million.org.uk/youth/news/details.cfm?guid=d3ae746b1a9f4ba18ce03c12315df3d1&IssueRoom=childrens\\_commissioner&Page=1](http://www.11million.org.uk/youth/news/details.cfm?guid=d3ae746b1a9f4ba18ce03c12315df3d1&IssueRoom=childrens_commissioner&Page=1)

Sir Al Aynsley-Green, the Children's Commissioner for England, says the report from the United Nations Committee on the Rights of the Child is a significant boost to those striving to improve the lives of children and young people across the country. In its report, the Committee backed the key recommendations from all four children's commissioners on the state of children's rights in the UK. "I am pleased that the UN Committee has acknowledged much of the progress made by Government to improve children's lives and to celebrate their contribution and achievements in our society. However, this report has substantiated a number of my concerns about the treatment of children, particularly those in the youth justice system, children seeking asylum, and young people in need of mental health services."

### **Best Practice in Supporting Separated Families Conference – speech by CAFCASS chief executive**

[http://www.cafcass.gov.uk/news/2008/best\\_practice\\_conference.aspx](http://www.cafcass.gov.uk/news/2008/best_practice_conference.aspx)

Speech by the CAFCASS Chief Executive, Anthony Douglas CBE, at a conference on best practice in supporting separated families. Douglas said, "Family life in the UK is in transition: between relationships, between countries - in fact transition is the new norm. Services like therapeutic mediation, child counselling, family group conferencing and parenting information classes, can help parents and children to move on together - rather than parents moving on and children being left emotionally stranded. Contact is not the booby prize to be handed out at the

courtroom door in a War of the Roses battle. Good contact relationships are as important to children as their residence relationship.”

### **Fatal flaws in making new restraint rules.**

<http://business.timesonline.co.uk/tol/business/law/reports/article4938333.ece>

Court of Appeal. Regina v Secretary of State for Justice. Secondary legislation laid before Parliament three weeks after a report sent by the Youth Justice Board to the directors of privatised secure training centres holding children, following two deaths in custody, was quashed as procedurally flawed and in breach of the European Convention on Human Rights. Times, 14 Oct 2008, p63

From which: Secure children’s homes run by local authority social services departments, governed by different primary and secondary legislation, did not require physical restraint for good order and discipline. Those homes had a higher staffing ratio than secure training centres. It was hardly necessary to say that if the secretary of state was influenced in his policy of introducing physical control in care to enforce good order and discipline in secure training homes but not in local authority secure children’s homes to cover defects in staffing provisions in the former, commercially run establishments, then that would be fatal to any prospect of justifying that policy in human rights compliant terms.

### **Learning Together to Safeguard Children**

<http://www.scie.org.uk/publications/resourceguides/rg13/index.asp>

<http://www.scie.org.uk/publications/reports/report19.asp>

A new report and guidance from SCIE helps to identify why certain factors at work are likely to lead to good or poor safeguarding practice. The report outlines a 'systems' model of organisational learning that can be used across agencies involved in safeguarding and child protection work.

### **Safeguarding review**

<http://www.everychildmatters.gov.uk/?asset=News&id=118762>

<http://www.everychildmatters.gov.uk/resources-and-practice/CM00093/>

On 22 October 2008, the Secretary of State for Children, Schools and Families Ed Balls and Baroness Morgan announced the terms of reference for the planned stocktake of Local Safeguarding Children Boards, a related study of Serious Case Reviews and also that Sir Roger Singleton, Chair of the Independent Safeguarding Authority, will lead a review of safeguarding arrangements in independent schools, non-maintained special schools and boarding schools.

### **Guardian article on Every Child Matters five years on**

<http://www.guardian.co.uk/society/2008/oct/22/every-child-matters>

### **Are We There Yet: Improving Governance And Resource Management In Children's Trusts**

<http://www.audit-commission.gov.uk/reports/NATIONAL-REPORT.asp?CategoryID=&ProdID=17AEBDA5-657E-4ef7-80BB-92214D4C04FF>

A report by the Audit Commission, Are We There Yet: Improving governance and resource management in children's trusts, found that children's trusts have spent more time and energy on setting up structures and processes at the expense of improving the lives of children and young people. The trusts were created by the government following the inquiry into the death of Victoria Climbié, to integrate children's services and improve coordination between relevant professional staff. The Audit Commission says a third of directors of children's services said the purpose of trusts is unclear and this uncertainty is hampering their efforts to deliver better services. The report says: 'While it is too early to say whether children's trusts have made much of a difference to the lives of children and young people, it is also too early to say that the current arrangements need to be changed'. The Children's Minister, Beverley Hughes, said

'significant changes' have taken place since the research which the report is based on was carried out, including the publication of the Children's Plan. Ms Hughes added: 'We have consulted widely on how best to strengthen children's trusts and we will shortly be publishing a completely revised guidance document on children's trusts'.  
Guardian, 29 Oct 2008, p17; Telegraph, 29 Oct 2008, p10

### **The use of Boarding schools**

<http://www.communitycare.co.uk/Articles/2008/10/23/109770/high-placement-breakdowns-in-boarding-schools-pilot.html>

[http://www.dcsf.gov.uk/pns/DisplayPN.cgi?pn\\_id=2006\\_0159](http://www.dcsf.gov.uk/pns/DisplayPN.cgi?pn_id=2006_0159)

Schools minister Sarah McCarthy-Fry said the forthcoming report will show that six of the 17 placements in boarding schools by 10 councils taking part in the scheme have already broken down. The minister told the National Children's and Adult Services Conference in Liverpool that the evaluation of the Boarding Placements pathfinder suggested that a high proportion of placements had failed. "We're not saying that boarding school is the ideal option for every child - there's only a small number that this will be appropriate for," she added.

The two-year pathfinder pilot, championed by McCarthy-Fry's predecessor Lord Adonis, was established in November 2006 to offer places at fee-paying private schools to children who were either already in council care or whose family circumstances were so chaotic it was likely they would be taken into care shortly. Placements were funded by councils or charitable trusts, with each participating authority receiving £5,000 of government funding to develop an assessment tool. The evaluation is being carried out by the Thomas Coram research unit

## **6. Children's Workforce Development Council events**

<http://www.cwdcevents.org.uk/wcscw/>

<http://www.cwdcouncil.org.uk/social-care/professional-standards-for-residential-child-care-workers>

CWDC are exploring Professional Standards for Residential Child Care which will apply to all workers following induction, through to more experienced or senior staff and managers. In January and February of 2009 they will be talking to people about all of these projects;

- the Children's Social Care Professional Development Framework;
- the Professional Standards for Residential Child Care Workers; and
- the implementation of the Training, Support and Development Standards.

To come along and share what you think, please register to attend your local event. If you are unable to attend any of the events below you can take part in the online questionnaire. Please check the CWDC Social Care Team page for further information. The questionnaire will be live from November 2008 – January 2009.

## **7. Review of the landscape: leadership and leadership development 2008**

<http://www.ncsl.org.uk/review-of-the-landscape.pdf>

National College for School Leadership This report brings together key insights and findings on effective school leadership and leadership development, and highlights major themes and message for the future. It synthesises two recent studies.

## **8. Do you know the QALY from the C-GAS from the CORE and the SDQ?**

NCERCC has a continuing interest in disseminating knowledge and good practice regarding the outcome measures used across RCC. We know providers use numerous different ways of evaluating outcomes. NCERCC encourages the use of standardised and bespoke methods.

This knowledge and practice is becoming ever more important for RCC. Over the next 3 years NICE/SCIE are looking to evaluate effective interventions for Children in Care. They will need to be assisted by the sector to find appropriate means to evaluate RCC. The QALY has been a method that has been used by NICE previously. Which outcome measure do you routinely use?

In the meantime:

- QALY - <http://www.nice.org.uk/newsevents/infocus/MeasuringeffectivenessandcosteffectivenessoftheQALY.jsp>
- CGAS - <http://www.rcpsych.ac.uk/pdf/CGAS%20Ratings%20Guide.pdf>
- CORE - [http://www.coreims.co.uk/index.php?name=EZCMS&page\\_id=7&menu=200&menu=2](http://www.coreims.co.uk/index.php?name=EZCMS&page_id=7&menu=200&menu=2)
- SDQ - <http://www.sdqinfo.com/b1.html>

## **9. Research in Practice project**

<http://www.rip.org.uk/engagement/>

This project focuses on the engagement and re-engagement of young people in learning – specifically on the challenges of keeping young people engaged in education at Key Stage 3. The project has produced a pilot Action Pack and is seeking individuals to pilot the materials. If you have any questions about the project or would like your agency to be considered for the pilot please contact Elizabeth Cooke, Knowledge Manager in Dartington - T: 01803 867692 [elizabeth@rip.org.uk](mailto:elizabeth@rip.org.uk)

## **10. National Charter of Rights for Disabled Children and Young People**

<http://www.includemetoo.org.uk/>

In September *Include Me TOO* launched the National Charter of Rights for Disabled Children and Young People, endorsed by the three main political parties, national charities and Children's Commissioner Sir Al Aynsley-Green.

## **11. National transition support team announced**

[http://www.edcm.org.uk/Page.asp?originx\\_786jpl\\_23037600062520n37a\\_200810292529j](http://www.edcm.org.uk/Page.asp?originx_786jpl_23037600062520n37a_200810292529j)

EDCM welcomes the news that the national transition support team for the Aiming High for Disabled Children (AHDC) Transition Support Programme has been announced. The Council for Disabled Children and partners will act as the national transition support team for the AHDC Transition Support Programme (TSP).

## **12. Agencies unite to help vulnerable children enter foster care**

<http://www.safestepsfostercare.co.uk/who-we-are/>

A fostering agency and a residential care provider have come together to help looked-after children and young people move from residential to foster care. Pathway Care Group and Marlowe Child & Family Services have launched Safe Steps, which aims to help five- to 18-year-olds in residential care, who may have a history of abuse or psychological difficulties. Foster carers and residential staff will receive joint training in behaviour management and conflict resolution. The programme will be tailored to meet the needs of individual children and young people. Alison Sargent, operations director of Pathway Care Group, said: "We believe helping vulnerable children and young people settle into a stable family environment with highly trained foster carers will deliver better opportunities for them in the future."

## **13. Life After Care report launched**

[http://www.qaresearch.co.uk/files/Life\\_After\\_Care\\_2008.pdf](http://www.qaresearch.co.uk/files/Life_After_Care_2008.pdf)

A study by QA Research, commissioned by CYP Now and the Bryn Melyn Group Foundation to coincide with National Care Leavers' Week, has revealed that many young people are forced

out of care too early at 16, have their education interrupted and are offered little support to find work. Many are forced to battle red tape to get enough money to buy food and some fall into drug and alcohol abuse.

Those working in the care sector say this latest research paints an all too familiar picture and shows policies such as Every Child Matters and 2006's Care Matters green paper are still failing care leavers.

## **14. Resources**

### **Speakers from: Child Care History Network (CCHN) Inaugural Conference**

<http://www.tc-of.org.uk/wiki/index.php?title=20081023>

"Child Care: The Need For History" was held on October 23rd, 2008 in Gloucestershire. Talks from speakers, including Jonathan Stanley from NCERCC, can be listened to on the website.

### **National Care Advisory Service resources**

<http://www.leavingcare.org/data/tmp/5306-10682.pdf>

<http://my.senokian.com/data/tmp/5303-10678.pdf>

Two new briefings have been published on the NCAS website. Introduction to leaving care gives an overview of leaving care services and the issues faced by care leavers and may be especially useful to professionals in related sectors wanting to find out more about leaving care. It sets out the services that the local authority in its role as corporate parent should provide for its young people when they leave care. This includes giving them practical support to prepare for independence, such as budgeting and life skills and emotional support. They should also be given the opportunity to stay in care until they are ready to leave. Young people should be given a range of accommodation options and good partnership working between housing and leaving care services are important ways of supporting young people, it adds. John Hill, national manager of the Care Advisory Service, said: "This joint piece of work reflects the commitment of the National Care Advisory Service and the National Leaving Care Benchmarking Forum to high quality support, services and parenting to care leavers."

The other briefing focuses on the legislative and policy framework around accommodation for care leavers.

### **A Multidisciplinary Handbook of Child and Adolescent Mental Health for Front-line Professionals**

<http://www.jkp.com/catalogue/book.php/isbn/9781843106449>

This fully updated edition of A Multidisciplinary Handbook of Child and Adolescent Mental Health for Front-line Professionals is an accessible introduction to child mental health, covering the nature, prevalence, treatment and management of mental health problems in children and young people.

### **Cost and Consequences of Placing Children in Care**

<http://www.jkp.com/catalogue/book.php/isbn/9781843102731>

It costs more to place a child in the care of a local authority than it does to send a child to a top boarding school, and there are substantial variations in costs between and within authorities. This book gets to the bottom of the costs of care and provides an insight into how these variations in cost relate to differences in children's needs, and most importantly, whether higher costs reflect better services and better outcomes for children.

### **The Red Beast - Controlling Anger in Children with Asperger's Syndrome**

<http://www.jkp.com/catalogue/book.php/isbn/9781843109433>

This vibrant fully illustrated children's storybook is written for children aged 5+, and is an accessible, fun way to talk about anger, with useful tips about how to 'tame the red beast' and guidance for parents on how anger affects children with Asperger's Syndrome.

### **Fun with Messy Play - Ideas and Activities for Children with Special Needs**

<http://www.jkp.com/catalogue/book.php/isbn/9781843106418>

Funny smells, sticky hands and squishy textures are all part of the way in which children develop sensory awareness. Fun with Messy Play is an exciting activity book that heightens the sensory perception of children with special needs through the imaginative use of everyday 'messy' materials like baked beans, condensed milk, jelly or glue. The activities in this book are fun for children and help to improve their co-ordination, communicative and cognitive abilities, as well as their self-esteem and social skills. Each exercise focuses the child on a movement or sensation that they will later be able to apply to everyday life. By allowing children to explore their senses while having fun, messy play provides a relaxing therapy that encourages sensory responsiveness without placing stressful expectations on the child.

### **Hands On Scotland**

<http://www.handsonscotland.co.uk/>

One-stop shop for practical information and techniques on how to respond helpfully to children and young people's troubling behaviour, build up their self-esteem and promote their positive mental wellbeing. The HandsOnScotland website was one year old on 6 June 2008. The SNAP (Scottish Needs Assessment Programme) report on Child and Adolescent Mental Health (2003) found that many frontline workers from all agencies felt they lacked the practical skills and confidence to help children and young people who have troubling behaviour. So this website was developed to provide the information and tools to offer help and support to children and young people in such situations.

### **Looked After Children and Young People Website**

<http://www.ltsotland.org.uk/lookedafterchildren/>

This site which is run by Learning and Teaching Scotland includes resources, networking opportunities and information to help improve outcomes for looked after children, young people and care leavers.

### **Interconnections Quarterly Journal (IQJ) Number 3**

<http://www.icwhatsnew.com/iqj/index.htm>

Topics covered include risk-taking, TAC transition into school, the Move Programme, dealing with unwelcome change, families who do not sleep, rare chromosome disorders, a parent who feels professionals are not really concerned about her wellbeing – and haiku poetry. Costs in UK and Ireland: Annual subscription for individuals costs £25 + VAT. Corporate subscription is £250 + VAT. Please apply for prices outside UK and Ireland. Subscribers have full access to previous issues.

### **Sleep problems in Children and Adolescents**

<http://www.oup.co.uk/sale/websleep08/>

Sleep problems in children and adolescents are very common and often the cause of concern and distress for both the child and the family. They can affect behaviour, learning and sometimes physical health. There are many possible causes for sleep problems, some psychological, others physical, and this book will help you to identify and explain problems in your own child, leading you to the appropriate advice or treatment as necessary. The book starts by explaining the importance and nature of sleep and the changes that occur as your child grows up. It then describes why children may not sleep well at different ages from babyhood to adolescence, the causes of being excessively sleepy during the day, and the types of unusual

behaviours or experiences that a child can have at night. The various types of treatment needed for these problems are explained. 20% discount if bought via the above link.

## **15. Conferences/Training/Events – in date order**

### **National College for School Leadership Network Regional events Leadership Network**

[http://www.ncsl.org.uk/region-index/leadership\\_network-index/leadershipnetwork-events.htm](http://www.ncsl.org.uk/region-index/leadership_network-index/leadershipnetwork-events.htm)

A varied programme of interactive and collaborative leadership learning events throughout the year. Colleagues from Residential Special Schools report that these are exceptionally good. These events are free for school leaders to attend with an invitation to identify leadership issues which you feel would benefit from a fresh perspective. They will provide you with ongoing opportunities to connect with school leaders in your local area and nationally, contribute to identifying the agenda for future network activity in your region and provide you with lots of practical ideas to inform your leadership.

### **RYA Sailability - the chance to sail regardless of disability**

[www.rya.org.uk/sailability](http://www.rya.org.uk/sailability)

The RYA is the UK's national organisation for boating, and has the Sailability initiative to give everyone the chance to sail regardless of their disability. Many of the hundreds of people they have previously assisted have no previous experience of sailing and with more than 100 sites up and down the country, offering first-class trainers and a choice of boats to suit all needs. There are suitable boats for people with various disabilities and many of their sailing clubs have hoists, launching ramps, specially adapted changing rooms and qualified instructors.

### **A New Sense of Self - Coping with the social and behavioural changes following acquired brain injury in childhood and adolescence**

[http://www.trust-ed.org/a\\_new\\_sense\\_of\\_self.pdf](http://www.trust-ed.org/a_new_sense_of_self.pdf)

Following an acquired brain injury (ABI), children have unique special needs and require these to be addressed on an ongoing basis. This groundbreaking conference investigates the concept of utilising education as rehabilitation. It will explore the evidence base for this inter-disciplinary model of provision, with the child and family being central to its success.

10 November, Nottingham

### **Reshaping the agenda for BME looked after children**

<http://www.bmeadoptionandfostering.co.uk/>

This conference provides a unique opportunity for participants to hear from internationally and nationally renowned speakers and foster carers and adoptees who talk about their experiences. The Every Child Matters agenda applies to all children regardless of race, religion and ethnicity, yet research evidence over the last four decades has repeatedly documented the disadvantaged position of some ethnic minority ethnic groups. This conference will explore ways to move forward in improving outcomes and placement experiences for BME children in public care, as well as practice dilemmas.

12 November, Gateshead

### **Involving Disabled Children in Planning and Reviews**

[http://www.ncb.org.uk/Page.asp?originx\\_896sr\\_21632731210086u49i\\_20074232525t](http://www.ncb.org.uk/Page.asp?originx_896sr_21632731210086u49i_20074232525t)

This training course looks at various forms of communication from verbal to emotional, with a view to improving participants' engagement with the disabled children with whom they work. Participants will understand relevant legislation and guidance, and develop individual action plans to ensure that the views of disabled children are taken into account in all decisions affecting their lives.

12 November 2008, Bristol / 25 February 2009, London

### **Design, Develop, Deliver - Young Leaders in Practice' Conference**

<http://www.participationworks.org.uk>

There is an established need for children and young people to be leading and influencing action that impacts upon them as individuals and society as a whole. As leaders of services that affect their lives, are we equipped to empower them to lead? This conference is a unique opportunity to find out more about children and young people's empowerment and leadership. Delegates will also be able to discuss specific participation issues through a range of interactive discussion tables.

Bookings made before 8<sup>th</sup> November can take advantage of a '3 places for the price of 2' offer. 13 November, Birmingham

### **Tackling bullying involving children and young people with SEN and disabilities**

[www.ncb.org.uk/conferences](http://www.ncb.org.uk/conferences)

Children and young people's learning and well-being are profoundly affected by bullying. Children with special educational needs (SEN) and disabilities are particularly vulnerable. This free national conference to mark the start of Anti-Bullying Week 2008 will draw together senior practitioners from schools and local authorities along with parents and young people, to provide an opportunity to hear directly from government and leading agencies. Delegates will also be able to discuss good practice with experts and each other to understand the issues and identify ways forward. The conference will be chaired by Peter White, the BBC's Disability Affairs Correspondent. For further information, email [esmith@ncb.org.uk](mailto:esmith@ncb.org.uk), telephone 020 7843 6042 or visit [www.ncb.org.uk/conferences](http://www.ncb.org.uk/conferences)

13 November 2008, London

### **Look What Happens When Young People Set the Research Agenda!**

[www.nya.org.uk/youngresearchernetwork](http://www.nya.org.uk/youngresearchernetwork)

The Young Researcher Network has been encouraging and supporting 15 young people-led projects over the last year in carrying out research projects. It is a new initiative – coordinated through The National Youth Agency – giving impetus to new groups of young researchers. It has provided avenues for young people to build new skills and confidence, exchange information and spark new friendships, whilst framing an informed and critical 'voice' to influence and shape policy. The aim of the conference is threefold. Firstly, to showcase the research completed by network partners, secondly, press forward with their campaigns, and thirdly, to support and encourage the growth in young people-led research. The conference will include young people-led workshops reporting on research carried out by the YRN over summer 2008, and the implications for policy makers and practitioners. It will also allow delegates to learn more about involving young people in research.

Friday 14 November to Saturday 15 November 2008, Warwick University

Friday 14 November is for YRN partners only, Saturday 15 November is open to external delegates to find out about the work and research findings of the YRN.

### **Children and Young People's Health and Wellbeing Conference**

<http://www.haymarketevents.com/conferenceDetail/293/children-young-peoples-health-wellbeing>

We all understand the importance of our contribution to the wellbeing of our children and young people, but it's easy to become overwhelmed by the tidal wave of issues about children's health service provision. The inaugural *Children and Young People Now* conference on children's health looks beyond the theory to provide you with practical ways of implementing strategies to improve the health and wellbeing of children and young people.

17 November, London

### **Seminar: Team Around the Child (TAC) in early support and beyond**

<http://www.icwhatsnew.com/services/events/index.htm>

This one-day seminar will focus on babies and young children who have disabilities / special needs and require ongoing multiple interventions. Discussions will include: How does TAC empower parents? How does TAC reduce the load on the child and on the family? How does TAC support practitioners?

18 November, 2008, Cardiff

### **The right decision at the right time**

[http://www.baaf.org.uk/res/training/details/081118\\_se\\_conf.shtml](http://www.baaf.org.uk/res/training/details/081118_se_conf.shtml)

Decision making is a core skill in social work and is crucial to successful practice outcomes. With an increasing emphasis on encouraging professionals to work together to deliver services and to improve outcomes for children and young people, making the best decision at the right time can involve a number of professionals from across social care, education, health and the law. Making decisions about children in care – where practitioners have to hold in mind a multitude of considerations, tasks and perspectives – can be difficult and challenging. And this work often takes place in an environment where the risks of making the wrong decisions can be very significant for the child and their family. It is essential that practitioners remain clearly focused on the needs of the child whatever other pressures there may be.

18 November, London

### **Who's afraid of children's rights? Transforming the lives and status of children and young people in England.**

<http://www.crae.org.uk/news/crae-events.html>

CRAE annual conference. Speakers include Dr. Kamel Filali, Vice-Chair of the UN Committee on the Rights of the Child; Rt Hon Beverley Hughes MP, Minister of State for Children; Professor Sir Al Aynsley-Green, Children's Commissioner for England; Karon Monaghan QC, Matrix Chambers; Shami Chakrabarti CBE, Director of Liberty; Baroness Vivien Stern CBE, member of the Parliamentary Joint Committee on Human Rights; Patrick Diamond, Director of Strategy at the Equality and Human Rights Commission. For more details contact Sue Marris at [smarris@crae.org.uk](mailto:smarris@crae.org.uk).

20 November 2008, London

### **Caring About Success: Who Cares? Scotland 30th Anniversary Conference**

[http://www.sircc.org.uk/sites/default/files/Who\\_Cares\\_Scotland\\_Booking\\_Form.pdf](http://www.sircc.org.uk/sites/default/files/Who_Cares_Scotland_Booking_Form.pdf)

30 years on - breaking down barriers, challenging stigma and championing the rights of children and young people. Launching new findings, following in depth consultation with Young People Looked After Away From Home, this conference will allow you to hear what success means to children and young people, critically, what they see as barriers to being successful and what they aspire to in the future.

Delegates will receive a free copy of the *These are our Bairns – a Guide for Community Planning Partnerships on Being a Good Corporate Parent* and the Newly Published Poetry Book written by Looked After Young People, foreword by Liz Lochhead.

Cost £125: to book contact SIRCC

20th November 2008 (International Children's Rights Day), Glynhill Hotel, Renfrew

### **Get Involved**

[www.cwdcouncil.org.uk/participation/consultation-events](http://www.cwdcouncil.org.uk/participation/consultation-events)

The Children's Workforce Development Council (CWDC) is holding day-long creative consultation events packed with a variety of fun events aimed at nine to 17-year-olds. The events, called Get Involved, include creative workshops, involving drama, multi media, arts, video, puppetry and music. They are an opportunity for children and young people to influence the work of the Children's Workforce Development Council. There will also be a chance for adult workers to voice their opinions.

22 November, Manchester

29 November, London

Lunch and refreshments will be provided.

**Transition Challenges: Young People with Asperger Syndrome - Delivering the best care and support from adolescence into adulthood**

<http://www.conferencesandtraining.com/aspergers>

With the recent government launch of a national autism strategy and the appointment of a new autism champion, the profile of this invisible disability is set to rise dramatically. In addition, a study on the needs of those in transition from children's to adult services has also been commissioned by the Department for Children, Schools and Families and the Department of Health.

This Brookdale Care conference focuses specifically on Asperger syndrome and the transition between children's and adult services. Establish how to overcome the professional challenges of helping young people through transition. Gain expert guidance from our first rate speakers on best practice transition planning and how to implement successful strategies.

25 November, London

**Improving the life chances of children in care**

<http://www.capitaconferences.co.uk/NR/rdonlyres/2C0009AF-DA83-4646-A575-D6C99E83E73B/0/TSDEChildreninCare.pdf>

With the forthcoming introduction of the Children and Young Person's Bill and the recent publication of the White Paper 'Care Matters: Time for Change', the Government continues to put the welfare of children in care at the top of its agenda. With constant targets for academic achievement and health outcomes, it is imperative that local authorities and key stakeholders share best practice and learn from leading practitioners in these areas. Capita's 4th National Improving the Life Chances of Children in Care Conference will bring together expert speakers, key organisations and young people to address the following issues: Effective corporate parenting; Improving the health and wellbeing of children in care; Addressing risk-taking behaviours; Raising educational attainment and support for children in care; Developing successful multi-agency partnerships; Improving the life chances of care leavers.

25 November, London

**Practical Group Work Skills: Promoting emotional and social skills in young people**

[www.ncb.org.uk/training](http://www.ncb.org.uk/training)

This innovative training programme aims to develop the group work and active learning skills of all those who work in settings such as the classroom, youth clubs, Connexions services, PSHE work and alternative curriculum providers. The 2-day course enables participants to develop skills, directly applicable to group work activities in their settings. The focus is on supporting emotional and social skills development in young people.

25-26 November, London

**Including Me: Working with Children with Complex Health Needs**

[http://www.ncb.org.uk/Page.asp?originx\\_4866xh\\_39535297044115k29i\\_200610173143m](http://www.ncb.org.uk/Page.asp?originx_4866xh_39535297044115k29i_200610173143m)

Delegates will learn how to design policies and procedures that meet the needs of children with complex health needs. This course familiarises participants with key issues, good practice and relevant legislation.

26 November 2008, Reading

**Children's right to know their origins - too far, too fast?**

*Open Lecture - 5th annual Allan Levy Memorial Lecture*

Professor Jane Fortin is Professor of Law at Sussex University. She writes widely on issues relating to child and family law. Her special interest in child law and children's rights led to

her book Children's Rights and the Developing Law and to a variety of other publications considering the impact of legal principles on children and their families.

All welcome - the lecture is linked to the Institute of Education's MA Sociology of Childhood and Children's Rights course and the module 'Theories of Childhood and Children's Rights'.

For details see [www.ioe.ac.uk/courses/macs](http://www.ioe.ac.uk/courses/macs)

To book a place email Ginny Morrow: [v.morrow@ioe.ac.uk](mailto:v.morrow@ioe.ac.uk)

Thursday, 27th November 2007, 5:30—7pm, Institute of Education, University of London

### **"Therapeutic Communities: A natural impulse or evolving technology?"**

Lecture by David Kennard, Consultant Clinical Psychologist and Group Analyst, former editor of the journal Therapeutic Communities, author of An Introduction to Therapeutic Communities and chair of ISPS UK.

7.00 p.m. on 28 November 2008 at Henderson Hospital 2 Homeland Drive Sutton Surrey SM2 5LT

Tickets £10 (Limited Availability)

For further information contact [Henderson@swlstg-tr.nhs.uk](mailto:Henderson@swlstg-tr.nhs.uk)

### **Risk Management Issues for Disabled Children**

[http://www.ncb.org.uk/Page.asp?originx3385bo\\_21153560490050s26x3337257361](http://www.ncb.org.uk/Page.asp?originx3385bo_21153560490050s26x3337257361)

Designed to help practitioners and managers take a proactive approach to risk management, this course helps to ensure practitioners and managers can confidently include disabled children in a range of settings whatever their level of impairment.

11 December 2008, Liverpool

### **Keeping Disabled Children Safe**

[http://www.ncb.org.uk/Page.asp?originx\\_9317to\\_94357910440049f16w\\_20074234033a](http://www.ncb.org.uk/Page.asp?originx_9317to_94357910440049f16w_20074234033a)

Enables participants to recognise key vulnerability factors and identify ways of working to better protect disabled children and young people. Delegates will develop an understanding of safe practice in the provision of intimate care, and examine strategies to minimise the vulnerability of disabled children.

29 January 2009, Manchester

### **Fed Up or Fired Up: Unleashing creativity and fun in residential care:**

<http://www.sircc.org.uk/node/826>

Those working with children and young people in residential care know that the best way to engage them is not simply through talking but also by using a variety of approaches which tap into their energy and creativity. Moyra Hawthorn (SIRCC lecturer) is keen to find out more about both the expertise and the needs that exist in this area. If interested contact:

[sirccevents@strath.ac.uk](mailto:sirccevents@strath.ac.uk)

5th February 2009, MacRoberts Arts Centre, Stirling.