

NORTH CUMBRIA & NORTH EAST CHILDREN AND YOUNG PEOPLE PEER NETWORK NEWSLETTER

Support offer and Resources; North Cumbria and North East (NCNE).

Building on Schools and Parents Accelerator Site Schools project and the Children and Young People Peer Network

Upcoming Webinars & Workshops

**Developing Outcomes with young
people who are preparing for adulthood**

08/12/2020 @ 10:30

'Preparing for adulthood and moving on from school and college can be an exciting time, but it can also cause anxiety and lots of questions for all involved. What's next? What opportunities are there? What support is available and how do we keep what matters to the young person at the centre of the energy and effort? This webinar will explore how a person-centred approach can make sure what is important to the young person remains at the heart of the process. You will be introduced to a robust step by step process to develop, write, and check you have clear, person centred outcomes that are measurable and move the person closer to a future they want. You will be introduced to the support sequence, a seven-stage process to enable you to think creatively and explore different ways to deliver outcomes for young people, ensuring the person can use their strengths and capacities and what's available to them to work towards their outcomes.'



This offer will also extend to:

Access to 1-1 specialist advice via Contact for Parent Carers.

Information and signposting along with Ongoing support to schools involved in the accelerator project from Parent Carer Forums

Support webinars, Q&A sessions, top tips for schools, and resources which have been developed with professionals from health and education colleagues

This rolling programme will be delivered for both Schools, and Parents across North Cumbria and North East

All webinars and workshops will be bookable by using eventbrite, these links will be sent out prior to the events.



Inspirational programme helps Autistic children and their teachers feel more supported at school

Phase 2 of the accelerator schools project ran from November 2019 to March 2020. This built upon the positive work completed in [Phase 1](#) of the programme last year, Phase 2 involved 33 schools -including primary and secondary schools and specialist educational settings - in North Cumbria and the North East – a region with one of the highest rates of under-18s in inpatient hospital care where the child's learning disability, autism and/or challenging behaviour is a reason for the admission.

Participating local authority areas in Phase 2 of the Accelerator Schools Project were: Newcastle, Northumberland, Gateshead, South Tyneside and Sunderland. In the south of the region, participating local authority areas were Darlington, Redcar, Durham, Stockton and Middlesbrough.

The multi-agency project was commissioned by NHS England and supported by two NHS Trusts; Cumbria, Northumberland Tyne and Wear NHS Foundation Trust and Tees, Esk and Wear Valleys NHS Foundation Trust. The project involved a number of voluntary sector organisations including Daisy Chain, Include 'in' Autism, Autism Education Trust and Triple A Films.

It offered training & learning opportunities to participating schools across the region and also support from parent carer forums to set up 'school forums' to encourage open and honest dialogue and relationships between schools and parent carers.

The Phase 2 evaluation report, Working Together to Support Children and Young People with Autism can be found [here](#), this report was commissioned by the Transforming Care Partnership, NHS England, to evaluate Phase 2 of the Accelerator Schools project, to demonstrate the successes and challenges of the programme and consolidate learning from Phase 1 of the programme. It is hoped that Mental Health Support Teams in trailblazer schools around the country can embed this positive work, to support neurodiverse students, teachers and families.

IN RECOGNITION OF THEIR WORK, THE ACCELERATOR SCHOOLS PROJECT TEAM WAS RECENTLY SHORTLISTED FOR THE FINAL OF THE RCNI NURSE AWARDS 2020 FOR THEIR COMMITMENT TO CARERS. THE TEAM WAS SELECTED FROM 700 ENTRIES ACROSS 12 CATEGORIES, OF WHICH 6 WERE SHORTLISTED FOR THE COMMITMENT TO CARERS AWARD. JUDGES RECOGNISED THE STRONG ROLE OF PARENTS AND CARERS IN THE PROGRAMME IN LEADING WORK ON STRATEGIC PLANNING, CO-DESIGNING AND CO- DELIVERING THE SCHOOLS PROJECT. THE SHORTLIST HIGHLIGHTS FEEDBACK FROM PARENTS AND CARERS, WHO SAID THEY WERE MORE CONFIDENT TO COMMUNICATE WITH SCHOOLS, VOICE THEIR CONCERNS, AND FELT LESS ISOLATED BECAUSE OF THE PEER SUPPORT FROM OTHER PARENTS.





Blog

A day in the life during lockdown

We have reached out to some of our readers as we were eager to hear about how lockdown affected them, here we hear from a mum in our region about the realities of lockdown at home with children with additional needs - a big thank you to her for sharing.

I have to say, I wasn't prepared for home schooling three children, two of primary school age (1 in a special school and one in a mainstream school) and also one child in secondary school with a specific learning difficulty. Most mornings we started with, "but I want to see my friends" "I want to go to school" "what is there to eat?" My oldest child didn't want to get out of bed, didn't want to get dressed and certainly didn't want to get washed. On top of this I was trying to work from home; this was virtually impossible.

Every time the phone rang with a work call the children came in wanting to ask questions and wanting help with their work. I felt like most of my day was spent trying to encourage the children to sit and focus on one small piece of work and I just moved my time between trying to support, doing my work, preparing meals and washing up. I think also with there being so many questions from the children about "what's going to happen?" "how long it is going to last?" "when can we see friends and family?" I didn't have the answers and soon became the go to place for everyone's frustration, meltdowns and anger. Oh, and I almost forgot, the dog who now has separation anxiety! I think I found comfort in having a glass of wine at the end of the day which sometimes turned into a couple, I think knowing I didn't have to get up and drive the next morning helped too.

There was no head space for me as a single parent too, no respite. Time on a tablet or computer became quite common, it was the only way I could get a moment to do some work without constantly being asked questions. It was also the only way I could get the children to do some learning using apps available. Phone support from the special school was really good and they kept in touch at least once a week if not daily. The primary school was also very good, but the secondary school was very different and when you have a child with a learning difficulty, engaging them in learning anyway can be very difficult.

I became increasingly worried about our food bill, it seemed to be getting more expensive as the weeks passed by. I can't believe the children are back at school, I feel relieved they can see their friends and have some structure, but I also have concerns for there being so many changes in schools. Thank you for listening. Mum of 3 and dog!



Our second blog was written by Sarah Mitchell a Community Practitioner within the IPBS team.

A day in the life of an IPBS nurse, during the 2020 Coronavirus pandemic.

One of my favourite things about my role and the team I work for is that it has 'positive' in the title. We at the intensive positive behaviour support team aim to provide families, young people and all around them with support, a deeper understanding of their child's behaviour and ways to overall improve quality of life.

Positive behaviour support is all about improving quality of life! We work intensively with families who are in crisis to essentially make their lives more manageable. Before March, this wasn't exactly easy to do, human beings are complex and our team can often spend months working intensively with a family to be able to formulate a succinct plan that works for the family. The intensity of our work would usually involve visits to the young person, their family or carers daily. Whether that be in respite, school, the family home, trips out into the community or meeting with other stakeholders vital to the young person's development. We enjoy working with children, seeing them develop and their families thrive. We also, more than anything, want to ensure that our families are safe. Therefore, at the beginning of lockdown, measures had to be taken to safeguard the families we work with from an outside threat that no one was ready for. Instead of facilitating important positive family intervention sessions, which aid families not only to build a PBS plan but also provide a lot of emotional support, we provided daily support calls to families, where we offered advice, but also fundamentally another person to talk to. Instead of working into the home, we became experts on using technology to aid our visits, we utilised Microsoft teams to explore new ways of observing behaviour and providing feedback. We were able to be in the family home, without being in the family home. We had our share of 'can you see me?' 'I can see you, but I can't hear you' moments whilst we adjusted to the new changes.

We increased our virtual contact time with each other, opting to have daily online huddles so we could discuss our caseloads. We also have made attempts to ensure our own wellbeing is addressed whilst navigating working in healthcare during a pandemic by having weekly 'wellbeing huddles', where we can decompress and acknowledge the difficulties that this year has brought us. Throughout this year, we've faced unprecedented amounts of challenges, we all have. But we have continued to benefit and support families, whilst we worried about our own. We continue to adhere to our entire pathway, but in a completely different way. But most of all, we've continued to be positive.

Additional Links:

Sensory Ideas for Home Webinar
<https://youtu.be/ICOLumVDkt4>

The Realities of Home Schooling Webinar
https://youtu.be/AAm04Wqgr_c

Returning to School; support and strategies for managing behaviour and worry Webinar
<https://youtu.be/vM8RAj96XLc>

Sleep Webinar
<https://youtu.be/3OGojDxNKcU>

Wellbeing Webinar
<https://youtu.be/H8iYF3f65t8>

Money Matters
<https://youtu.be/SZ6QXCzFBnk>

Beyond Words book:
<https://booksbeyondwords.co.uk/downloads-shop/beating-the-virus>

Contact
Helpline
Contact helpline advisers are ready to help with any concerns or worries you might have about your family during the current pandemic and beyond. Talk directly to one of our parent advisers through their listening ear service by booking [here](#) or dial the Freephone helpline on 0808 808 3555 , alternatively you can [email](#) us if you prefer.



Learning disability Annual Health Checks and Health Action Plans 14+

Whilst we are living with Covid-19 but are moving into the phase 3 restoration period, we need to ensure that health checks are carried out safely for staff and patients and in line with Government guidance.

We expect they will be carried out via blended approach of face to face and virtual consultations appropriate to the needs of practices and patients. We know there will be challenges around people with learning disabilities having access to digital technology, consent and capacity, communication, PPE and a fear for people to access health settings.

It's a good time to start thinking about how young people get to know about Annual Health Checks.
Start the conversation now!

You can access a link to a film made by students at Catcote school about annual healthchecks [here!](#)

More information can be found using the link below:

<https://www.england.nhs.uk/learning-disabilities/improving-health/annual-health-checks/>

Flu vaccine and coronavirus (COVID-19)

Flu vaccination is important because:if you're at higher risk from coronavirus, you're also more at risk of problems from flu, if you get flu and coronavirus at the same time, research shows you're more likely to be seriously ill, it will help to reduce pressure on the NHS and social care staff who may be dealing with coronavirus. If you've had COVID-19, it's safe to have the flu vaccine. It'll be effective at helping to prevent flu.

<https://www.nhs.uk/conditions/vaccinations/flu-influenza-vaccine/>