

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

Support for Parent Carer Forums and Parents, via a series of webinars, and workshops which have been co-produced with PCF, Contact, and health professionals.

Home-schooling

Webinar 10th June 18:45-19:45
Workshop 17th June 18:45-20:00

Top tips for going back to school for children with ASD/Neurodevelopmental disorders

Webinar 15th June 14:00

Sensory

Webinar 24th June 19:00
Workshop 1st July 19:00

Behaviour

Webinar 15th July 13:30
Workshop 22nd July 13:30

Sleep

Webinar 5th August 18:45
Workshop 12th August 18:45

Resilience/Wellbeing

Webinar 26th August
Workshop 2nd September

Money Matters

Webinar 9th September
Workshop 16th September



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 over the next 3-6 months for both Schools, and Parents across North Cumbria and North East

All webinars and workshops will be bookable by using eventbrite, these links will follow.



Useful resources:

How do I support a child or young person to adhere to social distancing, lockdown and isolation guidelines?

Supporting a child or a young person to adhere to the current guidelines often starts with accessible information which you frequently and proactively recap together. Social Stories, Social Narratives and Easy-Read Information are often very useful for this. It is important when using these tools, to plan a positive introduction and set out how often this information will need to be reviewed together. It is often advised to plan a preferred activity following a recap.

There have been many resources produced to support the government COVID-19 guidelines, for example:

Mencap: [Easy-read information about coronavirus \(COVID-19\)](#).

Surrey and Borders NHS Foundation Trust: [Explaining Social Distancing for People with Learning Disabilities \(YouTube video\)](#)

Additional links

Contact has good info about COVID: <https://contact.org.uk/advice-and-support/covid-19/>

Also the Council for Disabled Children and providing regular updated info: <https://councilfordisabledchildren.org.uk/help-resources/resources/covid-19-support-and-guidance>

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 [Live Chat](#) service and Freephone helpline on 0808 808 3555 - or you can [email](#) us if you prefer.

The following strategies may also be useful:

Develop your new routine as soon as you are able; have fixed points within the day that you can focus on, even if there is 'free time' at other parts of the day. Use diaries, timetables, lists and other familiar supports to aid this.

<https://www.autism.org.uk/about/strategies/visual-supports.aspx>

Consider using Social Stories or Social Narratives to explain the changes we are making and why they are happening.

<https://www.autism.org.uk/about/strategies/social-stories-comic-strips>

Schedule in preferred activities everyday which are not dependant on 'good' behaviour.

Where able, schedule time to share anxieties or worries to provide a contained and planned time to discuss the day's problems.

Some young people with Autism or ASD may benefit from setting an arbitrary date for 'review' of the changes - this is often more containing than having no information on when things might change. It is important to recognise that children and young people, like ourselves are experiencing both an 'overload' of inconsistent information along with areas of almost no information. Try to ensure you understand what information they are aware of, where they are seeking/gathering information from, what they understand, and what questions they may have.



Managing behaviour that challenges during COVID-19

When supporting children and young people at this time, it is important to recognise the underlying anxiety that most people are feeling. As such, it can be important to adjust expectations, to understand that it is normal to experience increased expressed emotion at this time and that as caregivers, you are also experiencing these feelings.

Remember, we are focused on getting through this difficult time as safely as we all can. If that means relaxing some boundaries, reducing demands or giving additional access to 'treats' this is okay. When the restrictions are changed, we can re-focus on putting these back into place when the time is right.

The Challenging

Behaviour Foundation has produced a resource which gives a visual guide to try and problem-solve any difficulties that you may be experiencing.

Support going back to school.

Going back to school can seem like a massive challenge at the moment. It can be important to 'check in' with a family and the young person to see how they feel about returning to school. Are they excited and might just need a little support to understand what social distancing looks like in school or why we wear masks, using a resource such as this from the [Keep Safe Website](#).

Other children might need much more support and preparation as being at home has resulted in a reduction in demands, met their sensory needs better, resulted in fewer transitions or simply more time doing fun things. In addition other children might feel anxious about the impact on their own health or on their family of being in school. These children might need additional, personalised social stories, visual structure or programmes of activity, we've included some practical tips on writing social stories and creating visual structure in this pack as well as the links above.

The Educational Psychologists in Northumberland have been building a padlet of resources for schools with things to consider in transitioning back to school. Within that resource there are a range of information and resources designed for people with ASD. The majority of resources are not Northumberland specific.

The padlet is here: https://padlet.com/nies1/return_to_school

Support from Schools and other services to families

Some schools are helping families by:

- Ensuring that children have access to tablets or laptops
- Vouchers
- Regular welfare phone calls
- Ensuring work is differentiated for your child
- Online lessons for small groups of children
- Sending out work on a regular basis
- Giving families resource packs of activities and games to do at home and out and about on walks
- Finding out whether their child would benefit from therapies and online discussions with therapists
- Identifying other support needs and either signposting or referring to other services



Challenging Behaviour Foundation

have made all their videos about managing behaviour that challenges available online now using this link:

<https://www.challengingbehaviour.org.uk/information/information-sheets-and-dvds/dvdsonline.html>

Laptops for Children and Young People to cope with school work at home

Laptops and tablets will be provided for disadvantaged families, children and young people who do not currently have access to them through another source, such as their school. Digital devices can be requested for:

- care leavers
- children and young people aged 0 to 19 with a social worker
- disadvantaged year 10 pupils

Internet access will be provided through 4G hotspot devices for any of the following people who do not currently have it:

- care leavers
- young people aged 11 to 19 with a social worker
- disadvantaged year 10 pupils

People aged 16 to 19

without a suitable device for education may be eligible for support through the 16 to 19 Bursary Fund

Local authority and academy trust responsibilities

Local authorities are responsible for ordering and distributing laptops and tablets to:

- year 10 pupils in maintained schools, including voluntary aided schools, who do not have a social worker

Local authorities should work with schools to assess which pupils require a laptop or tablet. Academy trusts are responsible for ordering and distributing laptops and tablets to year 10 pupils who:

- do not have a social worker
- are not a care leaver
- do not have access to a laptop or tablet through another source

Local authorities and academy trusts will own the laptops and tablets they receive, and loan them to children and young people.

How to apply for this support:

Local authorities, academy trusts and other relevant organisations overseeing schools and social care can apply. These organisations have been sent information on how to order a device.

- care leavers and children with a social worker

Schools, parents and pupils do not need to apply for internet access or digital devices themselves, laptops and tablets will be delivered directly to the schools or local authorities named in the application.

Organisations can:

- arrange for them to be collected by families from school (with a social worker present where relevant)
- organise for them to be delivered to children's and care leavers' homes

This should be done in accordance with [social distancing guidelines](#)

Contact us:

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Challenging Behaviour Foundation

All of their information sheets are available to download – topics include:

[Understanding Challenging Behaviour: Part 1](#)

[Finding the Reasons for Challenging Behaviour: Part 2](#)

[Positive Behaviour Support Planning: Part 3](#)

[Communication and Challenging Behaviour](#)

At-a-Glance Guides for Family Carers

Produced in partnership with the Social Care Institute for Excellence these guides set out how to get the right support for your relative. There are separate guides for children, teenagers and adults.

[Self Injurious Behaviour](#)

[Pica \(Eating inedible objects\) and Polydipsia \(Drinking Excessively\)](#)

[Difficult Sexual Behaviour amongst men and boys with Severe Learning Disabilities](#)

[Mental Health Problems in people with a Learning disability](#)

[Physical Intervention](#)

[The Impact of Caring on Families](#)

