



**Virtual SEND
Conference Programme -
21 May 2021**

**12 sessions supporting SEND
£60 for your whole school**

Speaker

Session Title

Session Description



Lorraine Petersen OBE

Educational Consultant, LPEC

Quality First Teaching: the role of all teaching staff

The SEND Code of Practice is very clear that every teacher is responsible and accountable for the progress of all pupils. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Lorraine explores what this means in terms of teaching and learning for pupils with SEND.



Jane Friswell

SEND Consultant and Parent Advocate, Jane Friswell SEND Consultancy

School exclusion and SEND: identifying the risks for our children and young people and the steps required to mitigate and prevent

Students identified with a special educational need and/or disability are immediately 6 times more likely to be excluded from school. Jane outlines how to accurately identify the student risks to school exclusion; and what schools and settings must and should do to avoid it.



Margaret Mulholland

SEND and Inclusion Specialist, EEF Project Director for Whole School SEND, nasen

Building Capacity: supporting the work of teaching and learning assistants in the classroom

Teaching Assistants play a vital role in support of pupils and teachers, but schools don't always use and develop support staff as effectively as they could. Margaret considers how to inform professional development for TAs and 'grow' their knowledge and skill - so they can make the maximum difference to the development of young people.



Nell Nicholson & Nimisha Deakin

Head Teacher & Outreach Lead, Gloucester House School

Building resilience and protective factors within children and staff teams - reflection at the heart of the process

Nell and Nimisha highlight the benefits of reflective approaches. They explore the importance of reflective processes within staff and pupils - in groups and individually. A potential framework and practical ideas are also provided on how to build resilience with limited time and resources.



Kate Browning

School Improvement for SEND Specialist Consultant

Inclusive High Quality Teaching within a whole school graduated approach to SEN support

Kate explores some of the key approaches to adapting teaching to enable pupils with SEND to have the best possible chance of learning. This is considered within the framework of a whole school graduated approach and the role all leaders play in supporting this endeavour.



Lana Grant

Autism Specialist and Author

Masking: what are we missing, and how can this behaviour impact communication between school and home?

How can we help if we don't know what we're looking for? Lana identifies the meaning of the term 'masking' and how common it is. She identifies when and why an adult or child may be masking, highlights the power of working with parents/caregivers, and provides support strategies.

Purchase access for £60

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Marize Lawson

Head of Margaret Brearley School, Whitefield Academy Trust

Developing communication and interaction strategies for children and young people with PMLD

Marize looks at the early development of communication and how this impacts children or young people with PMLD. She also explores strategies to support and develop communication in a functional and meaningful way.



Natalie Packer

SEND Consultant, NPEC Ltd

The role of the SENCO in supporting High Quality Teaching

Natalie explains what High Quality Teaching (HQT) looks like and why it's important for pupils with SEND. She discusses the role of the SENCO in supporting teachers to embed HQT. She also shares ideas on how SENCOs can provide CPD, support and monitoring of HQT in the classroom.



Neil MacKay

CEO, Action Dyslexia Training and Consultancy

Study skills for learners with Additional Learning Needs

Neil highlights research validated strategies that have been specifically 'tweaked' to make them achievable for students with Additional Learning Needs (ALN) at Key Stages 2-4. Strategies include developing skills around active listening, multi-sensory note taking and recording strategies using ALN friendly templates/scaffolds, reading to remember, and revising for tests.



Cathal Lynch

Education Consultant, Ethical School Solutions

The Building Belonging approach to school improvement and emotional wellbeing

Cathal outlines an evidence driven approach to improving schools and protecting emotional wellbeing, using examples from schools. His session covers psychological safety as a driver of organisational improvement and the characteristics of successful leaders. He also considers the research underpinning emotional wellbeing and high educational outcomes.



Liz Murray

SEND Consultant, Spotlight Education Support

Developing a nurture provision to support SEND pupils in the mainstream

Liz's session facilitates reflection and learning around the idea of nurture provisions for SEND and non-SEND pupils in mainstream settings. She explores the term 'nurture' and reflects on the outcomes a nurture provision might enable. She also looks at practical examples and explores frameworks for a whole school approach.



Fintan O'Regan

Behaviour and Learning Trainer and Consultant, Sf30 Ltd

Neurodiversity 'traits' for children and adolescents with learning, behaviour and socialisation - challenges and opportunities

Fintan focuses on understanding and celebrating differences and not deficits within neurodiversity. He demystifies the terms ASD, ADHD, BD, CD, Dyslexia, DCD and ODD. Concentrating on traits and not labels, he explains how to support and nurture the differences that non traditional learners present within learning behaviour and socialisation.



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Diane Nelson, Woodley School and College

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