



Improving outcomes for children and young people with Special Educational Needs and Disability



**Virtual SEND  
Conference Programme -  
26 November 2021**

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

## Speaker

## Session Title

## Session Description



**Lorraine Petersen OBE**  
Educational Consultant,  
LPEC

Making sense of the SEND Review  
and the SEND Code of Practice

The SEND Review was launched in September 2019. Its aim was to review the SEND reforms introduced in 2014. This review was delayed by the global pandemic and is now expected in the autumn term 2021. Lorraine outlines the content of the review and the implications for schools, young people and their families.



**Jane Friswell**  
SEND Consultant and Parent  
Advocate, Jane Friswell  
SEND Consultancy

The SEND Review:  
building capacity

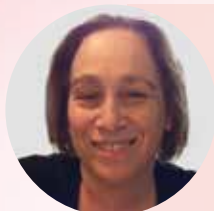
Building capacity within the SEND system relies on the support and development provided. Ensuring those involved have the knowledge, skills and resources to support children with SEND is a key aspect of the SEND Review. Jane discusses what we need to do to ensure schools can better meet the needs of pupils with SEND.



**Kate Browning**  
School Improvement for  
SEND Specialist Consultant

Distributed leadership for SEND:  
seeking a strategic approach

Leadership and management can be highly effective when distributed across different levels in a school. But what does a distributed approach to the leadership of SEND across a school look like? Kate explains how it can enable improved access, participation and achievement for children with SEND across all aspects of school life.



**Liz Stratton**  
Education Consultant  
and Trainer, Liz Stratton  
Consulting

Intervening early: principles into  
practice

Liz explores the factors that make us more effective in supporting children with SEND, intervening early enough to make a difference. She highlights the principles of working across organisational boundaries and how this can add capacity. She also outlines how to build an action plan bespoke to your own situation and role.



**Richard Daniel Curtis**  
Project Lead, National  
Network of Mental Health  
Leads

Whole school strategy to support  
SEMH and reduce the impact of  
pandemic-related mental health  
problems in schools and colleges

Creating and sustaining a mental health friendly culture and ethos can be hard. Richard shares practical advice to help headteachers develop a whole school strategy to support SEMH and reduce the impact of the pandemic on wellbeing in their setting.



**Garry Freeman**  
Independent SEND  
Consultant

A nurturing environment: in  
and beyond the classroom

Garry looks at the key principles and practice of a nurturing approach to a learning environment. Nurture groups are currently more well established in infant and primary settings. He discusses how to create an appropriately nurturing environment in settings for older students, particularly in respect of the demands of different areas of the curriculum.

**Purchase access for £60**

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**Kate Browning**  
School Improvement for  
SEND Specialist Consultant

Helping teachers use the Graduated Approach to identify needs and remove barriers to learning

The Graduated Approach aims to ensure children and young people with SEND are fully able to access the curriculum, participate in lessons and achieve well. Kate helps teachers understand how to use this approach to identify needs, remove barriers to learning and then put effective special educational provision in place.



**Philippa Vince**  
Director, Toucan Education

Whole school dyslexia strategy

Philippa explains the importance of a whole school dyslexia strategy, outlining key principles of dyslexia and the impact it can have on daily life. She gives tips on how to break down barriers to learning for dyslexic students and provides strategies to support dyslexic learners in a busy classroom.



**Wendy Lee**  
Consultant Speech and Language Therapist, LINGO

Strategies for supporting children with poor speech and language skills

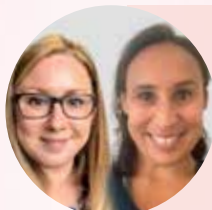
Wendy explains the types of needs children may have with their speech and language and how to identify these needs. She outlines strategies to support the inclusion of children with speech and language needs in the classroom. She also explores practical approaches to support development of key skills and shares examples of implementation.



**Jackie Muggleton**  
SEN Advisor, South Gloucestershire Council

Preparing students for Higher Education by developing their study skills

Many of our most able pupils manage well with our support through their A levels but they can find it difficult to manage the increased demands of Higher Education. Jackie looks at the issues faced by students with additional learning needs and approaches to support them.



**Jo Dilworth & Zara Wright**  
CEO, Appeer Community Interest Company & Strategic Lead for SEND, Weydon Multi Academy Trust

Positive experiences and approaches with autistic girls in school and community group settings

Jo and Zara highlight real life experiences of autistic girls and teens and explain why a positive approach is so important. Jo gives an overview of Appeer's positive peer-based approach to support autistic girls in the community to connect, share interests and understand and support themselves. Zara shares examples of positive effective practice she uses in schools.



**Sherann Hillman MBE**  
Head of Family Services, Seashell Trust

Listening and responding to pupil voice: effective coproduction

The needs of the individual child and young person should sit at the heart of assessment and planning process. Sherann discusses how to include children and young people's voices in effective coproduction.



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“The speakers were very interesting, the session lengths were just right and the video links were clearly visible and audible.”

Diane Nelson, Woodley School and College

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