



**Virtual SEND  
Conference Programme -  
20 May 2022**

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

## Speaker

## Session Title

## Session Description



### Lorraine Petersen OBE

Educational Consultant,  
LPEC

Implementation of the DfE's  
Education Staff Wellbeing Charter

The purpose of the Charter and why schools should sign up to it is outlined. Lorraine highlights the importance of all schools committing to their own wellbeing strategies to ensure that all staff feel protected. She explains how the wellbeing and mental health of everyone is a key part of school life.



### Jane Friswell

SEND Consultant and Parent  
Advocate, Jane Friswell  
SEND Consultancy

Setting the climate - getting the  
ethos and environment right for  
SEND

Providing a message of belonging to all members of a school community is key to inclusion. How does feeling like you don't belong impact a learner with additional needs, their ability to engage, participate and thrive? Jane explores these themes, what it takes to be inclusive and what it feels like for learners.



### Arran Smith

Managing Director,  
SEND Group

Me, my Dyslexia and success

Arran's inspirational talk outlines the journey of a severely dyslexic adult who was told that he would never amount to anything due to his dyslexia. His journey covers going through education into work, to becoming a dyslexic entrepreneur with over 20 years' experience working in the field of dyslexia and SEND.



### Dr Rob Long

Educational Psychologist,  
Sebda (Social, Emotional  
and Behavioural Difficulties  
Association)

Understanding SEMH and wellbeing  
of children and young people - a  
psychologist's approach

Humanistic psychology emphasises the whole individual and strives to help people fulfil their potential and maximise their wellbeing. Rob explains why Behaviour Policies are unfair, unjust and unworkable and highlights the need for core mantras/principles that change the way behaviour is understood. He outlines practical ideas from positive psychology to support wellbeing and mental health.



### Joanna Grace

Sensory Engagement  
and Inclusion Specialist,  
The Sensory Projects

Sensory strategies in the  
classroom

We're all aware of a rise in sensory needs amongst our students. There's also an increase in resources claiming to target these needs. What can we practically do to support those with sensory differences in our classrooms? Joanna explains sensory processing differences and disorders, explores their impact on wellbeing and shares her experience of useful resources.



### Amy Loxley

Interim Lead Speech  
and Language Advisor,  
I CAN

Why schools need to focus on  
speaking and understanding  
skills to effectively support  
SEMH

Amy outlines current research on the relationship between SEMH and SLCN and discusses the impact on children's behaviour of potentially hidden difficulties with speaking and understanding. She highlights how to identify these difficulties and explores a range of helpful tools. She also gives an overview of support options, including both whole school and differentiated approaches.

**Purchase access for £60**

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### Ali Knowles

Therapist, Author and Creator of Ollie and his Super Powers, Subconquest

How to connect and communicate with your emotions

All behaviour serves a purpose and it's not always about attention seeking. If you just try and change a child's disruptive behaviour in a class without understanding what's driving the emotion and its intention, you won't get far. Alison explains how to help children make emotions manageable, empower them to overcome issues, and change classroom behaviour.



### Dr Geraldene Codina

Associate Professor - Research, University of Derby

SENCO workload - a focus on thriving in the role

Research by Dr Helen Curran highlights the challenges SENCOs face regarding time to complete the role, and others understanding of it. Geraldene addresses these challenges and explores ways to manage SENCO workload. This includes separating out SENCO, Curriculum Leader and Teacher workloads as well as focusing on SENCO wellbeing, resilience and time management.



### Suzy Rowland

Author and Founder of #happyinschoolproject

School stand off? The link between exclusion and avoidance

UK Government data shows children with additional needs are disproportionately represented in exclusion and school avoidance figures. Suzy examines this connection and discusses evidence based strategies about what schools can do to help neurodiverse youngsters. Focusing on practical applications, as well as policy and inclusive practice, she provides low cost ideas to implement straight away.



### Julie Pointer

Children and Young People Programme Lead, NDTi (National Development Team for Inclusion)

Avoiding anxiety at post 16 - the benefits and impact of thinking and planning early to prepare for adulthood

Understanding the Preparing for Adulthood pathways and planning early can raise aspirations for young people with SEND and help show what could be next. Julie explores PFA from the earliest years, highlighting evidence from the Time to Talk Next Steps programme that provides online support for young people to help plan in a way that enhances resilience and mental wellbeing.



### Arran Smith

Managing Director, SEND Group

The effective use of technology to support Dyslexia

This session gives teachers a fundamental understanding of paid for and free technology that can support dyslexic learners both in the classroom and at home. Arran explains the benefits of assistive technology, looking at software, hardware and other technologies. He aims to help schools make informed choices, then quickly and easily implement technology to help learners with dyslexia.



### Fintan O'Regan

Behaviour and Learning Trainer and Consultant, Sf30 Ltd

Can't learn, won't learn, don't give a monkey's - and you don't understand me at all!

Fintan outlines the different rhythms of those that can't learn but want to (Attention Deficit Disorder), those that push you away (Oppositional Defiant Disorder) and those with a different agenda (Conduct Disorder). He explains how Structure, Flexibility, Rapport, Relationships and Resilience can help those that can't to can, those that won't to want to, and those that don't to do.



## The #1 online conference for SEND

Affordable, easily accessible training for educational professionals who work with children with special educational needs

“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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