

# tes

## SEN Show 2018

**5-6 October 2018**

Business Design Centre, London

**Your invitation...**

**to the UK's largest dedicated  
special educational needs show**

Empowering the SEN community since 1992

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# Shine the spotlight on SEN

**Join us for the UK's largest special educational needs show for two days of ideas, innovation, networking, collaboration and learning, to bring learning alive for pupils with SEN.**

## **Why is this a must-attend event?**

- 42 CPD certified sessions exploring the latest research trends and ideas
- FREE practical workshops led by our exhibitors, focusing on a range of different areas
- Unmissable keynote debate with experts from the DfE, YoungMinds and leading voices in autism and mental health
- The Parent and Carer Forum, led by Carrie Grant, returning for a second year in a row
- Exciting, cutting edge, new resources and services from hundreds of exhibitors
- Special offers, discounts, giveaways and competitions

## **Don't miss the free opening keynote**

The live debate is a must-attend element of the show on the opening day at 9.30am. With a keynote panel including the DfE, Young Minds, and experts in the fields of autism and mental health, chaired by the show's head of content Beverley Walters, this session should not be missed. Simply register your interest in attending during the registration process at [tessenshow.co.uk](http://tessenshow.co.uk).

## **Exhibitor workshops: innovative guidance for the classroom**

These popular, free-to-attend, 45-minute exhibitor workshop sessions are designed to allow visitors to see products in action and to help you visualise how you could use them in your own classroom or setting. Make sure you arrive early to get a seat – these sessions cannot be pre-booked.

## **CPD seminar programme – exploring the latest research, ideas and best practice**

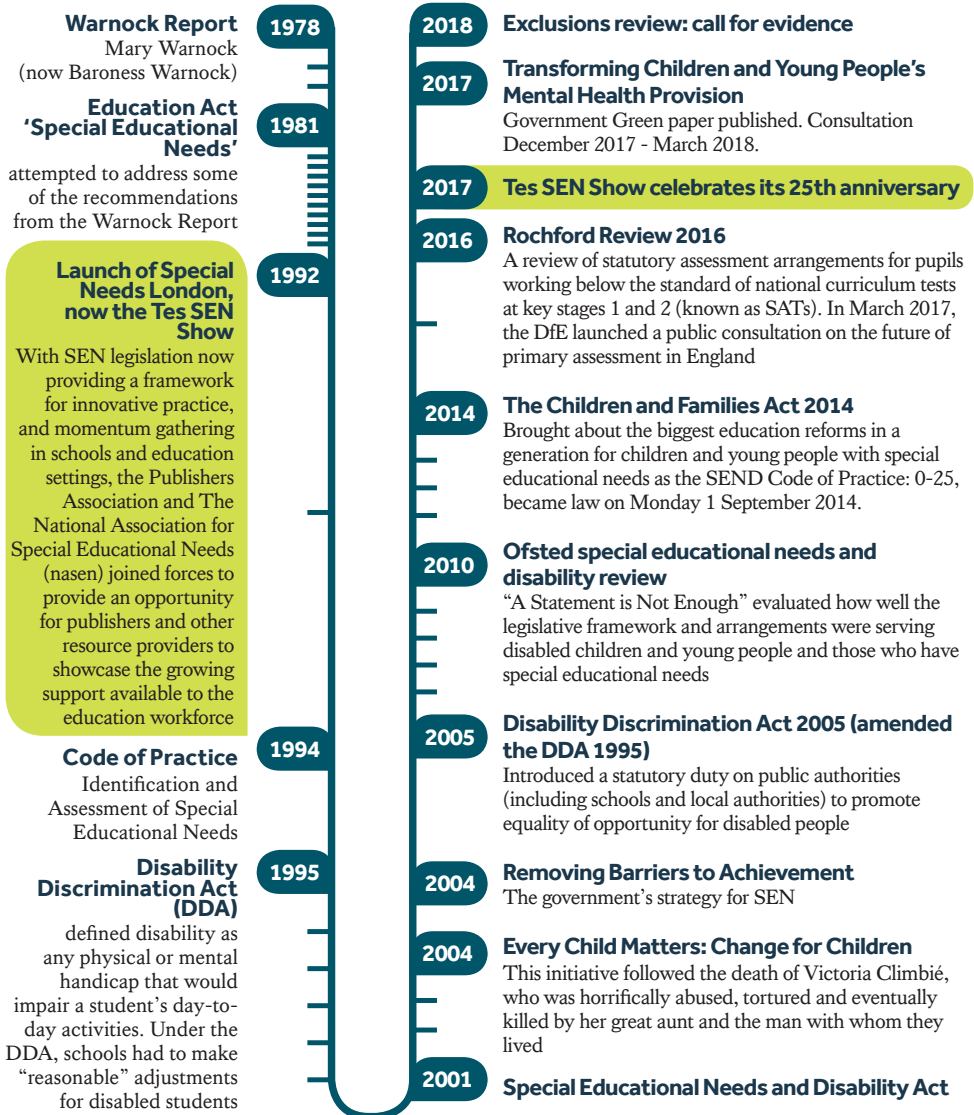
This year's programme contains 42 inspiring seminars all designed to provide expert guidance on topics vital to SEN best practice. The programme covers a range of key areas and this year has a particular focus on social, emotional and mental health (SEMH) as well as statutory guidance for the entire education workforce, with more than half of the sessions directly related to the SEND Code of Practice 2015: 0-25.

Overall, the show will help to put the spotlight on SEMH, its effects on children and young people with special educational needs, and build support for all who work with this vulnerable group.

**Visit [tessenshow.co.uk](http://tessenshow.co.uk) to register free to attend  
and to book seminar tickets**

# SEN timeline

How SEN policy, practice and the SEN Show have evolved.



# List of exhibitors

Company	Stand	Company	Stand
Abilia	183	NAHT	131
Academics	117	nasen	tbc
Active Recruitment SEN Ltd	163	National Handwriting Association	259
Arrow Tuition	241	Nessy	P75
Attuned Education	284	OnwardsandUpwards.com	189
Autism Education Trust	203	Oribi	63
Autism Eye	143	Outside Classroom Boards	115
B Squared Ltd	279	Pearson Clinical Assessment	169
BATA	tbc	Pedibal	101
BESA	tbc	Phonic Books Ltd	111
Boyes Turner LLP	P42	Prior's Court	179
British Council	118	Pyramid Educational Consultants UK Ltd	109
British Dyslexia Association	P55	ReadingWise	P65
Cambridge House SEN Resources	261	Real Training	135
Career Teachers	33	Remedy Recruitment	219
Century-Tech Ltd	P44	Riverhouse Books	275
Crick Software	P31	Route2Education Technology	93
Crossbow Education	39	Ruskin Mill Trust	75
Crossley Manor School	78	Safer Handling	34
Drake Educational Associates	67	Safespaces	209
Dyslexia Action	162	Scanning Pens Ltd	P30
Dyslexia Gold	54	Scribeasy	P17
Dyslexia Matters Ltd	239	SEN Books	1
EasyRead Time Teacher	7	SEN Legal	171
Edge Inclusion Partners	287	SEN Magazine	142
Educational Psychology Direct	195	SenseToys	227
Elite Behaviour Consultancy	288	Sensory Guru	85
ELT Well	187	Smartbox AT Ltd	145
Ems For Kids	97	Spacekraft	P23
Evidence For Learning	137	Special Direct	269
Explore Your Senses	P20	Speechlink Multimedia	165
Fantastic Dyspraxic	274	Strategy Education	104
Faronics Wise	P46	Synergy Learning	13
Funky Feet Music	32	Talking Products	11
Ginger Tiger	185	Tapestry Online Learning Journal	167
GL Assessment	175	Teaching Personnel	100
Hopscoth and Practical Pre-School Books	tbc	Terapia	127
Independence Homes	157	The Centre for Child Mental Health	225
Infinite Playgrounds	P40	The National Autistic Society	178
Jelly James	P57	The Nisai Group	103
Jessica Kingsley Publishers	123	The Nurture Group Network	226
Junior Learning	125	Tobii Dynavox Ltd	159
KPC Book Protection	121	Tradewind Recruitment	119
Lancashire County Council	95	Trugs Read Successfully	217
Lawler Education	128	University of East London	69
LDA	253	West Heath School	158
Learning Materials Ltd	277	Widgit	133
LGfL and TRUSTnet	3	Wordshark/Numbershark	229
MA Education	tbc	Yang for Young	81
MacIntyre	83		

10.45-11.30

### Is your education, health and care plan (EHCP) fit for purpose?

**Laxmi Patel, solicitor and head of education, Boyes Turner LLP**

Gain an understanding of the requirements of a good EHCP and what to do if parents disagree with the content. This session also aims to empower parents with sufficient knowledge to help them challenge the content of an EHCP and prepare effectively for an appeal to the Special Educational Needs and Disability Tribunal.

**Parents and professionals advising parents of children with SEND**

11.45-12.30

### Literacy learning and communication needs: a tool kit

**Kerry Vacara, AAC implementation manager, Smartbox Assistive Technology and Carol Allen, senior advisory consultant ICT and Inclusion**

This workshop will look at a range of strategies to support children with communication needs in their literacy development. It will include ideas on how to use existing AAC (Alternative and Augmentative Communication) to support development, as well as specialist software such as 'Look to Read' alongside a range of classroom tools.

**EYFS, KS 1, SEN**

12.45-13.30

### Using assistive technology for SEN in the primary sector

**Samantha Garner, education consultant: SEN and mental health, on behalf of Scanning Pens**

Understanding how assistive technology can be used to support SEN in the primary sector can be challenging. As well as considering the costs, it is important to be sure that the progress of children with SEN is not being hindered by the use of assistive technology. This insightful session will provide valuable information and techniques to ensure primary schools are using assistive technology to

benefit the student, as well as information on which assistive technology is most suitable.

**Any education staff and parents, KS 1-2**

13.45-14.30

### A three-step approach to tackling mental health and wellbeing issues

**Pat Hunt, independent consultant: school improvement, safeguarding and SEN, on behalf of GL Assessment**

Join Pat Hunt in a session looking at how standardised assessments support both their whole school wellbeing programme across the trust as well as identifying barriers to learning and planning, and implementing classroom interventions.

**SENCOs, headteachers, deputy headteachers, assessment co-ordinators**

14.45-15.30

### Using LGfL and TRUSTnet resources to support inclusion, including SEND, EAL, mental health and wellbeing and higher ability

**Jo Dilworth, SEN consultant, London Grid for Learning (LGfL)**

An overview of all the recent and upcoming resources and events available for LGfL and TRUSTnet schools to use at no additional cost to support inclusion. This includes materials that have been both procured and developed to support SEND, EAL, mental health and wellbeing and higher ability.

**Professionals working in or with London LGfL schools or TRUSTnet schools. Early Years, KS 1-5**

## Free workshops : Saturday 6 October 2018

10.45-11.30

### **Navigating the SEN maze: entitlement, provision and the appeals process**

**Hayley Mason, specialist solicitor, SEN Legal**

This presentation will give parents an understanding of what their child is entitled to and how to go about achieving it. It will discuss EHC Needs Assessments, EHC Plans, situations where parents should appeal and an outline of how to appeal. It will also include advice on navigating the 'maze' that surrounds legal entitlement for children and young people with special educational needs.

**All parents of children/young people with special educational needs**

11.45-12.30

### **Plan, Do, Review: applying the principles of practice-led learning to your own professional development in SEN**

**Siobhan Mellor, director, Real Group, educational psychologist and MEd SEND programme leader**

Find out more about the impact of the practice-led learning model for gaining Masters level professional development. The newly revised SEND programme from Real Training has evolved: new modules and qualifications were launched for the programme in September 2018 to offer practice-led, up-to-date and academically rigorous training. With a range of flexible modules to choose from, the programme can be tailored to suit you and your students.

**Education professionals qualified to undergraduate level**

12.45-13.30

### **Supporting young people with SEND/ ALN to engage and access project-based learning opportunities through eTwinning and Erasmus+**

**Joe Baldwin, eTwinning ambassador, British Council, and director of learner services, Bridgend College**

Technology can unlock learning opportunities and provide a launchpad to enable young people with

SEN and additional learning needs (ALN) to gain autonomy in their learning and life. We will explore how technology (including VR) can aid communication and provide opportunities to enable learners with additional needs to engage in European project-based learning opportunities through eTwinning and Erasmus+.

**KS 3-4, post-16 practitioners, careers workers, transition officers**

13.45-14.30

### **Effective behaviour management through an understanding of the impact of attachment issues and trauma**

**Sheila Mulvenney, director, Attuned Education, author, and experienced head of Virtual School for Children in Care**

The session will focus on the impact of trauma and attachment on the developing brain, identify behaviours that stem from this and look at strategies that can support children to heal and to learn.

**Anyone working with children whose behaviour poses a challenge or with vulnerable students**

14.45-15.30

### **From symbol boards to iPads: engagement, literacy and growth in communication**

**Tina Voizey, education manager, Tobii Dynavox**

This workshop will explore the use of symbols and mainstream technology to support engagement and growth with literacy and communication. Attendees will be able to demonstrate a clear understanding of the use of symbols within SEN settings, use simple iPad apps to support symbols in the classroom and show an understanding of the principles of language development and growth for alternative and augmentative communication (AAC) users.

**KS 1-3**

**These sessions are free to attend and cannot be pre-booked – so arrive early to get a seat!**

# Free opening keynote

**Following on from the popularity and success of last year's free-to-attend keynote debate, this year's debate will focus on social, emotional and mental health (SEMH) difficulties in education.**

Be part of this stimulating and engaging discussion which will explore government proposals on children's and young people's mental health and the pledge that every secondary school will be offered mental health first aid training by 2020. Take the opportunity to put your questions to policy influencers, advocates and visionaries in the SEND arena.

Our panel will give a brief update of their respective areas of expertise before discussing SEMH, the government's proposals, their impact on educational settings and the latest SEN issues affecting you and your practice.

When: **Friday 5 October**

Where: **Auditorium**

Time: **9.30-10.30am**

## Meet the address panel:



Chairperson,  
**Beverley Walters**,  
head of content for the  
Tes SEN Show



**Nell Nicholson**,  
headteacher, Gloucester  
House School,  
accompanied by a student



**Andre Imich**,  
SEN and disability  
professional advisor,  
DfE



**Lana Grant**,  
specialist advisor and  
advocate for people with  
autism and their families



**Hannah Kinsey**,  
head of training and  
consultancy, YoungMinds

## Seminar timetable : Friday 5 October 2018

11.00 – 12.00

**Stress symptoms in children and adolescents – How using a combination of physiotherapy and psychotherapy can support their learning**

Charlotte Bjerregaard and Pernille Thomsen

KS 3-4

Levels 1-3

**Assessment and diagnosis of maths difficulties and dyscalculia**

Steve Chinn

All key stages

Levels 1-3

**Teaching vocabulary and supporting understanding of language in primary school**

Wendy Lee

KS 1-2

Levels 1-2

**SEND built in, not bolted on**

Margaret Mulholland

All key stages

Levels 2-3

**Promoting access and inclusion for young children with SEN and disabilities**

Phil Snell and Philippa Stobbs

EYFS

Levels 1-3

**ADHD: risk and resolution**

Fintan O'Regan

KS 1-5

Levels 1-3

12.30 – 13.30

**What are the disability discrimination duties in the Equality Act? What do they mean in my school and my classroom?**

Philippa Stobbs

All key stages

Levels 1-3

**Maximising the impact of TAs**

Rob Webster

KS 1-4

Levels 1-3

**Understanding the effects of cerebral palsy for a child or young person in a mainstream setting**

Sarah Hyde

KS 1-4

Levels 1-3

**Dignity & Inclusion – supporting inclusion of children and young people with complex health care needs**

Anna Gardiner

All key stages

Levels 1-3

**Unravelling the neurons of the brain using multi-sensory teaching**

Dr Susie Nyman

KS 1-5

Levels 1-3

**Measuring impact: outcomes – are we doing the best we can?**

Emeritus Professor Pam Enderby

All key stages

Levels 2-3

14.00 – 15.00

**SLCN and SEMH – understanding the links**

Wendy Lee

KS 2-3

Levels 1-2

**Leadership and management for SEN in mainstream schools – challenges and opportunities for school leaders**

David Bartram

KS 1-4

Levels 1-3

**Engaging learners with complex needs**

Beverley Cockbill

All key stages

Levels 1-3

**Implementing reflective and restorative practices within education**

Dr Asha Patel and Laurie Cornwell

All key stages

Levels 1-3

**Autism and girls – understanding female autism**

Sarah Wild

KS 3-5

Levels 1-3

**Getting started with assistive technology**

Carol Allen

All key stages

Levels 1-2

15.30 – 16.30

**Understanding mental capacity in relation to young people with SEN**

Caroline Bennett

KS 3+

Levels 1-3

**All Together: a whole school approach to reducing bullying of disabled children and those with SEN**

Nicola Murray

KS 1-4

Levels 1-2

**Preparing for adulthood from the earliest years**

Philippa Stobbs and

Jayshree Thakore

KS 1-2, focus with reference to post-16

Levels 1-3

**Identifying SEN: how can we be sure that a pupil has special educational needs?**

Jane Friswell

EYFS, all key stages, FE

Levels 1-3

**Assistive technology for writing: theory and applications**

John Rack

KS 2-5, post-16

Level 2

**SEN reporting and preparing for Ofsted**

Lynda Morgan and

Jessie Walker

All key stages

Levels 1-3



11.00 – 12.00

## Teaching the reading brain

Dr Duncan Milne

All key stages  
Levels 1-3

## Keep me in school

Jane Friswell

KS 3-4  
Levels 1-3

## Making the most of SEN funding and resources

Dr Rona Tutt OBE

KS 1-4  
Levels 1-2

## Understanding the impact of trauma and distress in children who have experienced abuse

Aqualma Murray

KS 1-5  
Levels 1-3

## Is your school ready to develop a whole school approach to mental health?

Dr Asha Patel

All key stages  
Levels 1-3

## Horizon scanning – what's just arrived and what's on the way in technology for SEND

John Galloway

All key stages  
Levels 1-3

12.30 – 13.30

## Emerging effective SEN practice and challenges

Pat Bullen

All key stages  
Levels 1-3

## Where are we now? A national SEND policy update

Lorraine Petersen OBE

All key stages  
Levels 2-3

## ADHD and associated difficulties in secondary and post 16 settings

Colin Foley

KS 3-5  
Levels 1-3

## Developing mental security for both staff and students, to enable effective management of behaviour

Victor Allen

All key stages  
Levels 1-3

## Boosting communication, language and literacy through movement

Helen Battelley

EYFS, KS1  
Levels 1-3

## Providing effective support and challenge as a SEND governor

Kate Browning

KS 1-4  
Levels 1-3

14.00 – 15.00

## Supporting the emotional needs of the student with dyslexia

Carol Allen

KS 2-5  
Levels 1-2

## Sensory engagement for mental wellbeing

Joanna Grace

All key stages,  
Special School settings  
Levels 1-3

## Attachment theory and practical strategies for support

Nicola Marshall

All key stages  
Levels 1-2

## Creating champions for autism – changing attitudes to autism through a peer awareness programme

Joy Beaney and Kay Al Ghani

KS 1-2  
Levels 1-3

## Building strengths and resilience in children, young people and adults

Aqualma Murray

Parents, EYFS, all key stages, all school staff  
Levels 1-3

## Understanding behaviours

Faith Rollins

KS 1-4  
Levels 1-3

## Book inspiring seminars

Only £15+VAT  
until midnight  
27 July 2018

**Level 1:** seminars for people who are new to SEN or have limited knowledge of this topic

**Level 2:** seminars for people who have some knowledge or experience of working with SEN/ this topic

**Level 3:** seminars for people who have significant knowledge or experience of working with SEN/ this topic

“If you have an educational product and you are looking for the best way to engage with the market, I would definitely recommend the Tes SEN Show.”

David Pellow, administrator, Dekko Comics

### Stress symptoms in children and adolescents – how using a combination of physiotherapy and psychology can support their learning

Charlotte Bjerregaard, psychologist, and Pernille Thomsen, physiotherapist, Soehestemad.dk

Over the last 5 to 10 years more and more children and adolescents show symptoms of what in adults would be described as stress. In Denmark and many other European countries, studies show that children and especially adolescents have more mental health issues than before, one of these mental health issues is symptoms of stress. We will outline what happens in the brain and the body when we suffer from stress and what the consequences of prolonged stress can be and how this can affect learning. We will present examples from our practice of how we work with children, adolescents and their families.

**KS 3-4, Levels 1-3**

### Assessment and diagnosis of maths difficulties and dyscalculia

Steve Chinn, independent consultant

Assessment and diagnosis of this heterogeneous population requires a flexible protocol, focusing on key factors such as working memory and recall of basic facts. This session looks at the 'clinical' interpretation and use of a mix of standardised and informal tests.

**All key stages, Levels 1-3**

### Teaching vocabulary and supporting understanding of language in primary school

Wendy Lee, speech and language consultant, Lingo

Poor vocabulary and difficulties with understanding of language can impact hugely on children's learning and progress. Many children have limited skills in these areas and lots of children with SEND struggle to acquire vocabulary easily. This session will explore how to identify children with poor vocabulary and difficulties understanding and how to support them in the classroom.

**KS 1-2, Levels 1-2**

### SEND built in, not bolted on

Margaret Mulholland, director of Teaching School, Swiss Cottage School, and Rachael Hare, head of initial teacher education, Harris Federation

9 out of 10 pupils with SEND attend mainstream schools. It is more important than ever for all teachers to be teachers of all SEND. This essential session addresses the challenge of creating a culture of inclusion in teacher training provision. Using examples and evidence, the session demonstrates approaches to building a firm foundation for capability and capacity for teachers and schools to work with all learners.

**All key stages, Levels 2-3**

### Promoting access and inclusion for young children with SEN and disabilities

Phil Snell, associate for the early years, and Philippa Stobbs, assistant director, Council for Disabled Children

A year on from the introduction of the 30 hours entitlement for the three and four year-old children of working parents, this seminar reviews access and inclusion for young children with SEN and disabilities. The seminar draws on the learning from a DfE-funded project and reviews factors that act as barriers and solutions in ensuring that young children can access and be included in the early years entitlement.

**EYFS, Levels 1-3**

### ADHD: Risk and Resolution

Fintan O'Regan, behaviour and learning consultant, SF30 Limited

Children and young people with ADHD symptoms are at significant risk of school exclusion and of mental health issues. To resolve some of these issues we will outline a range of systems and strategies to support schools and teachers by introducing the SF3R Management Model. We will outline how the key components of Structure, Flexibility, Rapport, Relationships and Resilience can meet the learning, behaviour and socialisation needs of children and young persons with ADHD symptoms.

**KS 1-5, Levels 1-3**

### What are the disability discrimination duties in the Equality Act? What do they mean in my school and my classroom?

**Philippa Stobbs, assistant director,  
Council for Disabled Children**

This seminar will help schools to understand how they can be confident that they are meeting all their statutory disability duties in the day-to-day work of the school. What does the Equality Act mean for teaching and learning? What do Tribunal cases tell us? And what is the Public Sector Equality Duty? How do these duties fit in with the SEN duties in the Children and Families Act and the 2015 Code of Practice?

**All key stages, Levels 1-3**

### Maximising the impact of TAs

**Rob Webster, director, maximising the impact of teaching assistants, UCL Institute of Education**

This session provides an update on the latest research on TAs and their role in supporting pupils with SEND. It will explore ways schools can evaluate their practice against the evidence, highlighting practical tools and resources. This session aims to 'tool up' school leaders and SENCOs and equip them with the knowledge to make informed decisions about effective TA deployment and SEND provision.

**KS 1-4, Levels 1-3**

### Understanding the effects of cerebral palsy for a child or young person in a mainstream setting

**Sarah Hyde, occupational therapy lead,  
School Services, The Pace Centre**

Cerebral palsy (CP) is an umbrella term for describing a group of disorders that affect movement and posture, thereby limiting activity. CP is often accompanied by disturbances of sensation, cognition, communication, perception and/or behaviour and/or by epilepsy. This is an introduction to understanding how cerebral palsy can affect how a child or young person learns, specifically within a mainstream setting.

**KS 1-4, Levels 1-3**

### Dignity & Inclusion – supporting inclusion of children and young people with complex health care needs

**Anna Gardiner, principal officer,  
Council for Disabled Children**

Often children and young people with complex health needs face barriers to inclusion as a result of these needs. The Children & Families Act 2014 reinforced duties on schools to make arrangements to support pupils with medical conditions, and promote inclusion and access while ensuring safety. This session will help attendees to understand the statutory guidance and the effective practice in existence which can support inclusion.

**All key stages, Levels 1-3**

### Unravelling the neurons of the brain using multi-sensory teaching

**Dr Susie Nyman, curriculum manager for health and social care, The Sixth Form College, Farnborough**

The seminar will be a lively, interactive practical presentation which will inspire children with dyslexia to become grade risers and ultimately achieve stellar results. Susie will showcase innovative, tried and tested, easy-to-replicate 'Multi-Sensory Techniques' she uses in curriculum support on a one-to-one basis, and with large groups in the classroom setting at The Sixth Form College, Farnborough. These are published in the latest 'BDA Dyslexia Friendly Schools Good Practice Guide'.

**Key stages 1-5, Levels 1-3**

### Measuring impact: outcomes - are we doing the best we can?

**Emeritus Professor Pam Enderby, professor of community rehabilitation, University of Sheffield**

It is important to consider more than educational attainment when teaching children with SEN. Improving the child's independence, social participation, autonomy and wellbeing as well as supporting their physical and mental health are all essential. The Therapy Outcome Measure has proven reliability and validity and captures the specific as well as broader impact of education and development.

**All key stages, Levels 2-3**

### SLCN and SEMH – understanding the links

Wendy Lee, speech and language consultant, Lingo

There is strong evidence around the links between speech, language and communication and social, emotional and mental health. For some children, anxiety or behaviour can be traced back to underlying speech, language and communication needs and children with identified SLCN are at higher risk of mental health difficulties. This seminar will look at this relationship, discuss how to spot hidden SLCN and consider strategies to support children with these difficulties.

**KS 2-3, Levels 1-2**

### Leadership and management for SEN in mainstream schools – challenges and opportunities for school leaders

David Bartram, education consultant, Prescient Education

As part of the current national SEND context, this seminar will illustrate how school leaders can establish a culture that successfully increases the profile of SEND across the school. Introducing practical ideas for improving the quality of teaching and learning for pupils with SEND, we will explore how schools can work together to improve the quality of their SEND provision.

**KS 1-4, Levels 1-3**

### Engaging learners with complex needs

Beverly Cockbill, training coordinator in complex learning needs, Chads Grove Teaching School

Children and young people with complex learning difficulties and disabilities are often disengaged from learning, challenging the teaching skills of even our most experienced and effective educators. The 7 Aspects of engagement, recommended by the Rochford Review will support educators to develop high expectations of these young people as learners, to map and personalise the learning pathways which will re-engage them, and to assess and track their engagement in learning.

**All key stages, Levels 1-3**

### Implementing reflective and restorative practices within education

Dr Asha Patel, CEO and clinical psychologist, Innovating Minds CIC, and Laurie Cornwell, executive headteacher, Orchard Hill Academy

In this seminar delegates will be provided with information on the theory and research behind the use of reflective and restorative practice in education. Asha and Laurie will share practice tips on how to implement reflective and restorative practices with staff and students, as well as insight into some of the challenges you might face and how to overcome them.

**All key stages, Levels 1-3**

### Autism and girls – understanding female autism

Sarah Wild, headteacher, Limpsfield Grange School

The session will explore how autism presents in girls. Sarah will consider social communication, social interaction and sensory issues. The session will also focus on autistic female friendships, anxiety and vulnerabilities and will include practical strategies for managing anxiety and promoting positive mental wellbeing for autistic girls.

**KS 3-5, Levels 1-3**

### Getting started with assistive technology

Carol Allen, senior advisory consultant, ICT and Inclusion

Assistive technology ranges from everyday solutions such as using headphones to listen to an audio file through to controlling a computer using eye gaze. How do you get started? What are some of the solutions that you can use to make learning activities more accessible for students? How do you work out when to introduce technology? Practical ideas, clear examples and plenty to take away and try yourself!

**All key stages, Levels 1-2**

“Worth every minute. Excellent seminars and resources.”

Vicky Marshall, specialist teacher, Francis Holland School

### Understanding mental capacity in relation to young people with SEN

**Caroline Bennett, assistant director for social care, Council for Disabled Children**

This session will explore the Mental Capacity Act 2005 as it relates to young people with SEN. It will be an opportunity to consider a number of practical examples and approaches to supported decision making and mental capacity and how these issues and approaches relate to EHC plans, preparation for adulthood and relationships and sex education.

**KS 3+, Levels 1-3**

### All Together: a whole school approach to reducing bullying of disabled children and those with SEN

**Nicola Murray, senior programme lead, Anti-Bullying Alliance, National Children's Bureau**

In this interactive workshop, we will look at what research says about bullying behaviour and how to turn this into effective anti-bullying practice. Participants will learn to use the social model of disability to prevent and respond to bullying, and how to develop tools to assess and model good practice within schools. We will also look at Anti-Bullying Week 2018 and how schools can get the most out of it.

**KS 1-4, Levels 1-2**

### Preparing for adulthood from the earliest years

**Philippa Stobbs, assistant director, Council for Disabled Children, and Jayshree Thakore, trainee headteacher, Barham Primary School, Middlesex**

At every stage, from the earliest years onwards, we need to make sure we are doing everything we can to prepare children with SEN and disabilities well for the next stage of their lives. How do we promote independence and handle risks? This seminar will explore the key ingredients of a whole school approach and will draw on the review guide, Preparing for Adulthood from the earliest years, developed by a group of north London schools, including Barham Primary School, with the Council for Disabled Children.

**KS 1-2, focus with reference to post-16, Levels 1-3**

### Identifying SEN: how can we be sure that a pupil has special educational needs?

**Jane Friswell, SEND consultant and advocate, JFA SEND Consultancy**

The SEND Code of Practice 2015 makes it clear that a pupil identified as having special educational needs will require provision which is additional to or different from that which is ordinarily available to all. How clear are we in articulating our additional to and different from provision? What are the implications for developing and growing our universal provision for identification of SEN? How confident are we that with limited resources we are targeting and meeting the needs of those with SEN?

**EYFS, all key stages, FE, Levels 1-3**

### Assistive technology for writing: theory and applications

**John Rack, associate professor, Linnaeus University**

For those with dyslexia and other reading and writing difficulties, the final barriers in study and work life are often related to spelling and writing. But surely spellcheckers and dictation software are so good these days that this should no longer be the case! In this session, we look at current models of the writing process and discuss why writing difficulties are not limited to transcription; we look at an ongoing study that is evaluating dictation software and identify some promising applications that can have a role in overcoming this final barrier of 'getting it down on paper'.

**KS 2-5, post-16, Level 2**

### SEN reporting and preparing for Ofsted

**Lynda Morgan, Teaching School director, and Jessie Walker, headteacher, Maplefields Academy, Corby, Northamptonshire**

This session will help those working in special schools, units, hospital schools and Pupil Referral Units to be 'Ofsted Ready' through sharing of up to date requirements, good practice and what an 'Ofsted Ready' provision looks like all year round. There will be opportunities for colleagues to ask questions and we aim to enable staff to feel more confident and secure in terms of knowledge and understanding.

**All key stages, Levels 1-3**

### Teaching the reading brain

**Duncan Milne, neuropsychologist, Dyslexia International**

This introduction to reading in the brain will combine cognitive neuroscience research with best educational practice. Emphasis will be given to the development of phonemic awareness, synthetic phonics instruction and contextual reading. Two subtypes of dyslexia will also be discussed and implications for developing intervention programmes provided. Brain diagrams and examples will be used throughout to describe the circuits behind reading acquisition.

**All key stages, Levels 1-3**

### Keep me in school

**Jane Friswell, SEND consultant and advocate, JFA SEND Consultancy**

Exploring effective ways of preventing school exclusion for our vulnerable students and providing supportive, inclusive offers as alternatives.

**KS 3-4, Levels 1-3**

### Making the most of SEN funding and resources

**Dr Rona Tutt OBE, past president NAHT, speaker and author, NAHT**

The seminar will clarify the funding available for SEN and suggest ways of making the most of it through:

- Understanding the potential of personal budgets in the context of EHC plans
- Knowing how the money to embed the SEND Reforms continues to be allocated
- Finding free SEND resources and training opportunities

In addition, reference will be made to the link between funding for SEN and for mental health and wellbeing.

**KS 1-4, Levels 1-2**

### Understanding the impact of trauma and distress in children who have experienced abuse

**Aqualma Murray, independent trainer, consultant and coach, Aqualma Empowerment Services**

The presentation will offer scenarios that will assist professionals in appreciating the journey of rebuilding confidence and resilience in those who have been hurt emotionally and may be experiencing mental health difficulties. This seminar will equip professionals to interact positively and effectively with children who are living with emotional and mental pain.

**KS 1-5, Levels 1-3**

### Is your school ready to develop a whole school approach to mental health?

**Dr Asha Patel, CEO and clinical psychologist, Innovating Minds CIC**

The session will look at the importance of creating a whole school approach to mental health and include guidance on how to review systems and policies to support the implementation of a whole school mental health strategy. Asha will present some of the challenges you may face, how to overcome them and how to assess school readiness and motivation to commence the journey.

**All key stages, Levels 1-3**

### Horizon scanning – what's just arrived and what's on the way in technology for SEND

**John Galloway, advisor, consultant and writer on technology and inclusion**

Technology can make a big difference for pupils with SEND in both learning and communication, but it can be hard to keep up with what's available and what it offers. This session will look at recent and forthcoming developments whether online, on a device, available to all or highly specialised, exploring possibilities and offering ideas. Some may be updates to established resources, others new to the field.

**All key stages, Levels 1-3**

“Tes SEN Show is the national marketplace for SEN products and a great place for high quality CPD for SEND professionals.”

**Colin Redman, director, SEN Books**

### Emerging effective SEN practice and challenges

**Pat Bullen, regional SEND lead and Preparing for Adulthood regional facilitator, NDTi**

The evolving SEN landscape may not be the level playing field we would ideally like it to be, but there are ways to make it work to our advantage. The seminar will look at SEN support and how effectively it is managed in local areas and schools; the EHC pathway and Local Area inspection outcomes, where they work well and why. Pat will also look at person centred approaches and co-production with families as well as take a brief look at preparation for adulthood.

**All key stages, Levels 1-3**

### Where are we now? A national SEND policy update

**Lorraine Petersen OBE, education consultant, LPEC**

The SEND reforms introduced by the Children and Families Act 2014 should be well and truly embedded by now. This session will update delegates on exactly where we are with supporting pupils with SEND both from a local authority and schools point of view. The session will also offer information about recent or proposed changes that have been announced since the appointment of new DfE ministers.

**All key stages, Levels 2-3**

### ADHD and associated difficulties in secondary and post-16 settings

**Colin Foley, national training director, ADHD Foundation**

The session will include an overview of the issues associated with transition for learners with ADHD into secondary and post-16 settings. The session will explore issues relating to teenage and young adult ADHD, for example, self-management, medication, mental health and strategies that schools and colleges can adopt to support their learners with ADHD both in classrooms and across whole secondary schools and colleges.

**KS 3-5, Levels 1-3**

### Developing mental security for both staff and students, to enable effective management of behaviour

**Victor Allen, behaviour consultant specialising in emotional intelligence and mental security, Mirror Development & Training Limited**

How to create emotionally intelligent schools which enhance and support mental security for all. Understanding the importance of the brain's development at different stages of children's lives and how this impacts upon their emotional and social development, their ability to self-manage and highlight the important role that teachers play in their lives throughout their school years. Providing strategies for understanding and managing behaviour issues.

**All key stages, Levels 1-3**

### Boosting communication, language and literacy through movement

**Helen Batteley, education consultant, Music + Movement**

This session provides an insight into how physical skills can boost learning and support CLL. The session is highly practical and offers delegates a foundation of skills to build upon to engage children.

**EYFS, KS 1, Levels 1-3**

### Providing effective support and challenge as a SEND governor

**Kate Browning, independent education consultant, School Improvement for SEND**

This seminar will explore how the SEN Governor can work with the SENCO to provide visible support, challenge and strong strategic leadership for SEN.

**KS 1-4, Levels 1-3**

“Fantastic venue and continuous footfall of people which made for a very good exhibition. Came away with plenty of strong leads to follow up.”

**Candi Siddle, Marketing Director, Healthy Home & Office**



### Supporting the emotional needs of the student with dyslexia

Carol Allen, senior advisory consultant ICT and Inclusion

Dyslexia is primarily identified with barriers to literacy yet the wider consequences of anxiety, low self-confidence and esteem can impact on a whole range of life experiences and skills. Taking a holistic view, this lively session will not only cover a range of practical teaching ideas to help you support access to learning, but additionally, demonstrate how you can capture authentic student voice and personalise an effective response to it.

**KS 2-5, Levels 1-2**

### Sensory engagement for mental wellbeing

Joanna Grace, sensory engagement and inclusion specialist, founder of The Sensory Projects

An introduction to how simple sensory strategies can be used to support good mental health for individuals whose primary experience of the world, and meaning within it, is sensory, for example individuals with Profound and Multiple Learning Disabilities or Complex Autism.

**All key stages, special school settings, Levels 1-3**

### Attachment theory and practical strategies for support

Nicola Marshall, trainer, author and coach, BraveHeart Education

Many children find our educational environments difficult to settle in due to early trauma. Attachment difficulties affect around 40% of young people in our schools and understanding those needs is essential in helping students to learn.

**All key stages, Levels 1-2**

### Creating champions for autism – changing attitudes to autism through a peer awareness programme

Joy Beaney and Kay Al Ghani, consultants, Autism Train

This seminar will describe a successful initiative which encouraged children to act as ‘Champions for Autism’ and explain how practitioners can implement similar projects in their own schools. Raising awareness and understanding of autism has school-wide benefits, allowing children with autism to thrive socially, emotionally and educationally alongside their peers. Only in this way will we be able to cultivate an inclusive and accepting society that embraces and celebrates difference.

**KS 1-2, Levels 1-3**

### Building strengths and resilience in children, young people and adults

Aqualma Murray, independent trainer, consultant and coach, Aqualma Empowerment Services

This session will allow participants the opportunity to reflect on their strengths and weaknesses when addressing the needs of traumatised and troubled children. The seminar will look at what builds and maintains resilience in professionals so that they are able to withstand the pressures and challenges of working with children with additional and demanding needs. We will look at the attachment needs in adults and how this may hinder or help in their work with children.

**Parents, EYFS, all key stages, all school staff, Levels 1-3**

### Understanding behaviours

Faith Rollins, occupational therapist, The Pace Centre, Aylesbury

This seminar will provide delegates with an alternative perspective in understanding disruptive behaviours in the classroom. An insight into how sensory integration difficulties relating to postural and praxis (ideation, motor planning and execution) challenges can negatively impact on behaviour will be presented. Simple but effective strategies/techniques will be discussed to help address disruptive behaviours and facilitate inclusion. Identifying when a child may require further, specialist assessment will also be discussed.

**KS 1-4, Levels 1-3**



## Book inspiring seminars

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