

SEND and Inclusion in the mainstream classroom:

Advice for effective whole-school inclusive practice; supporting children to thrive

A district conference for schools in Basingstoke and Deane, Eastleigh, Winchester, Hart and Rushmoor



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| When? | 7 th July 2023, 9:00 – 16:00 |
| Where? | The Ark Conference Centre, Basingstoke |
| Who? | Headteachers, along with their Inclusion Leaders or SENDCOs |
| Cost? | Per school and to include up to two delegates: £290 (Sub), £105 (SLA), £348 (Full) |

This conference will support inclusive practice for children with SEND, predominantly SEMH, in the mainstream primary school. Keynote speeches by **Pooky Knightsmith** and **Nerys Hughes** will be followed by a series of interactive workshops. The afternoon session will be facilitated by the team of district PPIs and SIMs and will provide leaders with an opportunity to reflect on the morning and to explore their school development priorities around SEND.

The conference will:

- Provide practical resources and ideas to implement across the school and in the classroom through a range of workshops and keynotes
- Provide integral insights and practical resources for how to support children with complex needs in the mainstream classroom, including:
 - a focus on high-quality inclusive teaching
 - getting it right for autistic learners in mainstream
 - using the Communication Chain to effectively support learners identified with speech, language and communication needs
- Provide opportunities for networking and collaborative problem solving
- Provide opportunities to explore identified school improvement priorities in greater depth with the team of district Leadership and Learning Partners (LLPs)
- Provide information about local external agencies and third-party providers who are available to offer support to schools

We are delighted to welcome Dr Pooky Knightsmith and Nerys Hughes to the conference, who will both be presenting keynote speeches and delivering workshops:

About Pooky:

Pooky is a prolific keynote speaker known for inspiring change with her engaging, straight-talking style and next-day practical ideas. As well as drawing on the wider evidence base, Pooky's talks weave in elements of her personal journey, where a late autism diagnosis took her from a psychiatric hospital bed, at imminent risk of death from anorexia to a thriving company director with a penchant for climbing and paragliding. Pooky has a PhD in child mental health from the Institute of Psychiatry, King's College London. She is the author of several books and is a former chair of the Children and Young People's Mental Health Coalition and she has had the privilege of working with and learning from hundreds of schools and settings across the UK and around the world.

About Nerys:

As well as being a mum, Nerys is an experienced advanced paediatric occupational therapist, writer, trainer, coach and advocate, clinical director and professional mentor. She lectures as an accredited trainer to both parents and professionals around the world, enabling improved awareness of children's development, sensory processing, challenging behaviour, trauma-informed practice and encouraging participation in education to achieve success. Her own experiences as a neurodiverse person and parent of a neurodiverse child have provided her with a deep understanding of the challenges facing children and young people as well as a clear insight into just how much a young person can achieve when they are provided with the right support, at the right time.

Agenda:

8:30 Refreshments on arrival

9:00 Welcome (Catherine Redgrave)

Lived Experiences: A pupil from Netley Abbey – What's it like to be a pupil with SEND in a mainstream school?

9:15 Keynote: Dr Pooky Knightsmith

Heard, Held, Heeled: Drawing together guiding principles of inclusion and trauma-informed practice, this session answers the question 'Who do I need to be?' for all leaders and practitioners hoping to enable children to thrive in the current context. With themes including listening, belonging, safety and pride you'll go away with a framework of best practice and a range of ideas to make it happen.

10:00 Workshops

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| 1A Dr Pooky Knightsmith: <i>Creating Classrooms where every child thrives</i> | 1B Nerys Hughes: <i>Setting safe parameters for supporting students' mental health</i> | 1C Speech and Language Team: <i>The Communication Chain</i> | 1D Back to Basics: <i>A community campaign aimed to support families with their mental health and wellbeing</i> |
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10:45 Coffee

11:15 Keynote: Nerys Hughes

Compassion-led behaviour management: This talk will provide insight into the neurological, emotional development of children and young people. Together we will explore causation of behaviours and ways to provide meaningful and nurturing support to all children and young people.

12:00 Delivery Better Value

12:15 Workshops

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| 2A Hampshire Autism: <i>Supporting autistic children in mainstream education</i> | 2B Nerys Hughes: <i>Setting safe parameters for students' mental health</i> | 2C Speech and Language Team: <i>The Communication Chain</i> | 2D Pauline Martin-Ellis – <i>Attendance Coordinator: Emotional School Based Avoidance</i> |
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13:00 Lunch

13:45 Case studies: Schools

A range of schools will present case studies that highlight aspects of their inclusive provision and practice and demonstrate the approach that they are taking to support children with SEND in their mainstream settings.

St Michael's Junior School, Tweseldown Infant School, Kings Furlong Junior School, Nightingale Primary School, Stanmore/Oliver's Battery/St Peter's

14:00 School Development Planning

The afternoon session will be facilitated by the team of district PPIs and SIMs, and supported by Sarah Kiel – HIAS General Adviser for SEND. It will provide leaders with an opportunity to reflect on the morning and to explore their school development priorities around SEND. Coffee and other refreshments will also be served during this session.

16:00 End

Delegates should choose one workshop for each workshop session (only one school delegate per workshop please)

1A: Dr Pooky Knightsmith: *Creating Classrooms where every child thrives*

Using Maslow's hierarchy of needs as a scaffold for inclusive practice, Pooky will walk you through a toolbox of ideas to transform the experience of every learner every day in your classrooms. Leaders will leave with a framework for change and practitioners will be able to cherry-pick from a range of next-day practical ideas. Inexpensive, easy to implement and designed to be win-win; the ideas in this session will make a significant difference to those who most need the support without disadvantaging (and often benefitting) the rest of the class.

1B: Nerys Hughes: *Setting safe parameters for supporting students' mental health*

This workshop will deliver deeper insight into the pillars of human mental health, the role of co-regulation and role modelling. Nerys will provide a complete tool-kit for both primary and secondary settings as well as a robust guide to understand when to step in and when to seek further support which can be used by senior leaders to set safe parameters across the school.

1C: Speech and Language Team: *The Communication Chain*

Children with Speech, Language and Communication Needs (SLCN) are at increased risk of developing social, emotional, and mental health difficulties. These communication needs are often unidentified and may be hidden behind SEMH challenges: up to 81% of children with emotional and behavioural disorders have significant unidentified communication needs (Hollo et al, 2014). Therefore, it is important to identify the communication needs of children with SEMH needs. One way of identifying SLCN is using 'The Communication Chain' (Elklan). In this workshop, the processes involved in understanding and using language will be broken down and linked to how these can impact a child's learning, as well as their social, emotional development and behaviour.

1D: Back to Basics: *A community campaign based on the 5 ways of well-being*

Back to Basics started with the phrase, 'When a flower doesn't bloom, you fix the environment in which it grows not the flower'. This workshop will provide you with additional information about the project which aims to support families to manage their wellbeing and mental health within the home. Through the approach, parents will develop to create resilience and empowerment, reduce the referrals and waiting list times for those who require speciality services and support parents to feel better equipped to support their children's wellbeing. It is hoped that by encouraging reflections on the home environment first, families will have the opportunity to try activities that are known to improve wellbeing before approaching and completing referrals for specialist referrals.

2A: Hampshire Autism: *Supporting children with autism in the mainstream setting*

The aim of the workshop is to provide insight, advice and support to staff who work alongside autistic children in the school setting and will provide the opportunity to explore a child's unique way of experiencing every aspect of their school day. The workshop suggest practical ways in which children's differences can be accommodated and supported. *This workshop will be an excellent 'taster session' of a full 6 session course hosted by Hampshire Autism.*

2B: Nerys Hughes: *Setting safe parameters for supporting students' mental health* (As above)

2C: Speech and Language Team: *The Communication Chain* (As above)

2D: Pauline Martin-Ellis – Attendance Coordinator: *Emotional School Based Avoidance*

Emotionally Based School Avoidance (EBSA) is a broad umbrella term used to describe a group of children and young people who have severe difficulty in attending school due to emotional factors, often resulting in prolonged absences from school. Many of the strategies that schools will be familiar with around anxiety will be applicable for supporting these pupils, this is true for the full age range from early years to secondary. This workshop will provide leaders with the opportunity to explore EBSA in more depth and to discuss useful strategies that schools can implement to support children who are struggling to attend school.