

Transforming Special Educational Needs & Disabilities (SEND) Isle of Wight

Transforming SEND Conference
24 November 2023





Housekeeping



Agenda

Time	Topic	Speaker
8.30am	Registration	
9am	Welcome and introduction	Heather Morris, SEN Specialist Service Manager Natalie Smith, Assistant Director – Education and Inclusion
9.20am	Introduction to new services – the LA offer at SEN Support	Naomi Carter, School Improvement Manager Justin Henderson, Primary Behaviour Service Team Manager Alex Wood, Educational Psychologist
9.50am	Empowering culture change to enhance inclusivity	Jenny Turner and Tamzin Hall, NurturED Consultants
10.20am	Supporting schools to meet the needs of children with complex SEND – introduction to new training	Lynne Ralston, Communication and Interaction Team Manager
10.50am	Break	
11.10am	Curious not furious – the empowerment approach	Kit Messenger, Changing Chances
12.50pm	Wrap up	Naomi Carter, School Improvement Manager
1pm	Close	



Welcome and introduction

Heather Morris, SEN Specialist Service Manager

Natalie Smith, Assistant Director – Education and Inclusion

Children's Services Directorate

The Transforming SEND Programme



Originally established in 2022 as the High Needs, Performance and Oversight programme.

Builds on the LA's previous High Needs transformation workstreams with an overarching vision for:

'All children and young people with SEND on the Isle of Wight to be empowered to achieve outstanding outcomes' by:

- Building a shared culture of inclusion.
- Adopting a consistent approach.
- Being responsive to changing needs.
- Working within budgetary constraints.

The Transforming SEND Programme

The programme has been expanded and rebranded during 2023.



- Participating in the Department for Education's (DfE) *Safety Valve (SV)* programme - aimed at supporting Local Authorities (LA) and their local area partners to improve the delivery of SEND services for children and young people.
- Further workstreams were added to the programme when the Safety Valve agreement was made.

Transforming SEND Isle of Wight

Transforming SEND

Organised under three areas:

1. To provide the right support at the right time, which meets needs effectively at the earlier stages of the SEND pathway.
2. To maximise strengths based, person centred approaches, which achieve improved outcomes for children and young people with an EHCP.
3. To continuously improve LA performance against SEND statutory obligations.



“Children with SEND and their families can be optimistic about the future of SEND Support. The scaffolding now exists for school leaders to develop great SEND support in their settings and there are examples where this has already been achieved. By accessing the resources that are available, we believe that mainstream schools will be able to meet the SEND needs of most children.”

SENDIASS

Transforming SEND Hampshire

Transforming SEND workstreams



- **Valuing SEND tool** - successful pilot with schools. Next steps – a fully funded rollout to all mainstream schools on the Island.
- **Restructure of the SEN team** has increased capacity within the team to better meet demand for EHCPs and will provide additional LA attendance at targeted annual review meetings, starting in 2024/5.
- **Annual reviews** – improving LA engagement in the annual review process and clearing the overdue processing.
- About to launch **Person Centred Planning** Annual Review guidance.
- **Sufficiency** – 12 specialist places created, 75 more in the pipeline from the current strategy.

Transforming SEND Hampshire

Transforming SEND workstreams

Today's focus – launch of new services during the autumn term:

- SEN Support Toolkit
- SEN Support Line
- Supporting Complex CYP in mainstream training
- Launch of the Primary Behaviour Service
- Launch of the SWAN project (School-Wide Advocate for Neurodiversity)





Introduction to new services at SEN Support

Naomi Carter, School Improvement Manager – Specialist Provision and Inclusion

The LA offer at SEN Support

Introduction to new services

SEN Matters

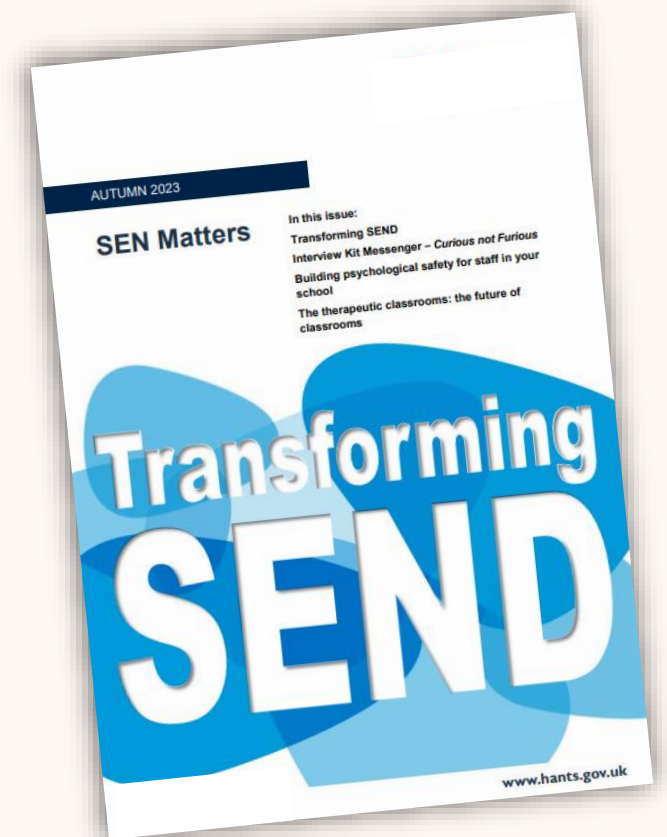
SEN Matters is a key publication that promotes awareness, sharing good practice and signposting schools to available resources.

This special edition of *SEN Matters* – ***Transforming SEND*** features a selection of articles on the following themes:

- Introducing the *Transforming SEND* programme.
- Leadership and culture.
- Relationship and behaviour.
- Consideration of the learning environment.
- SEN Support teaching strategies.

[Find it on the SEN Moodle](#)

[Subscribe to SEN Matters](#)



Transforming SEND Isle of Wight

Introduction to new services

SEN Support Toolkit



Strategic Knowledge Base



Local Authority Support



Understanding need



Wider Guidance



Other Vulnerabilities



Specific Interventions



Working in Partnership



Transitions



SEN Finance



Next Steps

[SEN Support Toolkit: Toolkit Home \(hants.gov.uk\)](https://hants.gov.uk)

[SEN Moodle: All courses \(hants.gov.uk\)](https://hants.gov.uk)

Introduction to new services

SEN Support Line

Initial enquiry via MS Form



SEN Adviser allocated and arranged call back



Phone or Teams call between school and SEN Adviser



[SEN Support Line Enquiry Form \(office.com\)](https://office.com)

[SEN Moodle: All courses \(hants.gov.uk\)](https://hants.gov.uk)

Introduction to new services

Feedback so far

“Excellent service, many thanks - Marie was very helpful”

“Super speedy response and great advice, many thanks, love the new service.”

“Fantastic support! As a fairly new SENCO, it's so useful to have this level of support over the phone as it's a very isolating role. I will definitely be using the service frequently. Thanks Dean!”

“Absolutely brilliant support from Marie. I was very unsure how to proceed with a medical/epilepsy related issue and she helped signpost me and offer guidance. Thanks ever so much!”

“My enquiry had evolved into something new and, as well as being very prepared with helpful advice on my original enquiry, Lisa then could give me some on the spot advice about new issues I had - it was clear that she is very knowledgeable in areas of SEN. Thank you!”

“Thank you, Lisa. The follow up email you sent was incredibly helpful, as was the phone call.”

“Di was excellent! Our conversation over the phone was really productive in terms of pinpointing areas to focus on with the child we discussed and helping me clarify what to work on with him next. She then followed up with an email with helpful resources, links and a summary of our discussion. I would certainly use this service again.”

Introduction to new services

SEN Advisers

The SEN Advisers (Di, Lisa, Dean & Marie) can be commissioned by schools to support teachers in the classroom, using the 'plan, do, review' approach to better meet the needs of CYP in the classroom(s).

They can also be commissioned to provide support, guidance and problem solving with teachers and SENCOs on classroom-based support.

They have already worked in several schools, on a variety of SEN improvement activities, with very positive feedback.



Find out more about the new SEN Advisers in SEN Matters.

To commission, email Naomi on naomi.carter@hants.gov.uk

Existing services

SEN Support Guidance for Schools

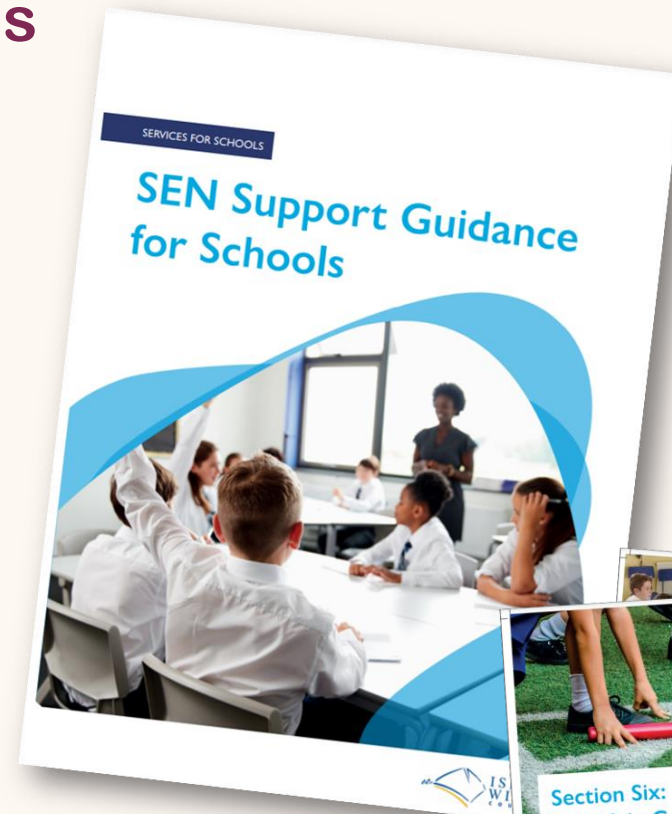
Sometimes referred to as **ordinarily available provision** or the **grey book**.

Is this interweaved into your policies:

- SEND
- Curriculum
- Teaching and learning?

Are you checking that all your teachers are implementing the strategies? How do you know?

[Access online](#)



Transforming SEND Isle of Wight

Existing services

Fully funded offers

- [SEN Support Line](#)
- [SEN Support Toolkit](#)
- [SEN Matters *Transforming SEND* edition](#)
- **Social media (X) @HIASInclusion**
- [SEN Moodle](#)
- **Resourced Provision networks** – contact Naomi.Carter@hants.gov.uk to book.



Existing services

Subscription offers

- To book an **SEN Adviser** email contact Naomi.Carter@hants.gov.uk
- [SEN Moodle+](#) - annual subscription service
- Subscribe to [SEN Matters](#) – termly curriculum updates.
- **Annual SEN Conference** – 31 January 2024 (Primary and Secondary). Sign-up on the Learning Zone.
- Half-termly **Primary SENCO Networks** – book on the learning zone [SEN Moodle](#)
- **Secondary SENCO Networks** - book on the Learning Zone.



Coming soon...

Parent Guide to SEND



Parent Guide to Special Educational Needs (SEN)

Special Educational Needs (SEN)
A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

What is a learning difficulty or disability?
A child of school age or a young person has a learning difficulty or disability if:
• Have a significantly greater difficulty in learning than the majority of others of the same age or
• Have a disability which prevents them from making use of resources of a kind generally provided to other children/pupils of the same age in mainstream schools or mainstream post-16 institutions.

Special educational provision:
Special educational provision is additional to or different from that made generally for other children or young people of the same age by mainstream schools.

Sometimes your child may need extra help in class, but this does not necessarily mean they have SEN. The majority of children identified as having SEN can be supported without the need for an Education Health and Care Plan (EHCP), this is known as SEN support.

Class teachers will regularly check on children's progress and identify any barriers they may have. Teachers adapt their teaching to meet individual needs if your child is not making expected progress.

What to expect from School...

My child finds learning and/or social situations in school difficult.

Has the graduated response been correctly applied?

These strategies can help:

- Writing and reading names
- Specific information presented in different formats
- Support from peers
- Task planners
- Per-grps
- Response learning
- Small group work
- A key adult
- Support from members of staff
- These strategies may not work straight away. It takes time to learn how to use them successfully.
- Social stories
- Adapted learning
- Support from members of staff
- Relaxation practice
- Information needed
- A supported area of learning or lesson
- Outlining of outcomes

The graduated response is a way of responsibly identifying that intervention and support meets your child's needs.

What the Graduated Response could look like:
The School assesses your child and identifies a need.
The school plan an intervention to address the need.
The school reviews the progress made by your child and the need for more or different support/intervention.

EHCP Myths and Legends: What an EHCP IS NOT...

An EHCP is not a:

- screen time- range your child to read- good sleep pattern at home- Support them to build resilience to challenges, persevere effort and persistence- Adapted materials - parents evening, phonics, transitions and SEN - Use achieve the best results if we work together.- Offer a balanced and varied diet- Let the school know about any worries you have or changes in personal circumstances

Map

Map offers a wide range of services to assist schools and parents/carers in supporting the needs of children and young people. This map highlights some key services that are available and on the following page you can find more information.

- Education Involvement - Hampshire, Hampshire SCIP
- Hampshire Healthy Families - Hampshire SCIP
- Hampshire County Council
- P.S.H.E Offer - Relationships and Sex Education & Physical Education, Hampshire Healthy Families
- Hampshire Learning - Hampshire County Council
- Hampshire Libraries - Hampshire County Council
- Hampshire Music - Hampshire County Council
- Hampshire Arts - Southampton City Council
- Hampshire Fire and Rescue - Hampshire County Council
- Hampshire Fire and Rescue - Hampshire County Council
- Hampshire Police - Hampshire County Council
- Hampshire Police - Hampshire County Council
- Hampshire Police - Hampshire County Council

Where to find more support for Families

Emotional health and wellbeing
CAMHS - Hampshire Child and Adolescent Mental Health Service (CAMHS) is a free specialist service that aims to help young people aged 5-16 years and their families who are finding it hard to manage their emotional and psychological health, and who are suffering with acute, chronic and severe mental health problems.

They also have specialist teams that can be contacted directly:

- Specialist Eating Disorder Team
- Specialist Family Violence Team
- Specialist Early Onset Team
- Specialist Early Onset Team

Intervention

- Education Psychology - Educational Psychology Services for Adults (Hampshire County Council)
- Children's Centres - Family Information and Services (Hampshire County Council)
- Family Information and Services Hub - Family Information and Services (Hampshire County Council)
- Specialist Teacher Advisors (STAs) Hampshire - Specialist Teacher Advisors (STAs) (Children's Centres)
- Specialist Teacher Advisors (STAs) Hampshire - Specialist Teacher Advisors (STAs) (Children's Centres)
- Specialist Teacher Advisors (STAs) Hampshire - Specialist Teacher Advisors (STAs) (Children's Centres)

Targeted Support

- Mental Health Support - Youth - Young People
- Mental Health Support - Youth - Young People
- Mental Health Support - Youth - Young People

Some common SEND acronyms...

- AD - Attention Deficit Disorder
- AS - Autistic Spectrum Disorder
- ASD - Autistic Spectrum Disorder
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Transforming SEND Isle of Wight

Introduction to new services at SEN Support



Justin Henderson, Primary Behaviour Service Team Manager

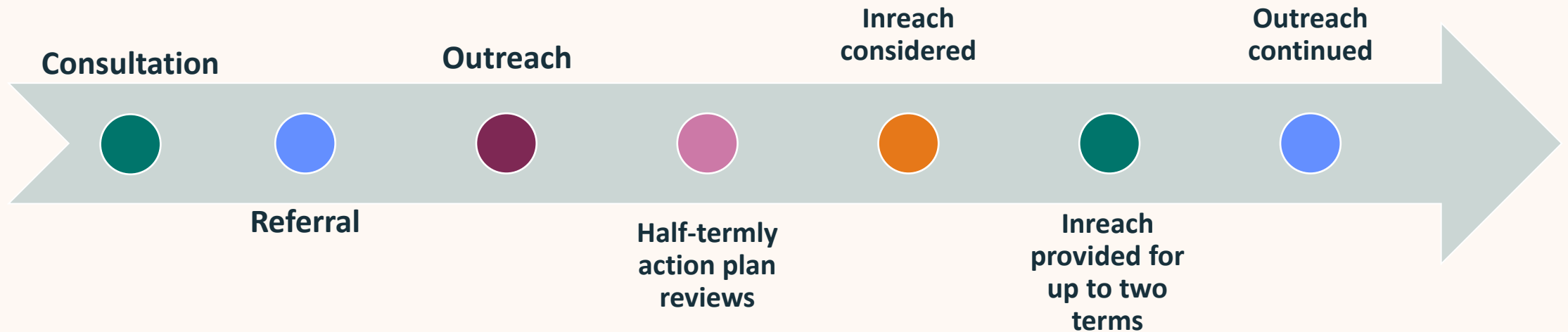
Primary Behaviour Service

Primary Behaviour Service

Primary Behaviour Service

- Service features
- How we work
- What we will do
- Benefits to schools

IOW Structure





Introduction to new services at SEN Support

Alex Wood, Educational Psychologist

School-Wide Advocate for Neurodiversity (SWAN) Project

School-Wide Advocate for Neurodiversity (SWAN) training

- The School-Wide Advocate for Neurodiversity (SWAN) training is a pilot project developed by the Hampshire and Isle of Wight Educational Psychology (HIEP) service and supported by the Hampshire Inspection and Advisory Service (HIAS).
- It aims to train identified staff members in primary schools (class teachers) to advocate for, and support, the needs of neurodivergent pupils (including autism and ADHD) at a school-wide level.
- The training is happening across seven half-day sessions through the Autumn term, focussing on different topics
- It will be followed up by half-termly solution-circle meetings (2 hours) focusing on collaborative problem-solving, facilitated by Educational Psychologists.

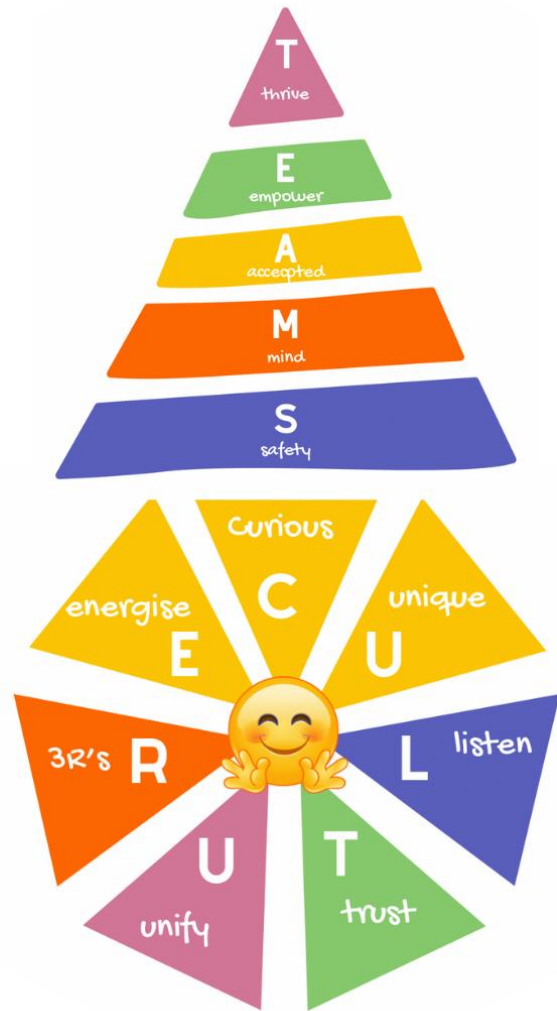
Development of SWAN

Based on co-production including contributions from:

- Speech and Language Therapy service
- Outreach team
- Public health
- Parent focus groups
- Children focus groups – years 1 and 5
- AIM (IOW)

Training session topics

- An introduction to SWAN and Neurodiversity
- Sensory experiences
- Social relationships
- Learning
- Overwhelm
- Transition and self-advocacy
- Family support (e.g., parents/carers and siblings)

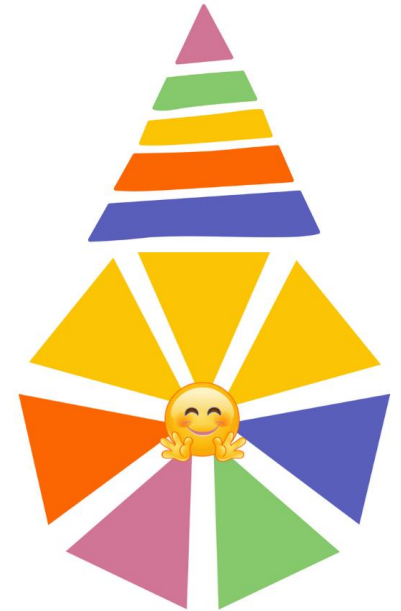


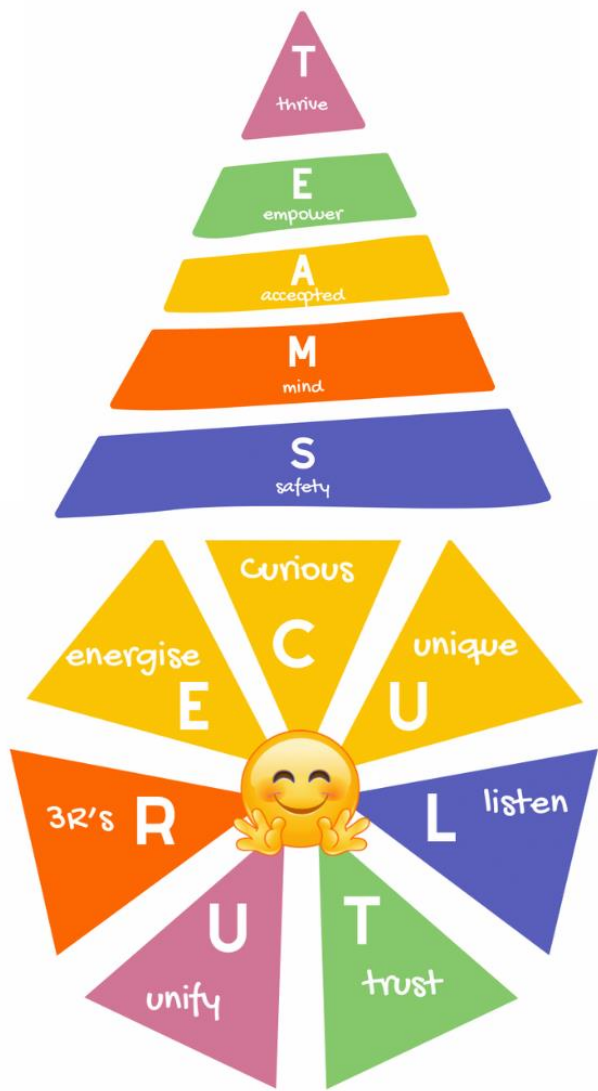
Empowering Culture Change to Enhance Inclusivity

Jenny Turner and Tamzin Hall
NurturEd Consultants

Introduction

- Barriers to change and how to overcome them
- How to change and challenge staff whilst supporting them
- Why change is necessary
- Why & How coaching can help
- Empowering your staff to embrace change and still feel psychologically safe
- How to enhance the culture of inclusivity







**"IF YOU ALWAYS
DO WHAT YOU
ALWAYS DID,
YOU'LL ALWAYS
GET WHAT YOU
ALWAYS GOT"**



Henry Ford



Let's use the C word... let's talk about change

- The why and the what....?
- What is getting in our way?
FEAR?
- The how.... Change management

A nationwide study in 2019 claimed that 71% of people said that any sort of variation in their lives can be hard to deal with

In order to
change
something, we
need to make
ourselves
vulnerable"

Brene Brown



Flight fight freeze...

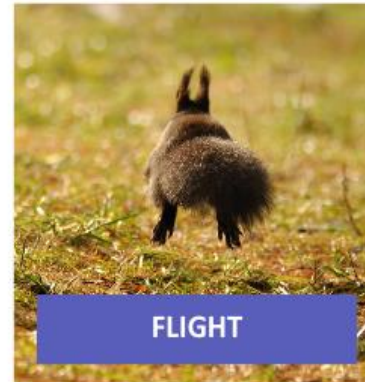
The F's Can Happen to Everyone

STRESS & OUR BRAIN



Adrenalin

Cortisol



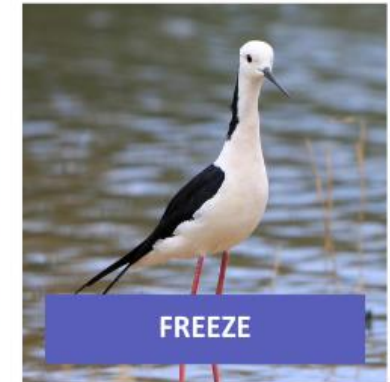
FLIGHT

run away



FIGHT

fight



FREEZE

play dead

Rage
Anger
Intimidation

Panic
Worry
Perfectionism

Dissociation
Anger
Stuck

Blood pressure and heart increase

Cuts off energy to other organs,
diverts it to brain muscles



Joy to the school...

"One of the only activities that activates, stimulates and uses the entire brain is MUSIC"



DOPAMINE

Listen to your favorite song
Finish your small task
Have a good night's sleep, Self care



OXYTOGIN

Play with your pet or a baby
Hold hands and give hugs
Make something for loved ones

Boost your Happy Hormones

NurureEd Consultants



ENDORPHINS

Go exercise
Have some dark chocolate
Use essential oils, laugh



SEROTONIN

Get some sunlight
Go for a walk or cardio
Meditating, Being in nature



It's not you, it's me!

- Understanding Your Experience
- Place into a Box & Action Plan
- Learning and Next Steps



BOX of Control by Nurtured



Things I can't control



Things I can influence



Things I can control



Values

- What are values?
- Why are they important?
- What are your school values?
- What are your personal values?

"values articulate the moral and academic expectations for everyone in the school community"



- Accountability
- Adaptability
- Altruism
- Ambition
- Appreciation
- Authenticity
- Balance
- Belonging
- Caring
- Collaboration
- Communication
- Compassion
- Community
- Courage
- Courtesy

- Creativity
- Curiosity
- Dedication
- Empathy
- Environmentalism
- Family
- Flexibility
- Forgiveness
- Fun
- Generosity
- Grace
- Gratitude
- Harmony
- Health
- Honesty

- Humility
- Imagination
- Inclusion
- Independence
- Integrity
- Kindness
- Learning
- Leadership
- Loyalty
- Love
- Open-mindedness
- Openness
- Optimism
- Patience
- Perseverance

- Playfulness
- Resourcefulness
- Responsibility
- Resilience
- Respect
- Self-awareness
- Self-discipline
- Self-improvement
- Support
- Tolerance
- Teamwork
- Trust
- Unity
- Wisdom
- Joy



Coaching and Mentoring



What is it?



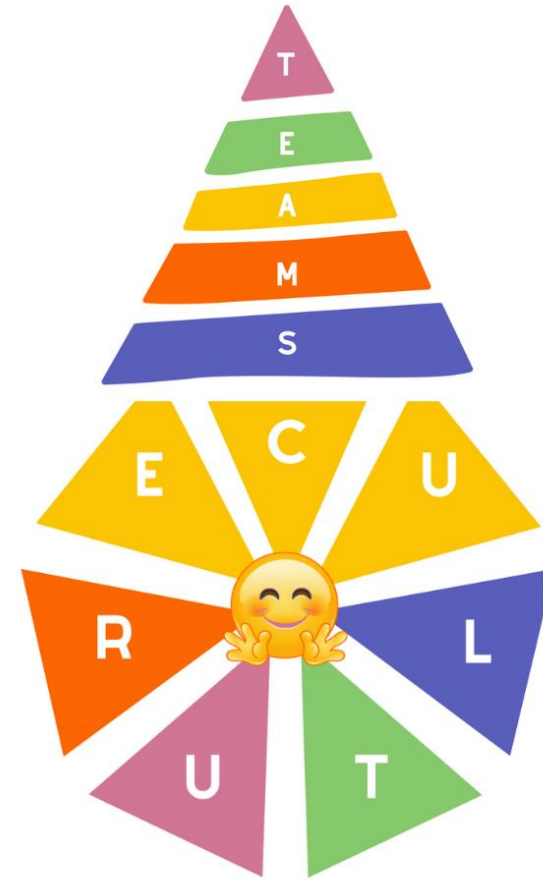
How does it work?



How will it positively impact the conversations in your school?



How to effectively have coaching conversations....



Benefits of Coaching



- **Enhanced Problem-Solving Skills:** helps individuals develop critical thinking and effective problem-solving strategies for various life challenges.
- **Better Communication and Interpersonal Skills:** work on improving communication, empathy, and interpersonal skills
- **Self-Discovery:** guides us to explore our thoughts, beliefs, and values, fostering self-awareness and trust in our abilities.
- **Reduced Anxiety:** Self-awareness reduces anxiety – less likely to resort to survival mode.
- **Boosted Self-Confidence:** Coaching conversations emphasize strengths, enhancing self-confidence.





When we avoid
difficult
conversations we
trade short-term
discomfort for
long-term
dysfunction

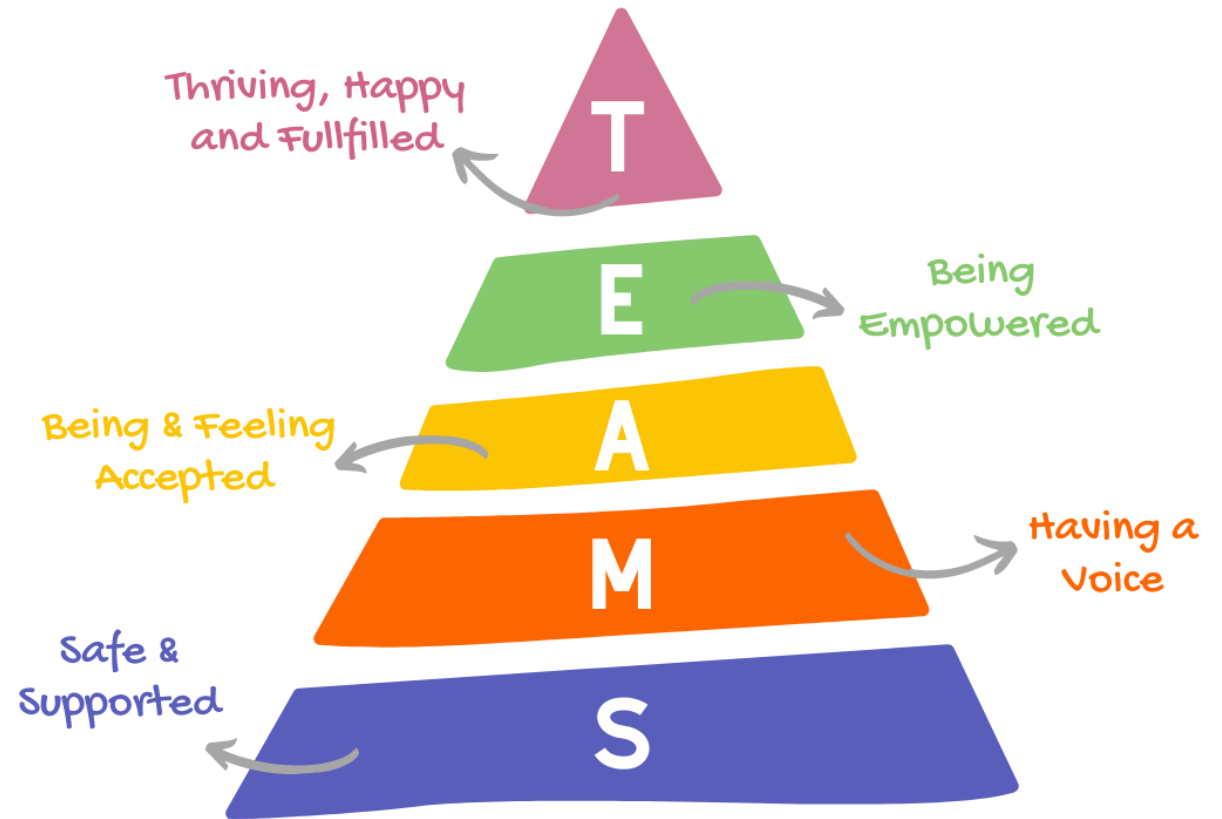


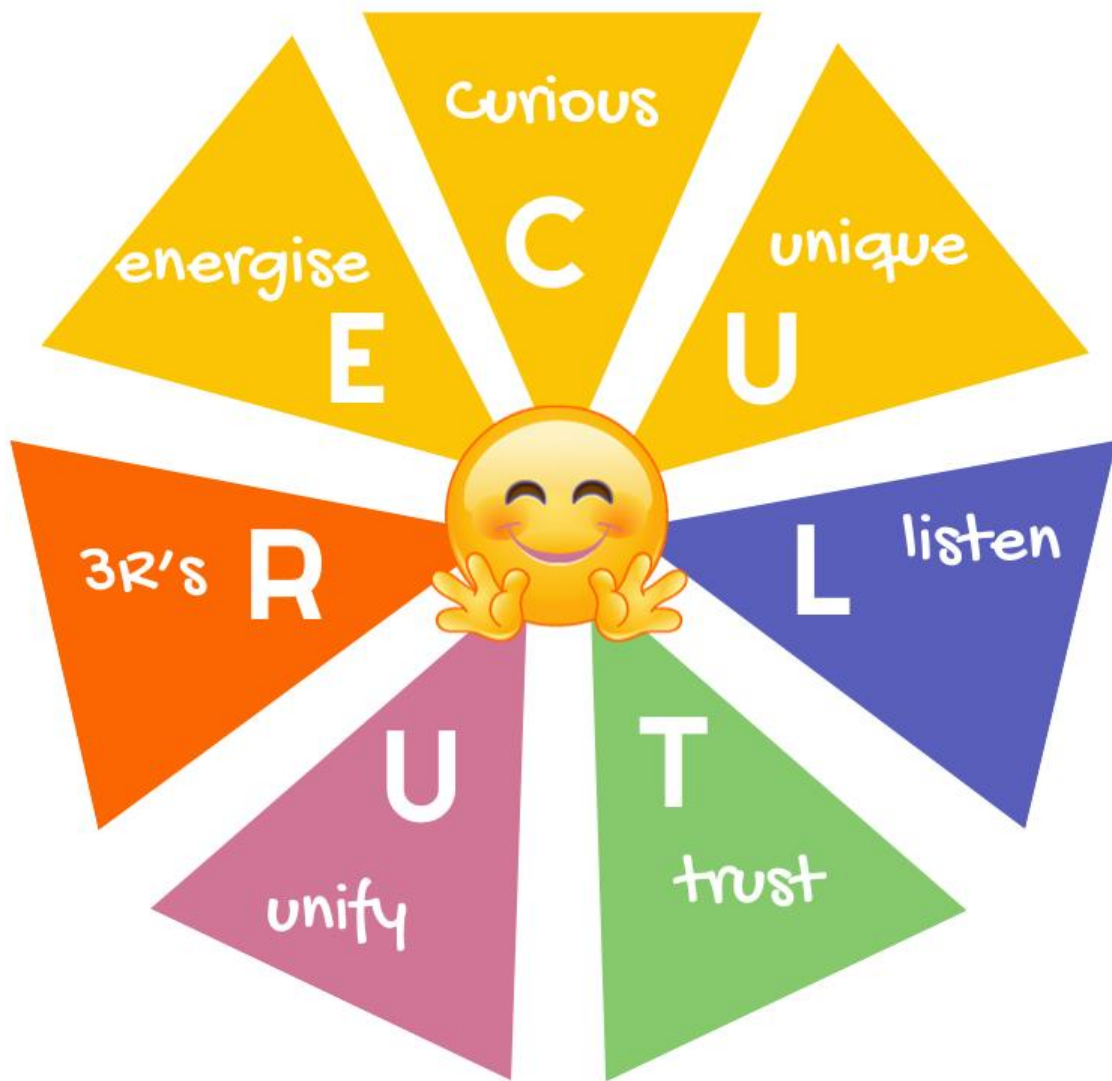
It's so funny
how we
don't talk
anymore

Psychological Safety

A CULTURE OF PSYCHOLOGICAL SAFETY

5 elements that help teachers thrive





Creating Culture



Authenticity is also about the courage and the vulnerability to say, "Yeah, I'll try it. I feel pretty uncomfortable and I feel a little vulnerable, but I'll try it!"

— Brené Brown —

AZ QUOTES



Our Top Tip Favorites

5/1

Ask Questions – why, what, who is in the way of change

7/1

Encourage self-awareness – provide training/coaching for staff

3/1

Bring JOY into your school

6/1

Model using Box of Control – get staff to use it too!

2/1

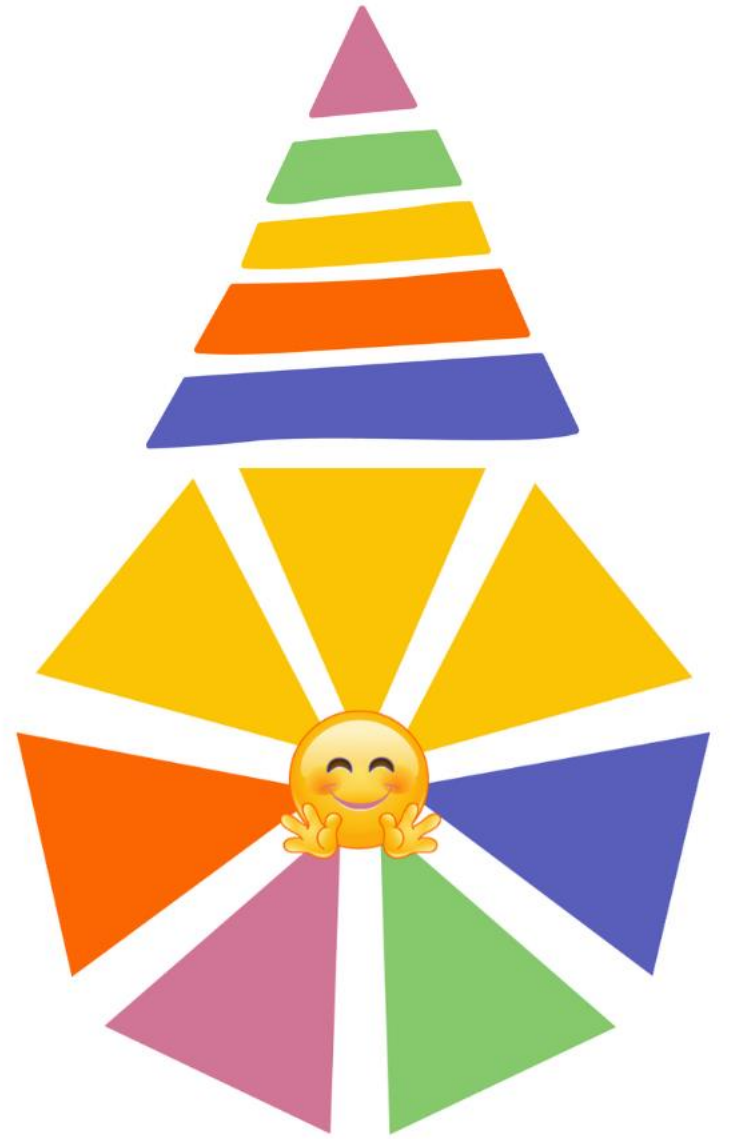
Values exercise!! From children upwards – what is important

4/1

Enhancing inclusivity is a habit – keep repeating it!

8/1

Structure difficult conversations around a personal SWOT analysis



“ Almost everything
will work again if you
unplug it, including
yourself.”

Contact NurturEd Consultants Jenny & Tamzin *and make change happen now*



tamzinjenny@gmail.com

Tamzin - 07393 424234

Jenny - 07874 295704



Supporting Complex Learners in Mainstream Schools



A multi-disciplinary eLearning package to support inclusion

Lynne Ralston, Communication and Interaction Team Manager

Supporting Complex Learners in Mainstream Schools



When and where will it be available?



• Modules will be available in phases between December and April.

• Each module will be around 3 hours in length.



• The training will be hosted on the SEN Moodle.

• Designed as interactive and available in bitesize chunks.



5 e-learning modules will be available on a virtual platform for heads to complete and cascade across each school.



Each module focuses on a specific area 'building block' of education from the perspective of enhancing inclusion to change culture.

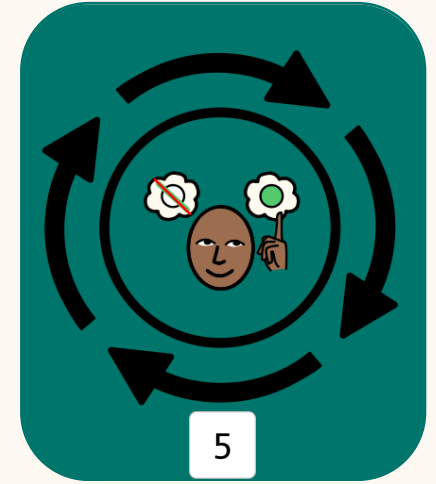
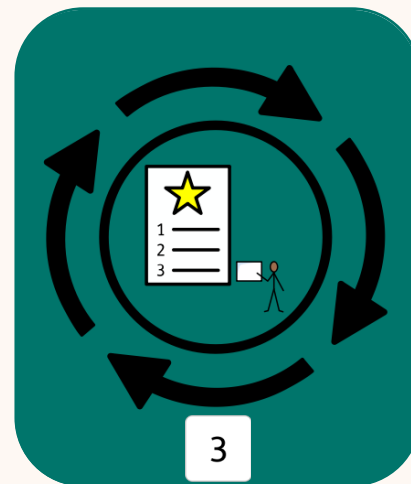
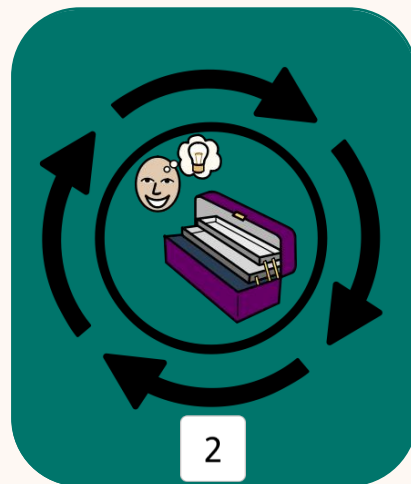
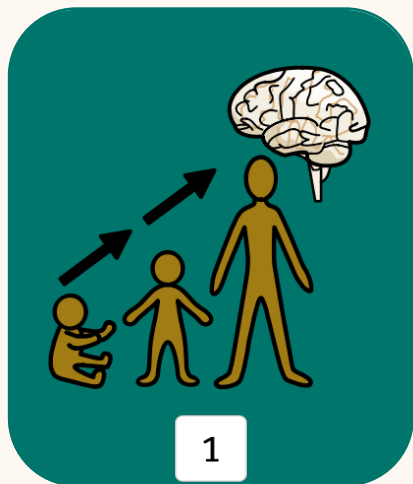


Modules will be written and delivered jointly by Behaviour, Therapy and Education professionals from different areas of education and inclusion.

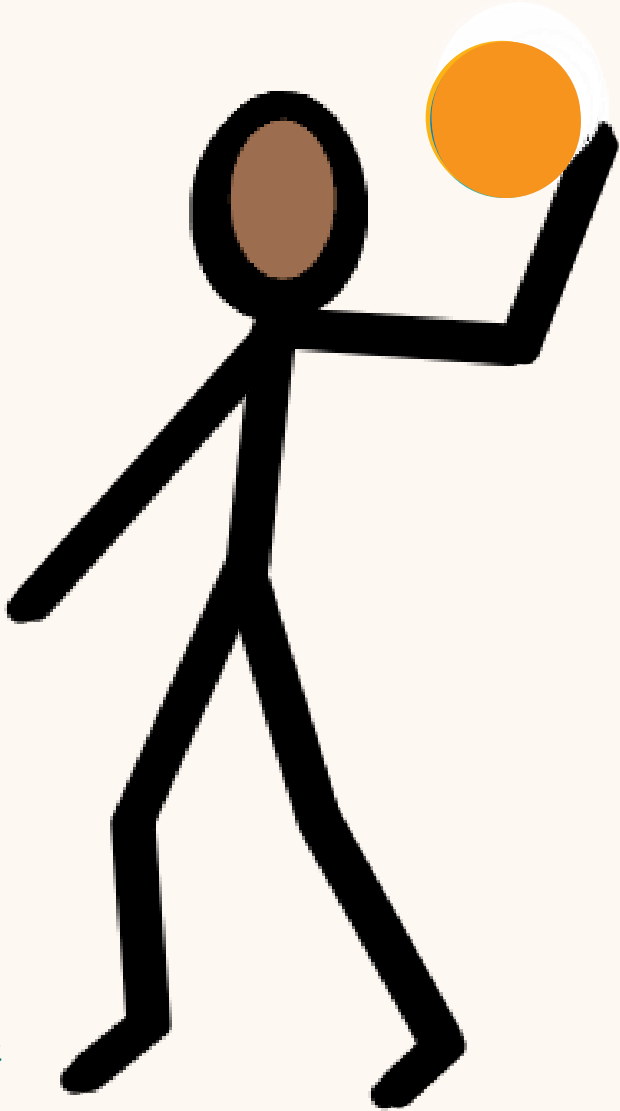
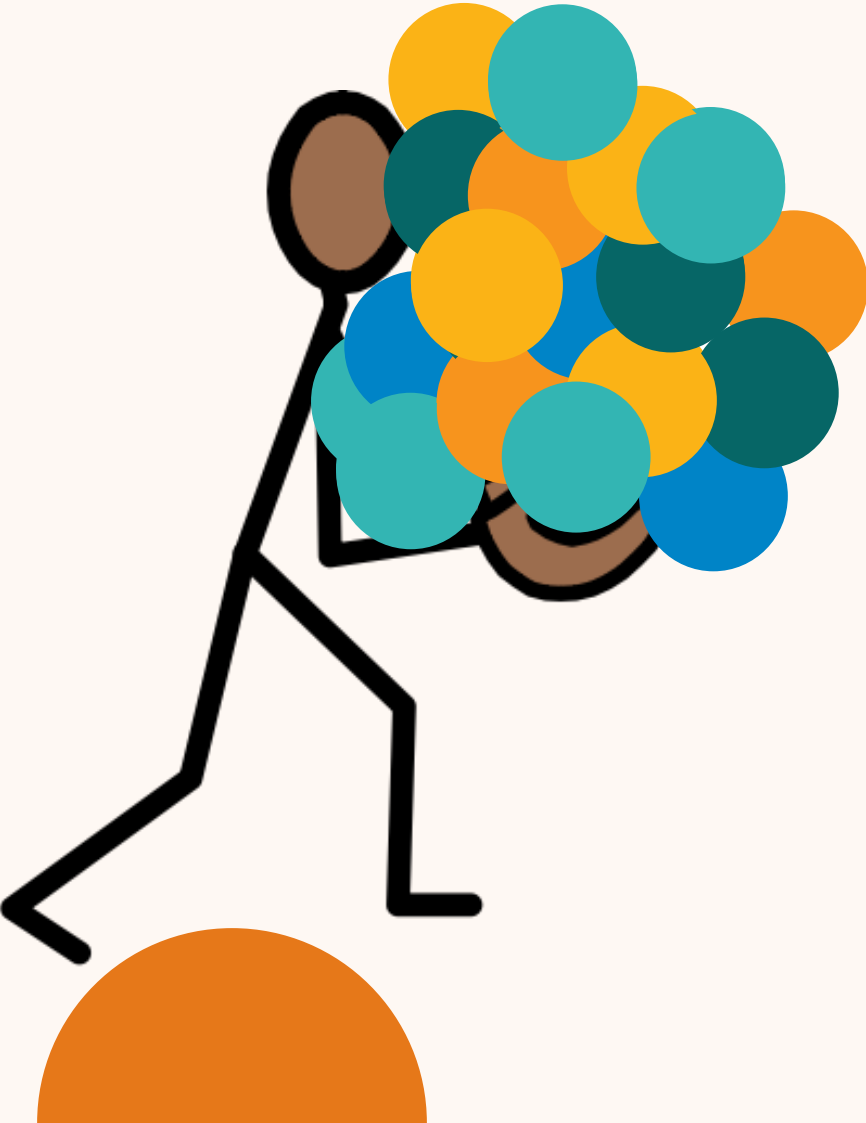
Supporting Complex Learners in Mainstream Schools



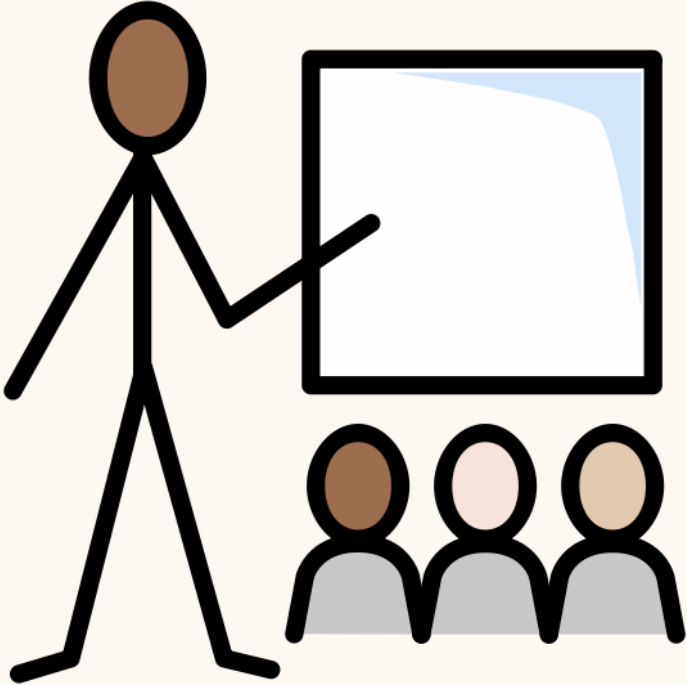
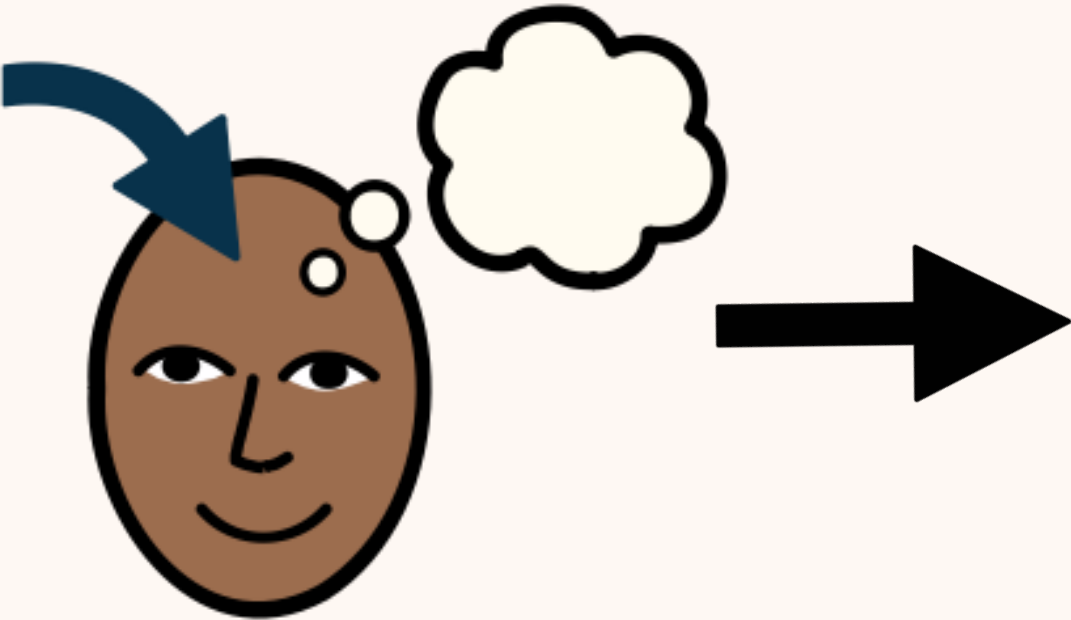
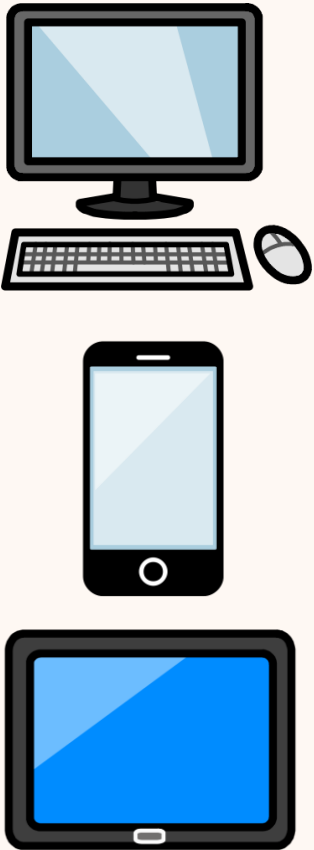
Fully funded eLearning modules co-designed by Education and Inclusion services:



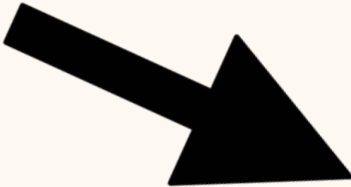
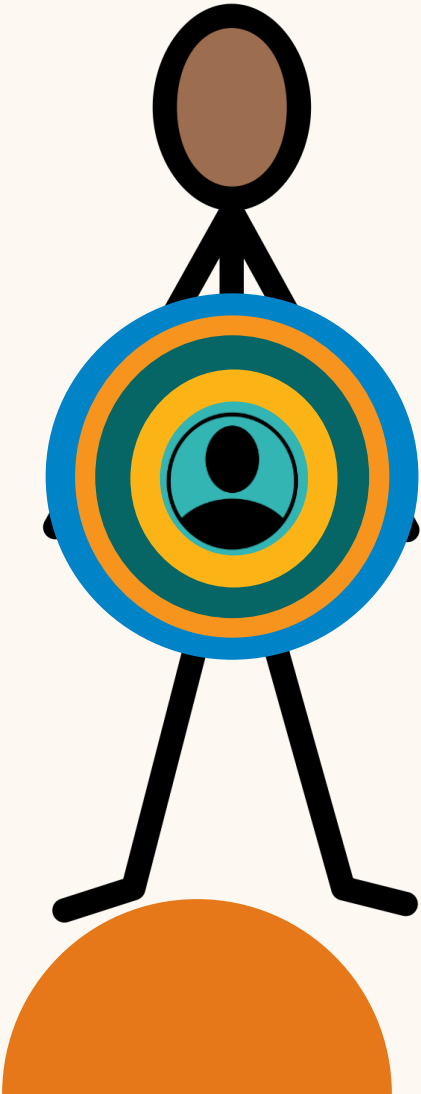
Why do we need it?



What is it?

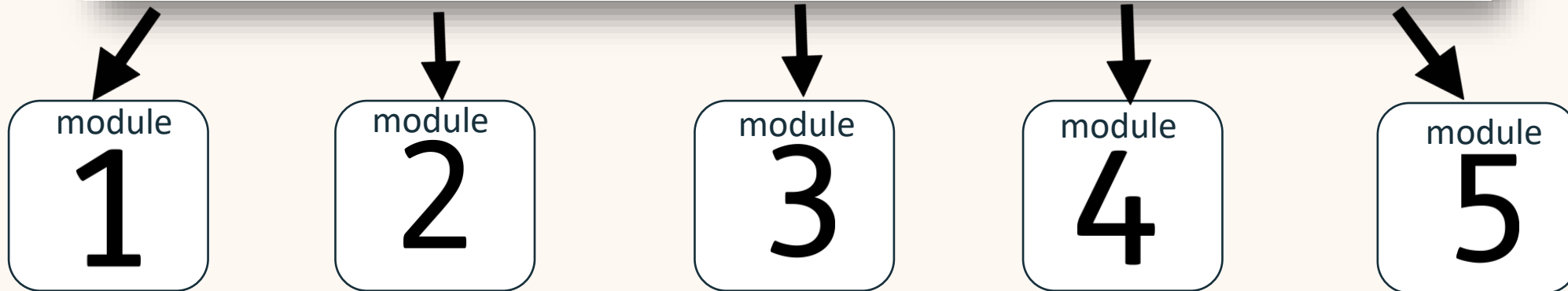
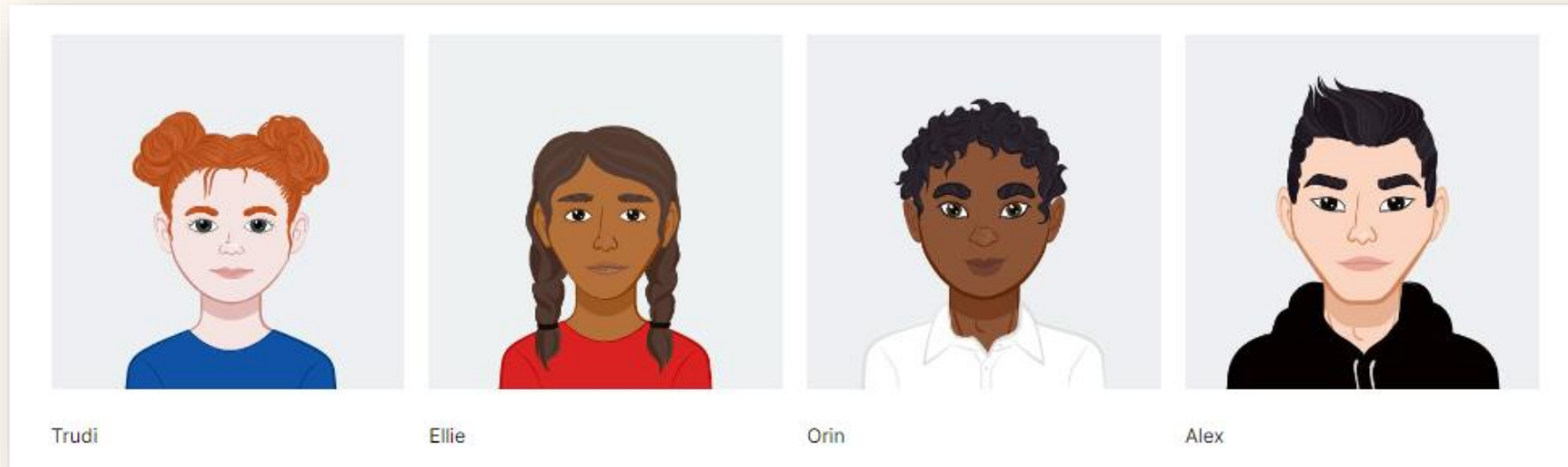


Why do we need it?



Transforming SEND Isle of Wight

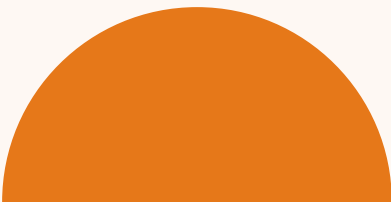
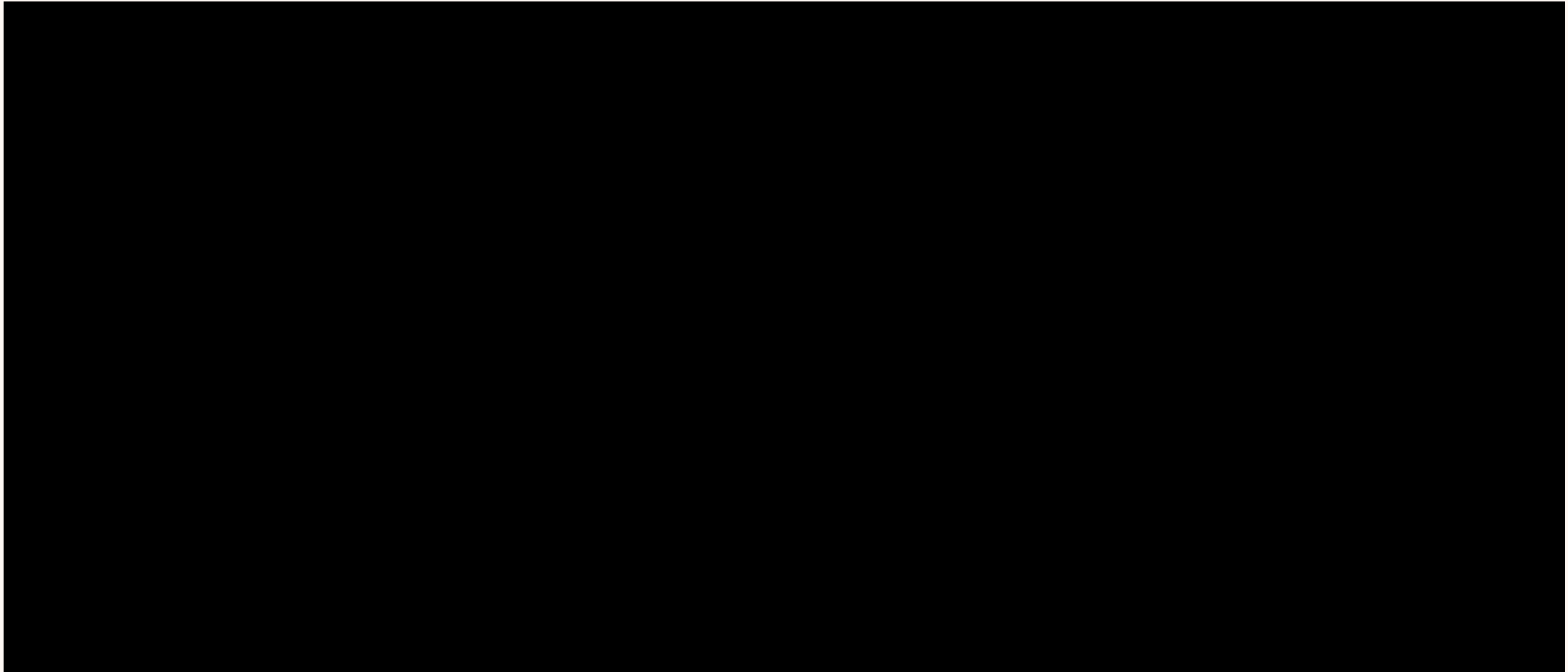
What will it look like?



What will it look like?



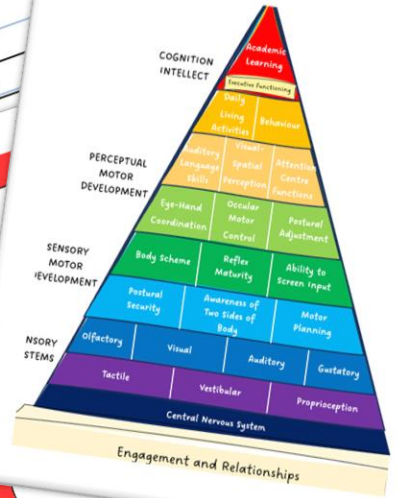
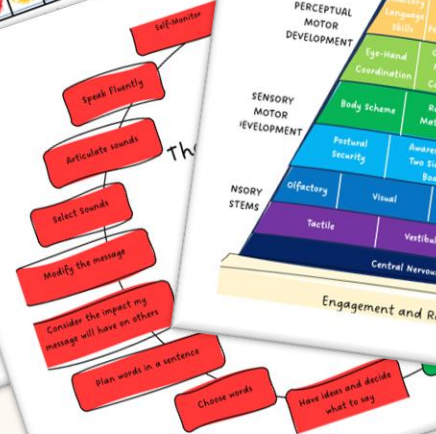
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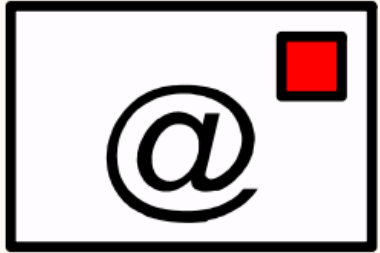


Reflection Tool to Support Change

Area of Reflection	Action
There is no evidence of	
There is some evidence	
This is consistently	



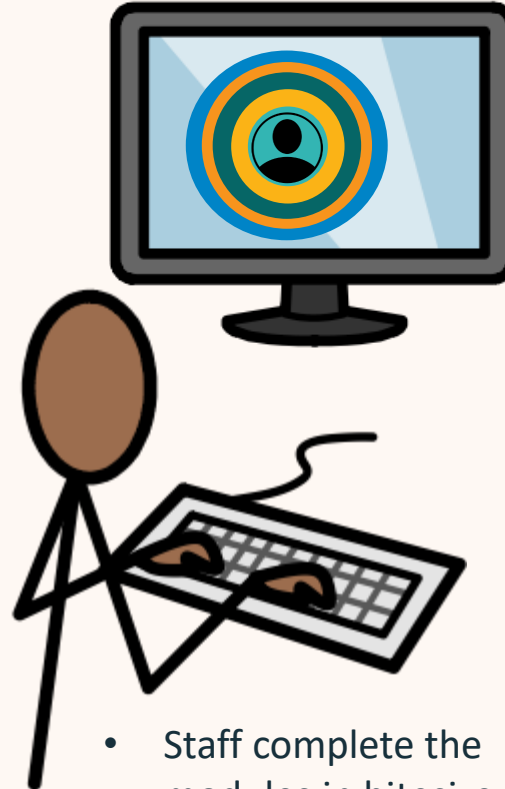
What will the process be?



- Email will be sent to headteacher.
- This will have your generic school username and password.



- Staff log in via the Moodle.

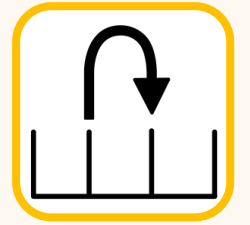



- Staff complete the modules in bitesize lessons.




—	—	✓	✓
—	—	✓	✓
—	—	✓	✓


- When staff finish a lesson, they will update their 'log' so they know which lessons they have completed.
- Staff will complete a form at the end of the module to give feedback and get acknowledgement of the achievement.


What will we do next to make meaningful change?




 Reflection Tool to Support Change

Area of Reflection				Action	Review
Module One					

 There is no evidence of this in my setting.

 There is some evidence in my setting, but this is not consistent.

 This is consistently used and evidenced in our setting.



Questions?

Schools Speech and Language Support Team Offer



- Advice around individual pupils at SEN Support
- Termly planning meetings with each school
- Virtual drop-in sessions held half termly
- Advice on areas of need and suggested targets to work on following school screening
- Resources, activity ideas and key strategies on request to support highlighted areas of need

Email schoolsSLST@iow.gov.uk for more details

Schools Speech and Language Support Team Offer



Training open to school staff:

- Accredited Elklan training (5-11's starting January 2024, Supporting Children with Unclear Speech starting December 2023).
- Strategies to support SLCN at Secondary (2-day course).
- Rolling programme of virtual training throughout the school year: attention and listening, Blank levels, identifying SLCN, Colourful Semantics, Comic Strip Conversations, Vocabulary, Language for Speaking and Writing.
- Elklan Networking Event – 8 February “Supporting learners communication needs through inclusive classroom practice”.

Training can be booked through the Learning Hub



Break



Agenda

Time	Topic	Speaker
8.30am	Registration	
9am	Welcome and introduction	Heather Morris, SEN Specialist Service Manager Natalie Smith, Assistant Director – Education and Inclusion
9.20am	Introduction to new services – the LA offer at SEN Support	Naomi Carter, School Improvement Manager Justin Henderson, Primary Behaviour Service Team Manager Alex Wood, Educational Psychologist
9.50am	Empowering culture change to enhance inclusivity	Jenny Turner and Tamzin Hall, NurturED Consultants
10.20am	Supporting schools to meet the needs of children with complex SEND – introduction to new training	Lynne Ralston, Communication and Interaction Team Manager
10.50am	Break	
11.10am	Curious not furious – the empowerment approach	Kit Messenger, Changing Chances
12.50pm	Wrap up	Naomi Carter, School Improvement Manager
1pm	Close	

Curious not Furious The Empowerment Approach

Kit Messenger

Changing Chances



Rigour Without the Mortis

An alternative approach to supporting behaviour in schools



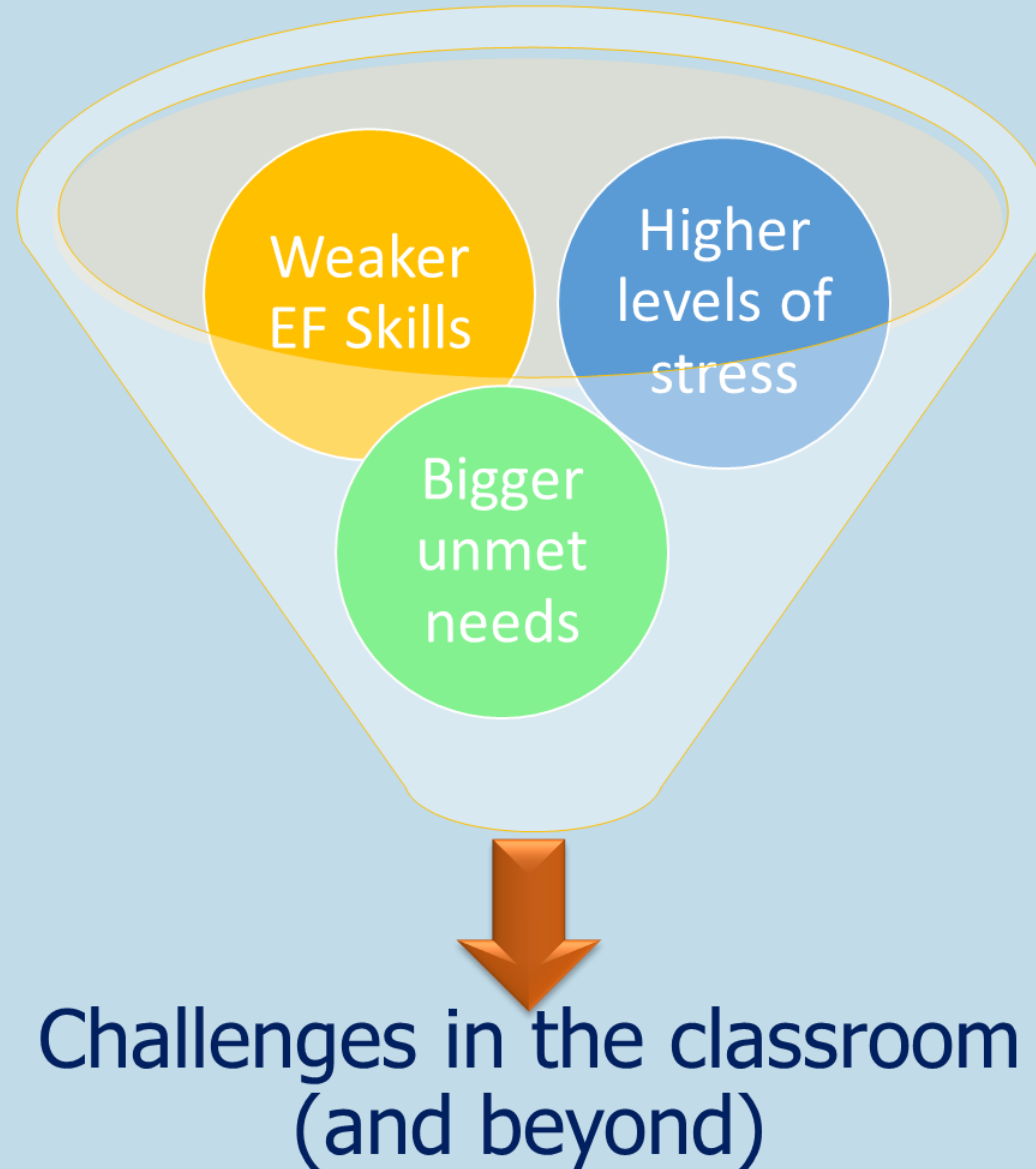
The Empowerment[®]
APPROACH



**Insistence, persistence, consistency,
with a bucketful of kindness**



Addressing the why...



Executive Function Skills

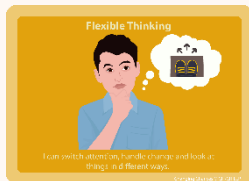


THE BRAIN SKILLS SERIES

Controlling Our Brain: Introducing Executive Function Skills

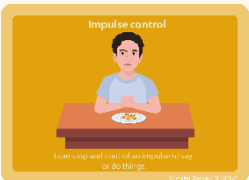


Control Centre (Executive Function) Skills Summary



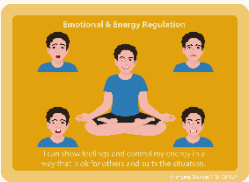
1. Flexible Thinking: Being able to:

- Stop a task you enjoy and start one you need to do
- Think of different ways to do things and solve problems
- See different points of view and be able to compromise



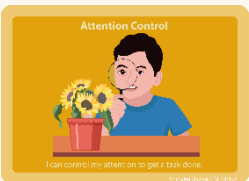
2. Inhibition & Impulse Control: Being able to:

- Ignore distracting thoughts
- Push away an unhelpful natural instinct for something safer, healthier or more helpful
- Resist impulses to do things that aren't helpful to you or others



3. Emotional & Energy Regulation: Being able to:

- Stay in control when you have big feelings
- Be able to become calm and happy again quickly
- Change your energy to suit a situation



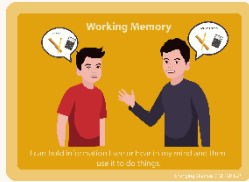
4. Attention Control: Being able to:

- Focus attention on the right things
- Manage distractions
- Keep attention on one thing to finish it



5. Thinking Speed: Being able to:

- Make sense of the information you hear or see.
- React at a good speed – e.g. answer questions or follow instructions quickly enough.
- Finish tasks in the time given.



6. Working Memory: Being able to:

- Hold several things in your mind at one time
- Hold information in your head for long enough to use it e.g. listen to and follow an instruction.
- Carry out all the parts of a task in the right order.

There is a pattern of increasingly higher needs which are poorly met

Physical Needs

Physical - Basic Survival



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Emotional Needs

Emotional - People Around Me



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Learning Needs

Learning - Control Centre Skills



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Physical - Sensory



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Emotional - The World Around Me



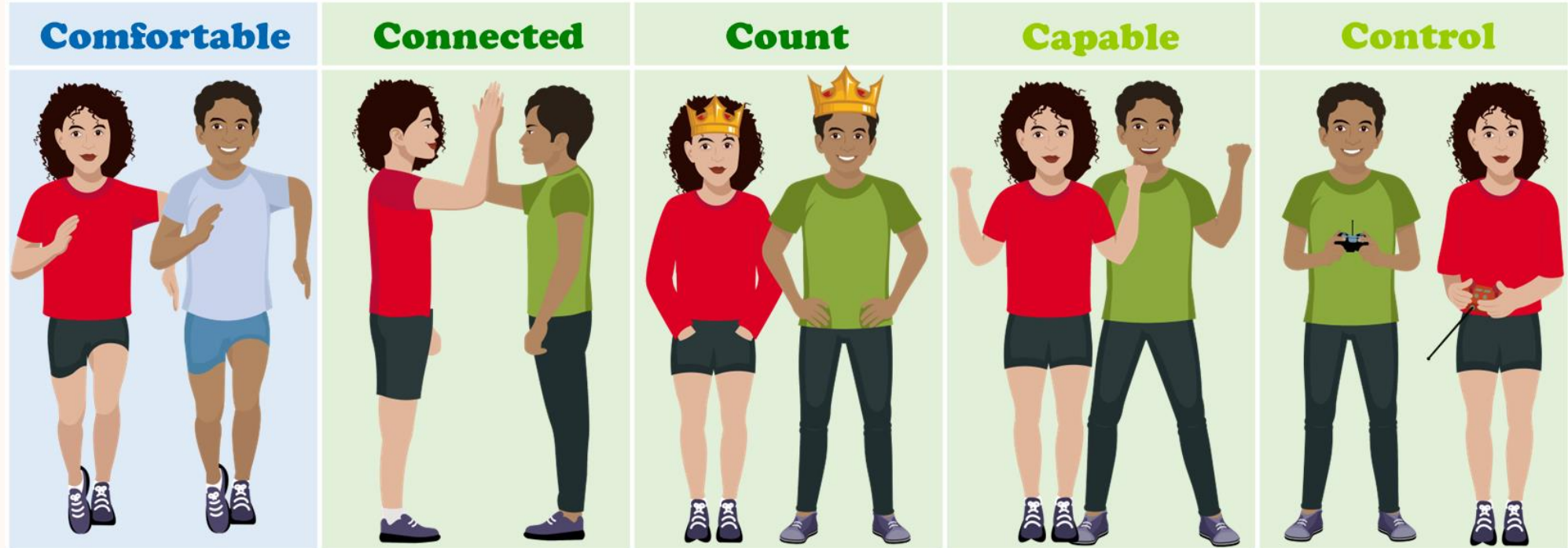
CHANGING CHANCES www.changingchances.co.uk

Learning - Control Centre Skills 2



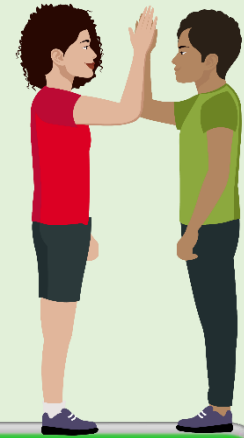
CHANGING CHANCES www.changingchances.co.uk

To be at our 'Brain Best', our **5C Needs** must be met well.



When these needs are not met well, our brain uses all of its energy on staying safe and happy.

Feeling connected

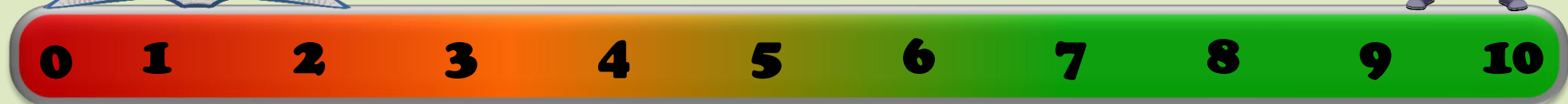


I feel poor connections

I feel great connections

© Changing Chances

Feeling capable

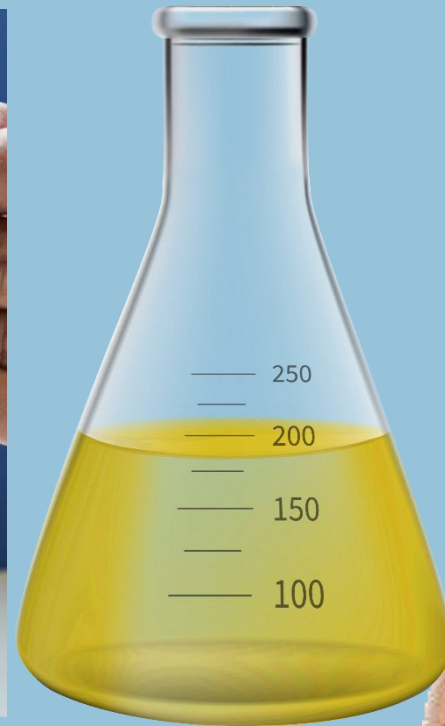


I do not feel capable

I feel super capable

© Changing Chances

When our needs are met well:



It's all about the brain ...

When our needs are met well, special chemicals are released into our bloodstream. We feel great! We call these 'Feel Good Chemicals'.

So, the good feeling we get when our needs are met well is actually something physically happening in our brain and body.



D

O

S

E

Dopamine

Oxytocin

Serotonin

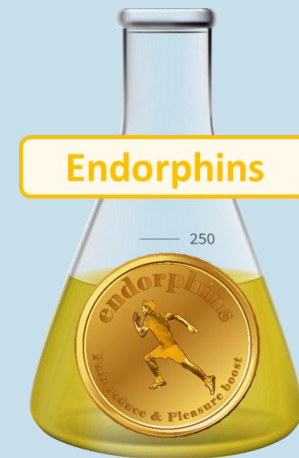
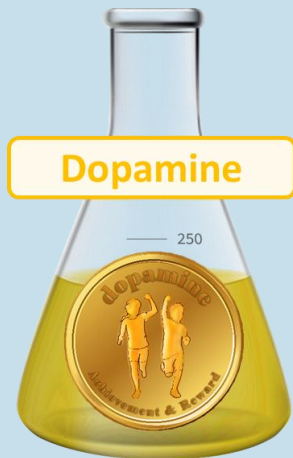
Endorphins

I'M CAPABLE

I'M CONNECTED

I COUNT

I'M ON CLOUD 9!



The motivator.

Flows when we succeed and keeps us coming back for more. It's the feeling 'Yes! I did it!' or 'I got it!'

The trust drug.

Flows when we feel supported and connected to others. It's the calming drug.

The happy hormone.

Flows when we feel important and of value – when we feel we matter, are needed and we count.

The high.

Flows when we exercise hard or laugh uncontrollably. The pain reliever.

Brain Best Animation



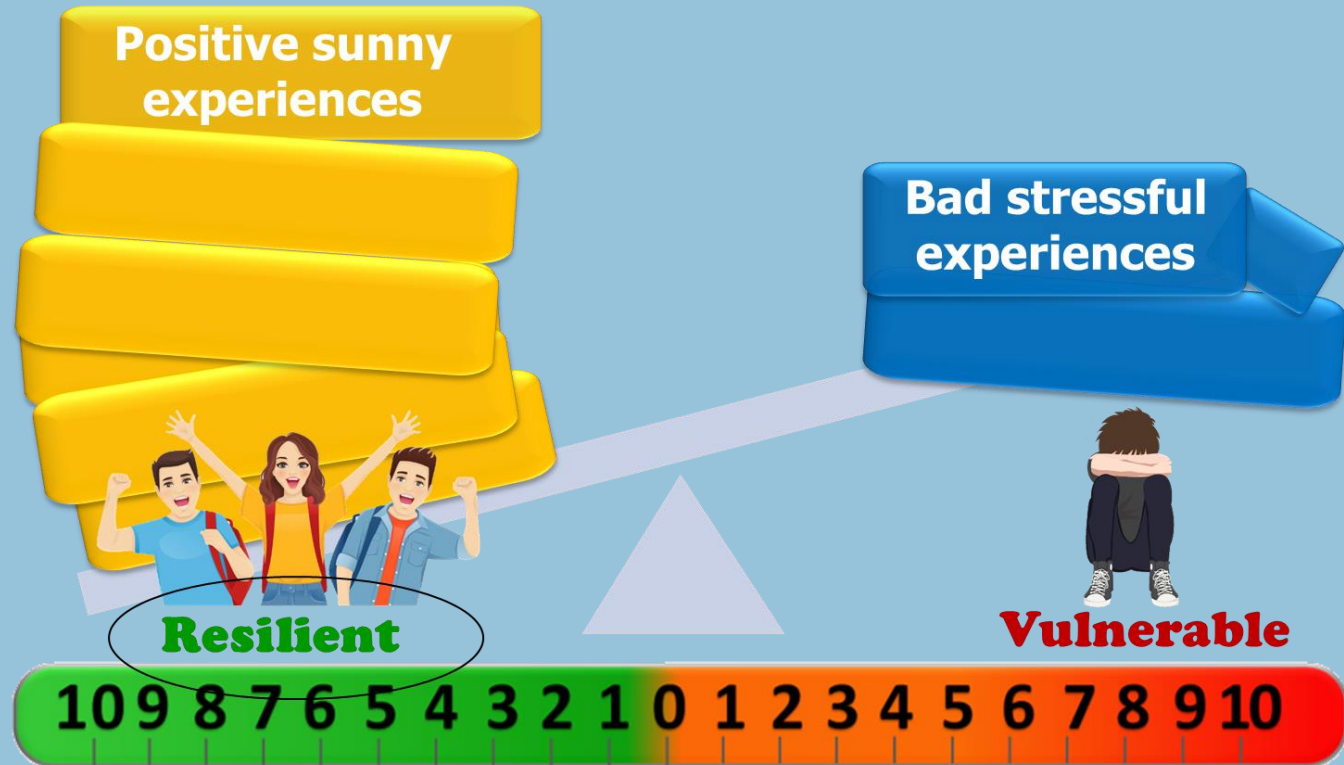
The Neurobiology Series: Being at our Brain Best



When our 5C Needs are met well consistently over time, it builds up the 'Feel Good Chemicals' in our system.

This helps us to become more resilient to stress.

This means the person can cope well when stressors come their way.

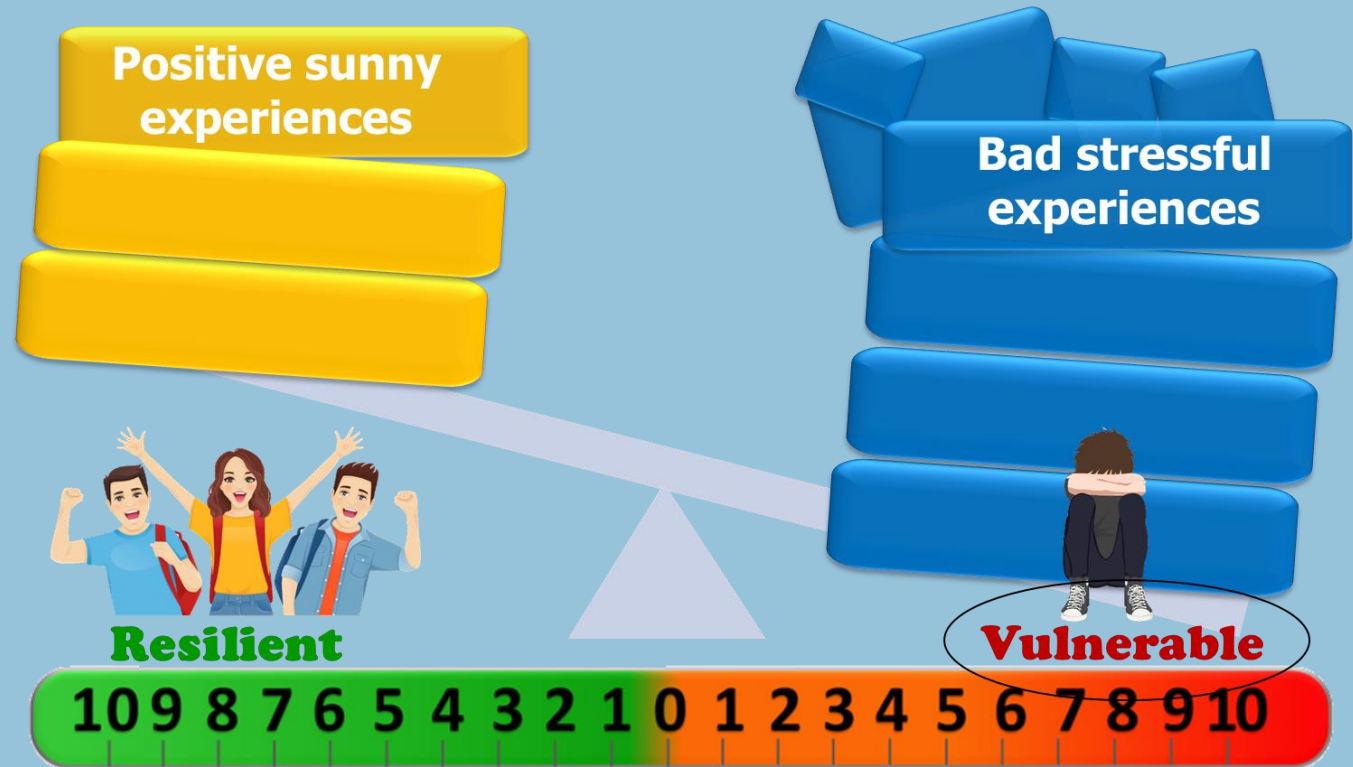


A build up of difficult experiences can lead to toxic stress.

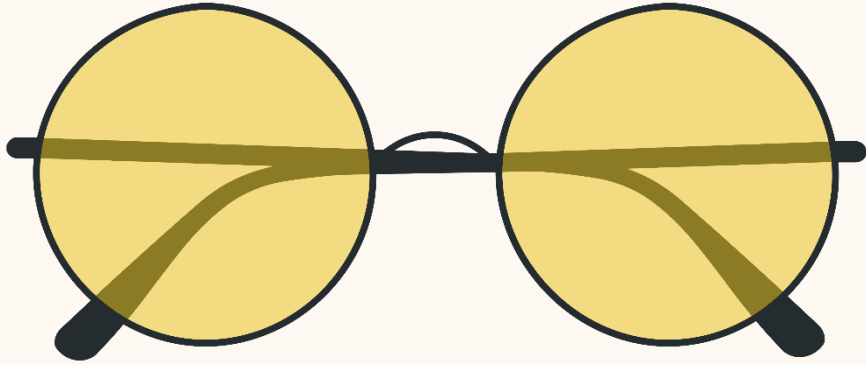
Toxic stress can put people on high alert.

Toxic stress leaves people more vulnerable to stress.

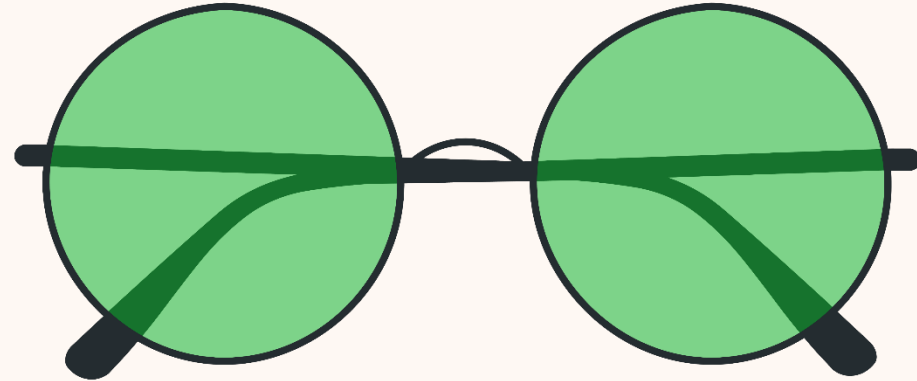
This means that the person may react more quickly and intensively - even to very small stressors.



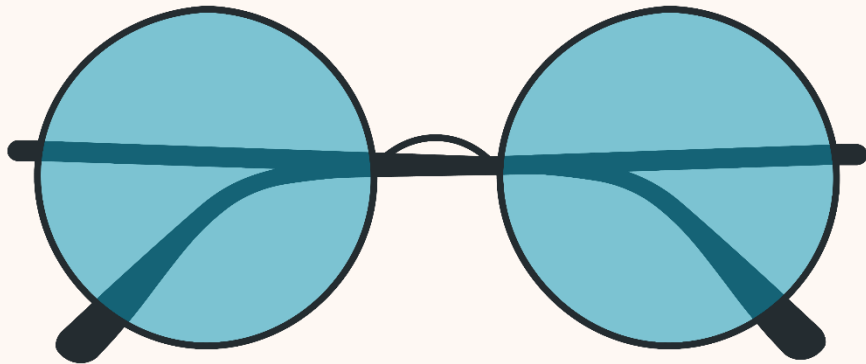
Experiences impact on how a person views the world, situations and other people and then how they react.



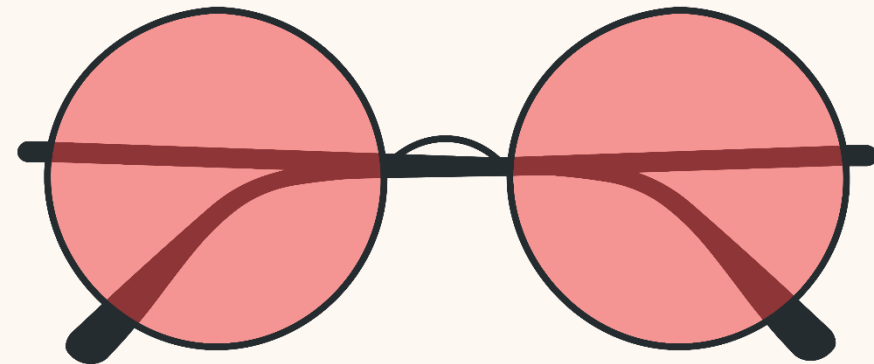
Sunny: positive, calm, and engaged



Green: resilient to stressors that come my way.



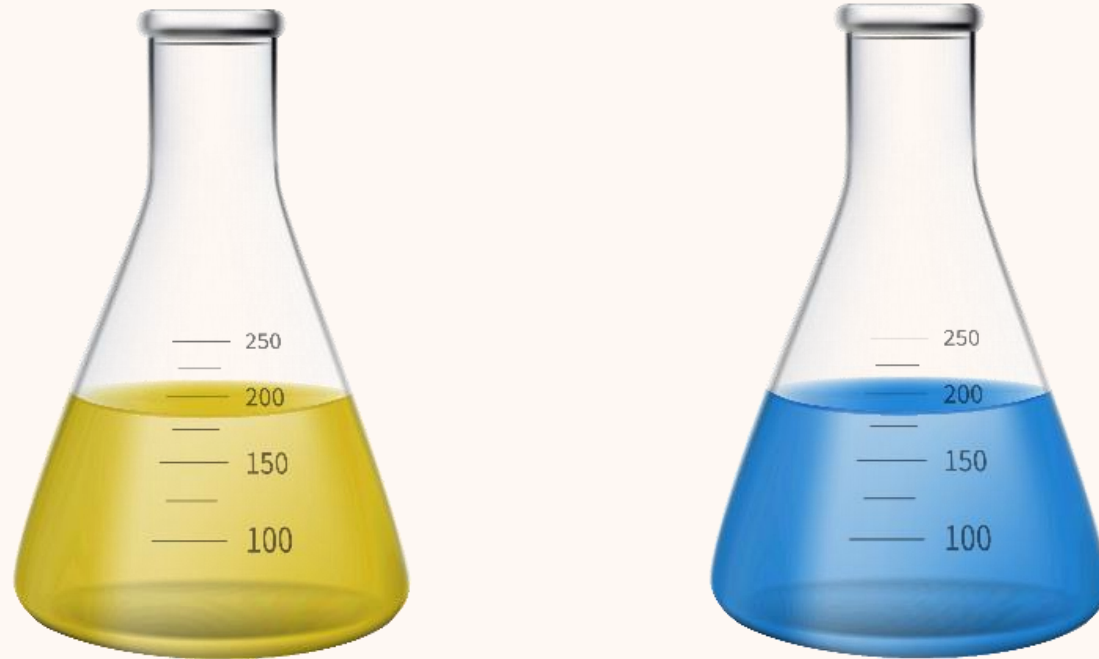
Blue: threatened & defensive



Red: in toxic stress & on high alert

Balancing the chemicals

The balance of stress to Feel Good chemicals in the body is key



This balance can change over time.

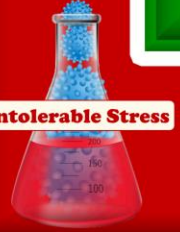
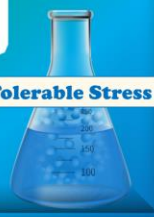
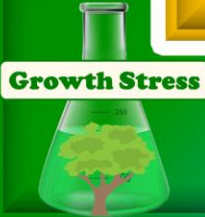
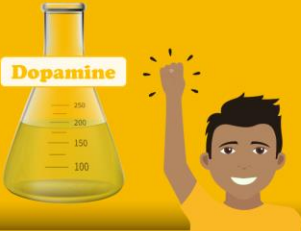
There are different types of stress – not all is bad

 <p>Growth Stress</p>	 <p>Tolerable Stress</p>	 <p>Toxic Stress</p>
<p>GROWTH STRESS</p>	<p>TOLERABLE STRESS</p>	<p>TOXIC STRESS</p>
<ul style="list-style-type: none">▪ Temporary and only mild increase in stress hormone levels.▪ Temporary increase in heart rate.▪ Body's stress levels return to normal following the event.	<ul style="list-style-type: none">▪ Temporary serious stress causing stress hormones to be raised significantly in the body.▪ Tolerable because buffered by supportive, caring adults & friends.	<ul style="list-style-type: none">▪ Serious stress activating the body's stress response.▪ Continuing over a period of time.▪ Not enough protection from connections to act as buffers.
<ul style="list-style-type: none">▪ E.g. an interview; an exam; starting a new club; meeting new people; moving to a new area; a challenging project.	<ul style="list-style-type: none">▪ E.g. death of a loved one; parental divorce; serious illness; an isolated traumatic experience e.g. car crash.	<ul style="list-style-type: none">▪ E.g. seeing ongoing violence; ongoing abuse, bullying or discrimination; ongoing poverty-related stress.
<ul style="list-style-type: none">▪ Leads to resilience, confidence & good coping skills.	<ul style="list-style-type: none">▪ Leads to adaptation & recovery.	<ul style="list-style-type: none">▪ Leads to long-term mental & physical health issues & Executive Function Skill difficulties.

Panic Zone

Growth Zone

Comfort Zone



When needs are not met well:



The stress response is activated (we refer to this as Danger Brain).

The person **has the skills to tolerate the unpleasant feeling** in ways that are helpful to them and others.

If the brain seeks to fill that need in unhelpful ways, **they have the skills to hold the urge** and seek more helpful ways.



The stress response is activated (we refer to this as Danger Brain).

The person **does not yet have the skills** to tolerate the unpleasant feeling.

They fight, flight, flock, fawn, freeze or flop.



The person's brain **seeks ways to 'fill the gap'** of unmet needs.

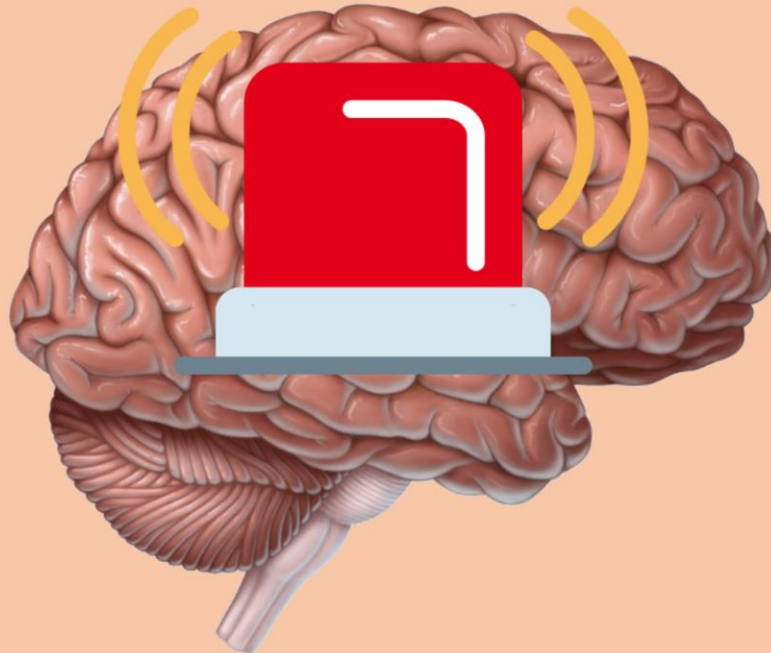
The person **does not yet have the skills** to hold the urge.

They may then fill that need in ways that are unhelpful to them or others.



Getting to Know Your Danger Brain

What happens when stressors get too much



When the brains seeks its DOSE in unhelpful ways:

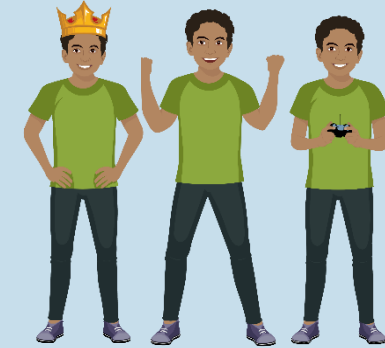


Refusal

I seek to feel a sense of control.

I seek to feel powerful.

I fear challenge, difficulty and failure –
I retreat to my comfort zone.



Being the joker

I seek to feel noticed & important.

I seek to count amongst my peers.

I seek to feel capable and good at things.

I seek to feel in control and powerful



“Until you make the unconscious conscious, it will direct your life and you call it fate.”

Carl Jung

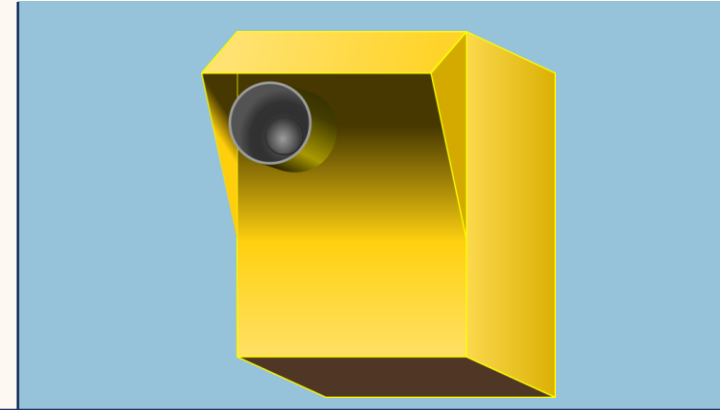
“If a habit remains mindless, you cannot expect to improve it.”

Carl Jung

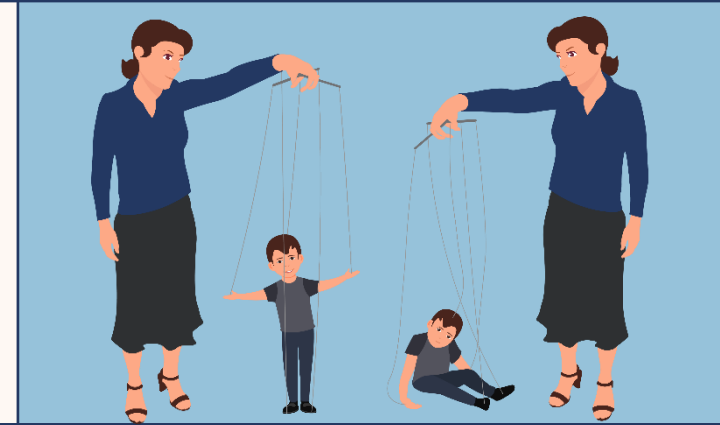


The key issues with traditional approaches

- Long-term dependence on an external locus of control
- Internal locus of control fails to build



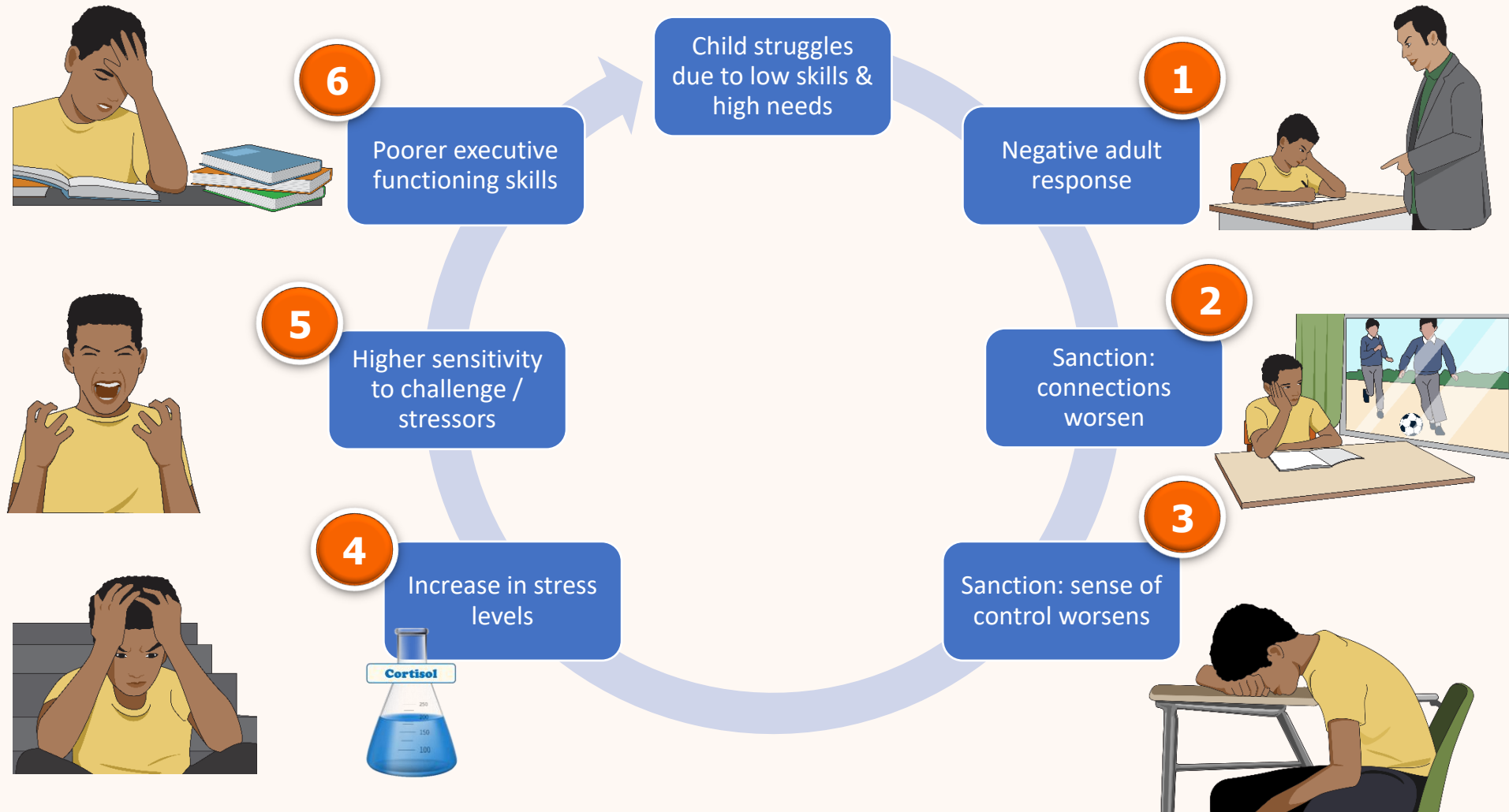
- Some students become dependent on adult support
- Limits development of skills and strategies
- Reduces self-efficacy, leading to helplessness.



- Missing skills not built
- Unmet needs not addressed
- Progress not sustained
- Problems pop back up year after year.



The Punishment Cycle



We can change people's neurobiology

We can change it for the better

We can change it for the worse





**Staff and
children can
become stuck
in Powerless
Positions**

A stress response is a sign of someone feeling powerless.



Fixer

**Powerless
Positions**



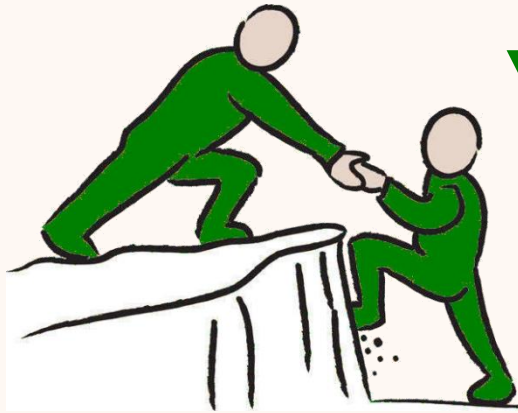
Blamer



Helpless

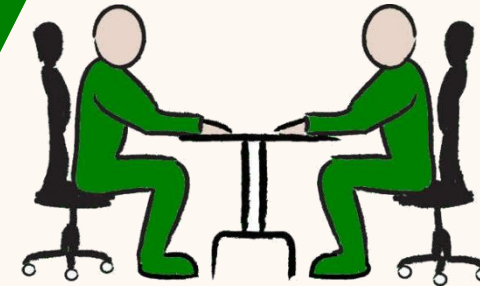
When things go wrong, adults (and children) can often fall into one of these powerless positions

People are much happier when in positive 'Empowered' positions. People around them are happier too.



Coach

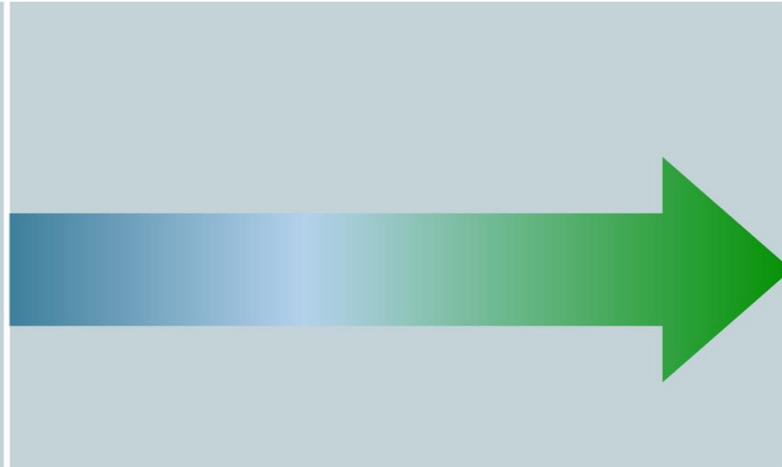
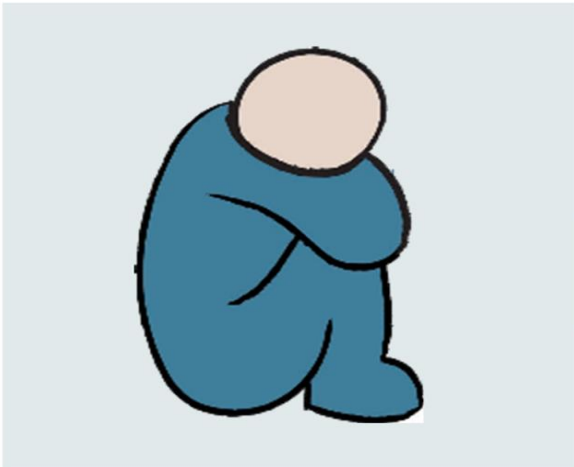
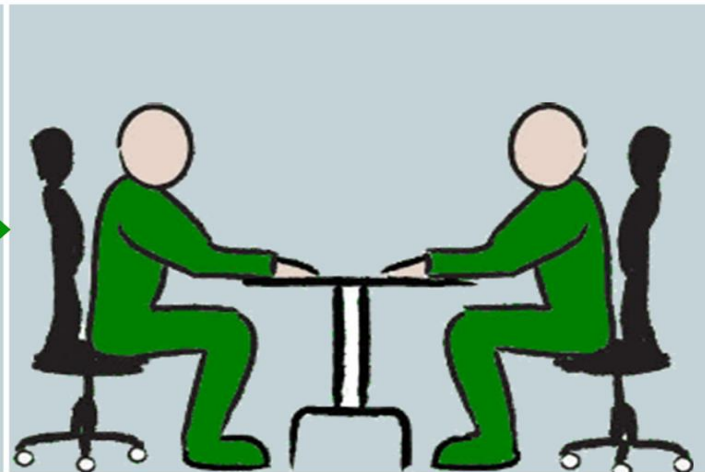
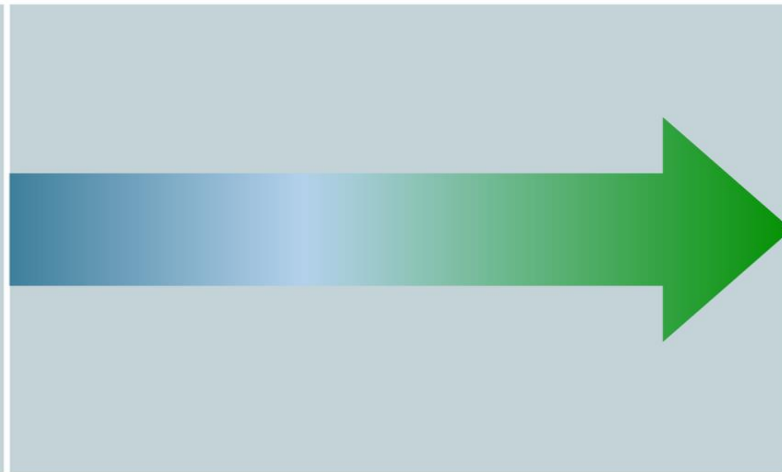
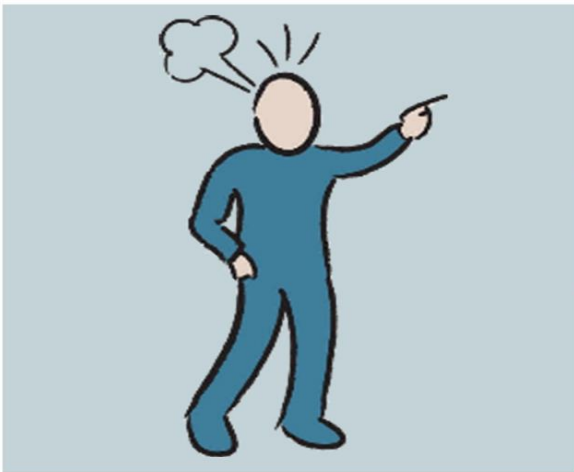
**Empowered
Positions**



**Challenger /
Negotiator**



Solution Finder



High Expectations,

High Support

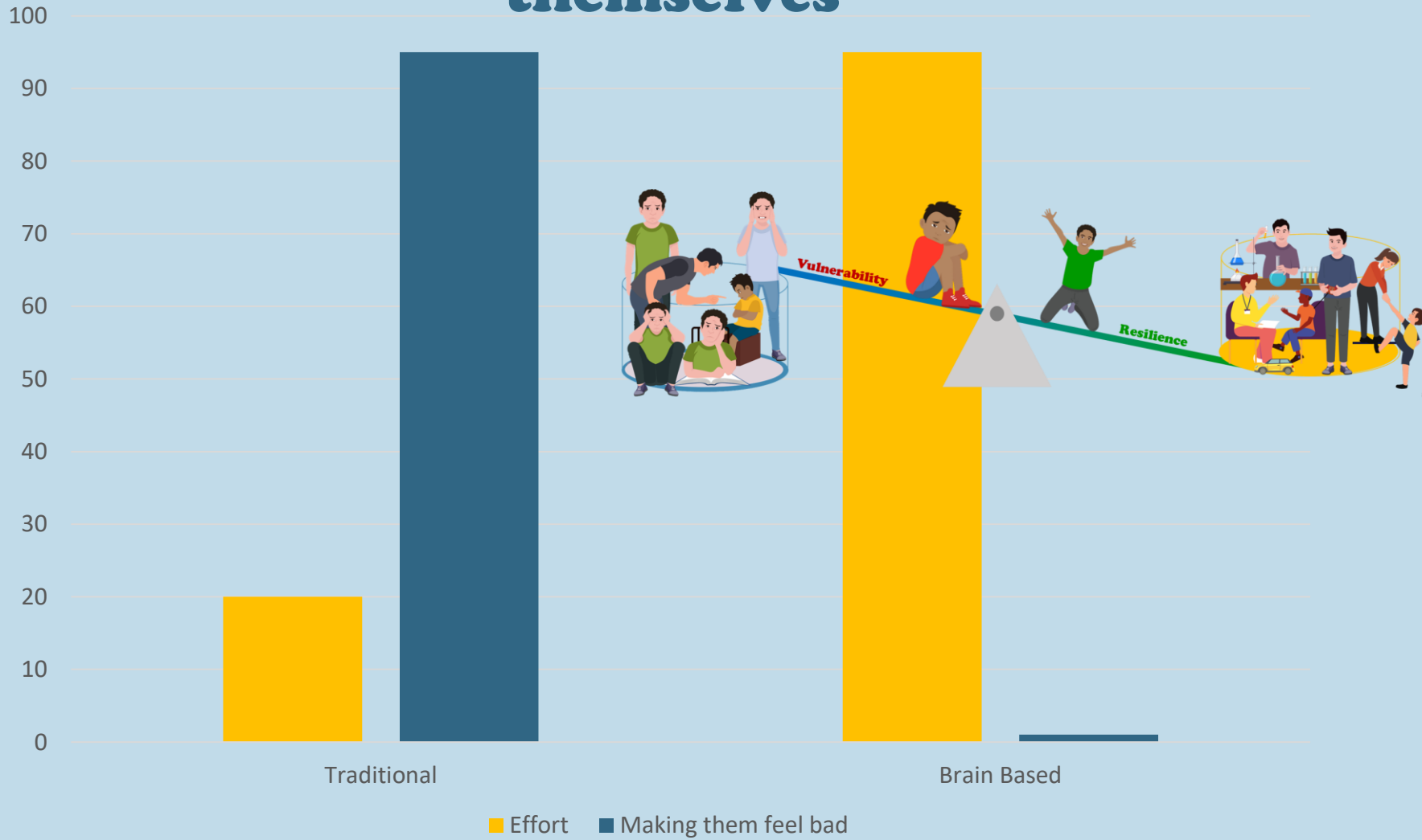
Persistent
Insistent
Protective
measures
Consistent



Kind
Supportive
Solution-focused
Together



Brain based approaches are high on effort & low on making children & young people feel bad about themselves





Restorative Justice is not enough


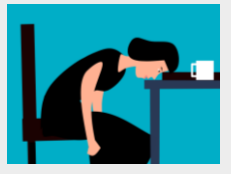








- Restorative justice is frequently offered as the alternative to punitive approaches.
- It is great for developing empathy and for repairing relationships.
- **It does not address the very reason the child struggled in the first place.**
- If I crash into your car, I can restore justice with gifts and funding repairs. Yet, it will not make me a better driver tomorrow. I need to address why it went wrong and change my driving for that to happen.



We need to get to the core of what is stopping a child from feeling good and doing well

Knowing the 'Why' helps us to plan the right support.



 <p>Feeling stressed</p>	 <p>Tiredness</p>	 <p>Distracted with thoughts</p>	 <p>In a rush</p>	 <p>Could not change gear</p>
 <p>Stress buster strategies</p>	 <p>Sleep hygiene strategies</p>	 <p>Attention control strategies</p>	 <p>Managing time strategies</p>	 <p>Driving lessons</p>

Prep4Best

1 Predict to Prevent



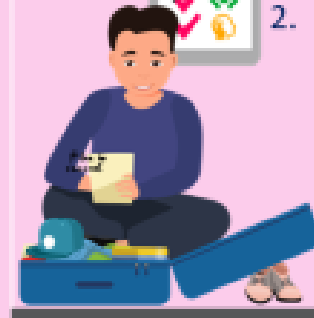
1. What will we be doing? What will it be like?
2. What will be **my** needs?
3. What will be the needs of **others**?
4. What will be **expected** of me?
5. What might I find hard?
6. What could go wrong?

Changing Choices © CH/CHLLP

2 Plan to succeed



1. How can I make sure my own needs are met well?
2. How can I make sure other people's needs are met well too?



3. What help or resources do I need?

The 10 Point Response Plan: The Skills We Need





**Responding
when things go
wrong**

Responding when things go wrong

Calm

1



Get calm

Focus on staying calm and kind. Model the regulation skills you want them to learn. It takes great skill and lots of practice. Prep4Best will make it easier for you.

Connect

2

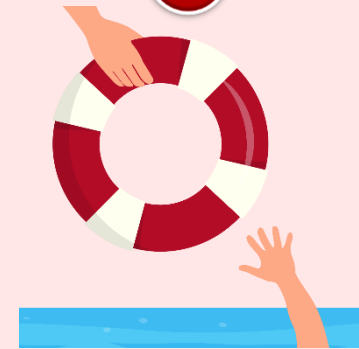


Connect to Calm

Get into their mind and show you understand how things are for them. Help them to feel supported and cared for. You don't have to agree with their actions!

Support

3



Help them get back on track

Think paramedic. Think team. What could help them get back on track now? Offer options or divert quickly if too deregulated to think.



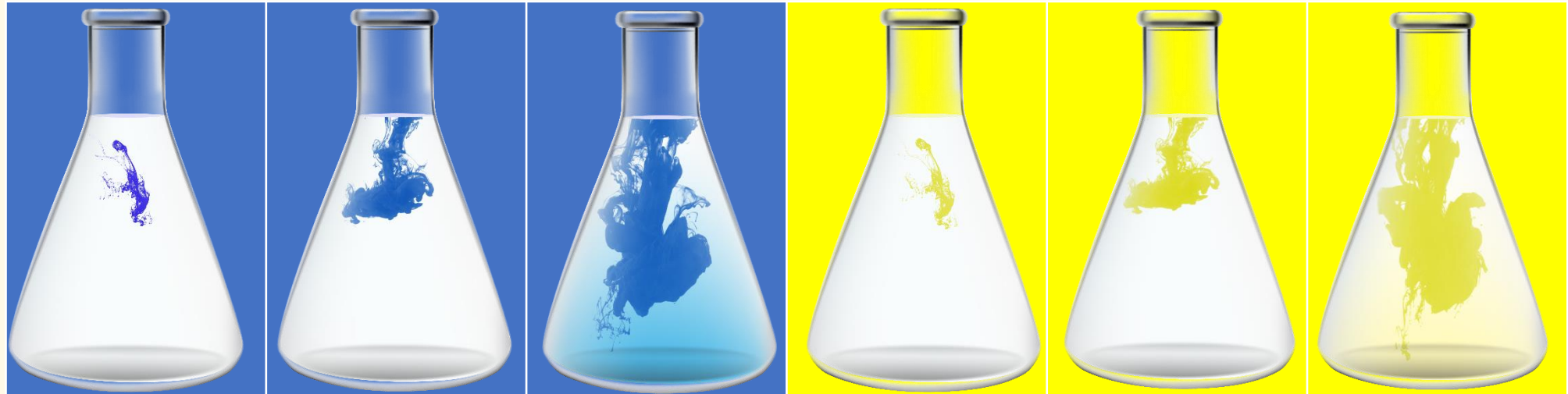
Follow-up for progress

“ High expectations, high support ”



“ Insistent, persistent, consistent, with a bucketful of kindness. ”

Changes to neurobiology, positive or negative, may take time to see



Let's be 'Curious Not Furious'



Is it too noisy?

Is s/he hungry or tired?

Were there too many instructions to remember?

Does s/he feel he can't do it?

Does he need more noticing than we can give?

What skills are missing?

What scaffolds could help?



enquiries@changingchances.co.uk



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Wrap-up



Heather Morris, SEN Specialist Service Manager

Outcomes from Inclusive Ambitions session

Inclusive ambitions



1. Do the themes and intervention ideas still resonate?
2. Are there any that are no longer relevant?
3. Mark your top three.

Close



Please complete the evaluation form -
(QR code on the back of the programme)

Thank you!