

# HIAS SEN Conference

## 4 February 2021



### Programme

08:45-09:00	Arrival and registration
09:00-09:15	Welcome and introductions
09:15-10:30	<b>An overview of self-regulation</b> <i>Alison Cairns</i>
10:30-10:45	Break
10.45-11:45	<b>Workshop 1 sessions:</b>
11.45-12:00	SENCO updates
12:00-12:30	<b>ECH Hub development and annual review</b> <i>Steve Devlin</i>
12:30-13:00	Lunch
13:00-14:30	<b>The impact of stress and anxiety on learning</b> <i>Sharon Gray</i>
14:30-14:45	Break
14.45-15.45	<b>Workshop 2 sessions</b>
15.45-16.00	Summary, next steps & evaluation
16.00	Close

### Workshop 1 choices

- Alison Cairns** – How to support sensory regulation in mainstream schools
- EYFS** – How physical development underpins learning
- Ed.Psych** - Re-framing for resilience
- HIAS English** - Developing confident writers
- SEN Services** – Update on SEN services

### Workshop 2 choices

- Sharon Gray** – The biology of stress
- Secondary** – ‘Resilience is a state, not a trait’
- Henry Tyndale** – Supporting pupils on the autistic spectrum
- HIAS Maths** - effective inclusive teaching strategies for pupils with SEND in mathematics
- Ed.Psych** - Re-framing for resilience

### Guest speakers

#### **Alison Cairns, Ace Children’s Occupational Therapy**

##### ***An overview of self-regulation***

- Why is sensory processing the foundation stone- the developmental pyramid?
- How self-regulation develops through developmental milestones from the young infant upwards into adolescence?
- What neurological areas are involved in self-regulation?
- What causes de-regulation?
- What are the outward and inward signs that we may see in someone who is becoming de-regulated?

How is sensory processing involved in causing de-regulation but also how can we use sensory tools to support self-regulation- a brief overview

#### **Ms Sharon Gray NLE OBE, Education Consultant, Wholehearted Learning**

##### ***Recognising and addressing the impact of stress and anxiety on all stakeholders on learning***

The *Covid19* pandemic has had, and is having, the capacity to affect every person in the world. The extraordinary efforts of schools continue to work tirelessly to focus attention on the many challenges facing learners and their families.

This session will support school staff to make full use of emotional and physical processes to ease learners’ recovery and resilience. As the advances in science and neuroscience continue to develop, we are more able to explore learning; we know that learning is both a multisensory and an emotional process, and that there are some important and powerful tools that we will engage as we transition our schools back to becoming ‘whole’ again. This presentation will support leaders and teachers to examine the learning journey, approaches, activities, mechanisms of support to be available, in order to respond effectively to need and secure the base from which schools can reconnect to those and flourish.

## Morning workshop sessions

Delegates can select from the following workshop choices:

### How to support sensory regulation in mainstream schools

**Alison Cairns, Ace Children's Occupational Therapy**

- Supporting self-regulation across the whole day in mainstream classrooms
- Using sensory and sensory -motor input to support self-regulation in mainstream classrooms
- The zones of Regulation programme
- Sensory circuits
- Movement breaks

### How physical development underpins children's learning

**Louise Saunders Advisory Teacher for Havant and East Hampshire / Lisa Sancisi, District Advisory Teacher**

This Early Years workshop will explore how physical development underpins learning across all areas of children's development. We will explore current research as well as share practical ideas to support children at early stages of development.

### SEN Service workshop

**Pippa Damant, SEN Locality Manager  
Catherine Smith, SEN Locality Manager**

Update on SEN services

### Developing confident writers

**Lisa Karalius, Inspector/Adviser for English, HIAS**

Writing is communication with others and as such it is vital that pupils have confidence in themselves as writers. In this workshop we will explore a range of practical strategies and approaches to develop the pupil's confidence in writing through the identification of the learner's needs, bespoke support, adjustments to teaching and celebrating achievements.

### Re-framing for resilience

**Caoimhe Weeks, Senior Educational Psychologist**

We all understand feelings of anxiety and worry. We have all experienced times when personal resilience felt low. Resilience is a broad concept that encompasses many characteristics such as perseverance, grit, determination, 'bounce back' and adaptability. Feeling low or worried can impact our resilience. We know this, but these are powerful feelings which can often be self-maintaining.

This workshop will draw on evidence-based psychological interventions such as Cognitive Behavioural Therapy (CBT) and Acceptance and Commitment Therapy (ACT) to develop understanding of how low and anxious feelings can manifest in our lives with some key tools and practical ideas to help us develop our skills of recognising and managing. These tools will also apply to the school context and offer you strategies can take back to develop support in your own environment.

## Afternoon workshop sessions

Delegates can select from the following workshop choices:

**The biology of stress, and reflections on how putting the SEMHW at the heart of school communities enables best outcomes for all.**

***Ms Sharon Gray NLE OBE - Education Consultant, Wholehearted Learning***

Sharon's philosophy is one of authentic inclusion. She aims for everyone within the community to see themselves as a responsible and vital part of securing positive outcomes for all. She works systemically to enable everyone to be a successful leader and a lifelong learner. This is a unique and much sought-after opportunity to understand the impact of adverse childhood experiences, the biology of stress and anxiety (including the neuroscience and stress regulation system) in order to shape effective learning.

**Secondary workshop – ‘Resilience is a state, not a trait’**

***Tania Harding, job title***

This workshop will provide active and practical strategies for you to help develop the resilience that pupils have. Developed from the PENN resiliency programme and implementation within schools, this workshop will contribute to developing good social and emotional wellbeing and be particularly pertinent to the current Covid-19 times in which we find ourselves.

**Teaching strategies for pupils with SEND in Mathematics**

***Jacqui Clifft, Inspector/Advisor for Mathematics, HIAS***

This workshop will look at effective inclusive teaching strategies for pupils with SEND in mathematics which support and develop self-esteem, resilience, and independence in solving problems. The workshop will provide practical approaches to assessing pupils' knowledge, skills and strategies so that teachers can identify the small steps in learning which lead to enjoyment and success for all in problem solving tasks.

The materials will be used to promote the following principles: Focus on difference and not deficit; promote positive attitudes to autism and all staff can have an impact.

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**Supporting pupils on the autistic spectrum**

***M. Shah, Headteacher – Henry Tyndale***

Autism affects more than 1 in 100 children and adults. All professionals working in education settings should be prepared to support pupils on the autism spectrum – and all staff should have a basic awareness of autism and the needs of individual pupils. Participants will be given the tools to support their school and staff to be able to:

- Identify the four key areas of difference that need to be taken into account.
- Know the importance of understanding the individual pupil and their profile of strengths and areas for development.
- Identify the key areas to help pupils on the autism spectrum build positive relationships with staff, peers, families and people in their community.
- Develop an awareness of the sensory and communication differences pupils may experience.
- Focus on recovery, regulation of emotions and come away with practical strategies to support their settings