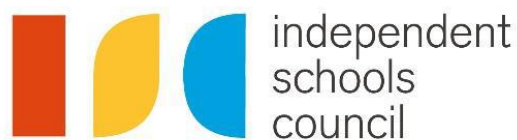


Independent Schools SEND Conference in association with



This prestigious conference is aimed at SENCo's, Directors of Learning, Learning Support Teachers, Heads and SMT members who wish to understand or improve the SEND provision in their schools. There will be a number of knowledgeable and experienced speakers delivering sessions at this conference looking at both practical approaches and legal issues in the classroom, along with the opportunity for interaction and discussion with colleagues from the SENCO network.

Date Friday, 25 November 2022
Venue Park Plaza Victoria, London SW1V 1EQ
Cost £249
Early bird booking discount £219
(book before Friday, 9 September 2022 to take advantage of this offer)

0845	Registration, coffee and exhibition		
0920	Welcome – Barry Huggett OBE - Chair, Cross Association SEND Group		
0930	Dual exceptionality - Dr Alison Jeffries, SENCo, Moon Hall School		
1015	Seminar Session 1:		
	Executive function - <i>Meriel Davenport, Director of Therapy and Assessment and Eleanor Margesson, Director of Staff Training and Development, More House School</i>	Access Arrangements - <i>Nick Lait, Head of Examination Services, JCQ</i>	SEND and the English Department - <i>Katharine Sharpe, Chartered Educational Psychologist and Ellen Sutherland, Head of English, Prospect School and Claire Robinson, Headteacher, Holme Grange School</i>
1100	Coffee and exhibition		
1140	The inspection of SEND provision in association schools- Vanessa Ward, Chief Inspector-CEO, ISI with contributions from Rhiannon Williams, Senior Director for Safeguarding, Legal and Complaints, ISI and Pat Preedy, Reporting Inspector and Duty Team Member, ISI		
1225	Lunch, exhibition and networking		
1325	Special Educational Needs and Disability Discrimination Legal Update – Mark Greaves, Barrister, Matrix Chambers	English matters! Techniques to ensure success in all public exams – Anne Sherrard, Learning Support Department, Downside School	
1410	Seminar session 2:		
	Dyscalculia - Amanda Keen, Specialist Dyscalculia teacher and assessor	Reading Comprehension - Dr Grace Elliott, SENCo, Barfield School	Social skills - Karyn Stewart-Dodd, Cert MRCSLT, Speech & Language Therapist, The Speech & Language Practice

1455	Tea and exhibition
1525	SEND throughout the school – making it all work - <i>Jonathan Hetherington, Headmaster, More House School and Barry Huggett, The More House Foundation</i>
1610	Conference closes

KEYNOTE SESSIONS

Dual exceptionality - *Dr Alison Jeffries, SENCo, Moon Hall School*

The session will explore the phenomenon of dual exceptionality – young people with significant specific learning differences but also exceptionally high academically ability. This is a challenge for educators at all levels to ensure that the full potential of these academically talented young people can be identified and released. The session will look at some examples of these young people, and explore how we as teachers can support and enable success.

The inspection of SEND provision in association schools - *Vanessa Ward, Chief Inspector-CEO, ISI with contributions from Rhiannon Williams, Senior Director for Safeguarding, Legal and Complaints, ISI and Pat Preedy, Reporting Inspector and Duty Team Member, ISI*

This keynote will explore the role of inspection in providing assurance that schools meet the needs of pupils with SEND. This will cover the evidence inspectors take into account to form judgements, particularly in relation to compliance against the Independent School Standards. Vanessa, Rhiannon and Pat will also share a range of other insights from the inspection process, as well as emerging developments around proposals for how SEND provision will be covered in ISI's new inspection framework (coming into effect from September 2023).

Special Educational Needs and Disability Discrimination Legal Update - *Mark Greaves, Barrister, Matrix Chambers*

This session will explore the current legal difficulties affecting schools and parents about SEND provision, and to look ahead towards what might be coming along.

English matters! Techniques to ensure success in all public exams – *Anne Sherrard, Learning Support Department, Downside School*

This session will explore how to link the subtleties of mark schemes in IGCSE/GCSE English with how we work on these component parts in one to one or small group sessions. The talk will suggest approaches which can be used in English Literature, and which can be transferred to other GCSE and 'A' level subjects. Most of all, it will suggest techniques which ensure these strategies are placed firmly in the long-term memory system so that they are automatic in the stress of an exam room.

SEND throughout the school - making it all work - *Jonathan Hetherington, Headmaster, More House School and Barry Huggett, The More House Foundation*

Jonathan Hetherington and Barry Huggett draw on their wide experiences in the independent sector to make specific recommendations of small changes which staff and schools may make to their provision which will benefit all pupils, both with SEND and without. Learn from our mistakes and from what has helped our neuro diverse students over the years.

SEMINAR SESSIONS 1

Executive function - *Meriel Davenport, Director of Therapy and Assessment and Eleanor Margesson, Director of Staff Training and Development, More House School*

This session provides an overview of the executive function and its links with learning. Particular focus will be given to ways in which working memory, organisation and sequencing present difficulties for SEND pupils, as well as providing strategies for the whole classroom.

Access Arrangements - *Nick Lait, Head of Examination Services, JCQ*

JCQ Access Arrangements update for the 2022/23 academic year.

SEND and the English Department - *Katharine Sharpe, Chartered Educational Psychologist and Ellen Sutherland, Head of English, Prospect School and Claire Robinson, Headteacher, Holme Grange School*

This session will cover best practice in meeting the needs of neurodiverse learners in mainstream school English lessons. It will provide advice and guidance to enable a SENCo/Head of Learning Support to operate as both a coach and a leader in their school. We will discuss the effective planning and structure of English lessons for learners with special educational needs alongside key strategies and approaches to promote attainment and independence in English lessons. This seminar is relevant for both primary and secondary sector colleagues.

SEMINAR SESSIONS 2

Dyscalculia - *Amanda Keen, Specialist Dyscalculia teacher and assessor, Amanda Davey Dyscalculia*

Dyscalculia specialist teacher and assessor, Amanda Keen, will help you recognise the signs that a student may have dyscalculia and understand the impact this lesser-known specific difficulty has on learning. She'll explore a range of strategies that both teachers and support staff can use to build the confidence and skills of learners with dyscalculia, as well as highlighting recommended resources for further support.

Reading Comprehension – *Dr Grace Elliott, SENCo, Barfield School*

This talk will provide updated theories and models to guide practitioners' work in supporting students reading development in the classroom and within intervention work with students. It will discuss the prevalence of reading comprehension difficulties, and components that can cause reading comprehension difficulties. It will go on to provide practical strategies and resources to design and deliver interventions to target these components of reading comprehension difficulties. It will conclude by considering effective approaches for the delivery of these interventions.

SEMINAR SESSIONS 2

Social skills - *Karyn Stewart-Dodd, Cert MRCSLT, Speech & Language Therapist, The Speech and Language Practice*

This workshop is designed to share The Speech and Language Practice's journey in terms of establishing groups for students with social communication difficulties. The approaches that have been successful have not always been the ones we started out to deliver. The going is not always easy, but when a group works well, it really works well. Feedback from students is reshaping the way we think about social skills, and we are learning all the time. We invite you to join us on this journey.