

## ISC SEND Conference: Friday 16 November 2018

Park Plaza Victoria, London SW1V 1EQ

Online Fee: £249.00

This prestigious conference is aimed at SENCOS, 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.

There will also be opportunities to network and benefit from the wide-range of organisations exhibiting. Book online

at <https://iaps.uk/courses>

08.45	Registration, Coffee and Exhibition	
09.20	<b>Welcome and launch of a course available to all SENCOS to deliver to subject staff in their schools, to improve SEND provision across the curriculum – Barry Huggett OBE - Chair, ISC SEND Group</b>	
09.40	<b>Strategies for working with parents of pupils with Specific Learning Difficulties - Professor Amanda Kirby, The Dyscovery Centre, University of South Wales</b>	
10.25	Coffee and Exhibition	
10.55	<b>Creating Mental Wealth; Policy, Pedagogy and Practice – Professor Barry Carpenter, CBE, OBE, PhD, Professor of Mental Health, Oxford Brookes University</b>	
11.40	<b>Seminar Session 1:</b> <b>A) Strategies to support Children and young people on the autism spectrum in class and in unstructured time – Sarah Wild, Headteacher, Limpsfield Grange School</b>	<b>B) Special Educational Needs and Disability Discrimination Legal Update – Sarah Hannett, Matrix Chambers</b>
12.25	Lunch, Exhibition and Networking	
13.25	<b>Seminar Session 2:</b> <b>A) How paying attention to students' executive functions can change your teaching and students learning - Dr Bettina Hohnen, Clinical Psychologist and Imogen Moore-Shelley, Director – Connections in Mind</b>	<b>B) OneNote to the Rescue! An in-depth look at how Microsoft OneNote can benefit SEND learners in the classroom and help SENCOS support them, including demonstrations - Stuart Hay, Director of MyEducation</b>
14.10	<b>Seminar Session 3:</b> <b>A) Managing provision, measuring impact–Barbara Ball, Managing Director, ASEND and Claire Thurlby, IAPS SEND Subject Adviser and member of ISC SEND Group</b>	<b>B) Understanding the barriers to success in mathematics - Dr Camilla Gilmore, Reader in Mathematical Cognition, University of Loughborough</b>
14.55	Tea and Exhibition	
15.25	<b>Language and understanding in the classroom: collaboration between the therapist, the teacher and the pupil – Meriel Davenport, Ruth Hammond and Eleanor Margesson, More House School</b>	
16.10	Close of Session	

**Keynote sessions:**

**Strategies for working with parents of pupils with Specific Learning Difficulties** - Professor Amanda Kirby, The Dyscovery Centre, University of South Wales

*Creating a supportive environment for parents of pupils with Specific Learning Difficulties can sometimes be challenging and feel like walking a tight rope. Parents come in all shapes and sizes and their concerns in how to support their child can vary considerably.*

*A series of challenges will be presented that commonly occur and we will discuss strategies for managing them effectively. These will include (among others) discussing parents wanting or not wanting labels for their children; managing expectations and managing the reality; encouraging appropriate risk taking with parents- a balancing act for independence.*

**Creating Mental Wealth; Policy, Pedagogy and Practice** – Professor Barry Carpenter, CBE, OBE, PhD, Professor of Mental Health in Education, Oxford Brookes University

*Mental health is the most pervasive and co-occurring of all complex needs. The British Medical Association estimate that 2 in 10 of all young people experience some form of mental ill health during adolescence. In the realms of Autism this is much higher at around 60% of all ASD young people during adolescence.*

*In children and young people with special educational needs there are at least two or three times as many with some form of mental health need. The DfE Code of Practice on SEND has at long last given an official focus for schools on Mental Health with the creation of the designated area of Social Emotional and Mental Health. How do schools keep their children emotionally strong? How do we develop a curriculum framework around emotional well-being? What pedagogy will facilitate the development of emotional resilience in our children with SEND?*

*An overarching aim of this lecture will be to provide schools with signposts to begin this journey, for and with our children.*

**Language and understanding in the classroom: collaboration between the therapist, the teacher and the pupil** - Meriel Davenport, Ruth Hammond, Eleanor Margesson, More House School

*Delivering the curriculum has never been more challenging for teachers in both the primary and secondary stages following recent education reforms. The pressure on teachers to deliver a suitable curriculum for SEND children at all key stages sets the bar even higher.*

*How can classroom teachers better understand the weakened processes experienced by their SEND learners? How can therapeutic and classroom staff work together to integrate strategies to support them? Where are our 'blind spots' around pupils' comprehension of language? In this lecture, a Speech and Language therapist and literacy tutor, a primary teacher and a secondary teacher will focus on getting the best out of SEND pupils from Key Stages 2 – 4.*

## Seminar Sessions

### Seminar Session 1:

#### Session A:

**Strategies to support Children and young people on the autism spectrum in class and in unstructured time – Sarah Wild, Headteacher, Limpsfield Grange School**

*In her session, Sarah will cover:*

- *The differences in presentation between autistic girls and boys*
- *Strategies and tips for practitioners working with Autistic young people for taught and unstructured time*

#### Session B:

**Special Educational Needs and Disability Discrimination Legal Update – Sarah Hannett, Matrix Chambers**

This session will provide an update on the law and practice of special educational needs and disability discrimination. It will also consider any legal and policy changes being considered by the Department for Education.

### Seminar Session 2:

#### Session A:

**How paying attention to students' executive functions can change your teaching and students learning - Dr Bettina Hohnen, Clinical Psychologist and Imogen Moore-Shelley, Director – Connections in Mind**

*The 'Executive functions' are cognitive skills that underpin learning. They include skills such the ability to get started on a task, to sustain attention, to switch between tasks, to inhibit responses, emotional control and working memory. These skills are highly predictive of children's academic ability and even our health and salary into adulthood. Student's executive function skills do not develop at the same pace, for example, students with ADHD, ADD, Dyspraxia, Dyslexia, Autism, Aspergers and behavioural difficulties often struggle with developing these skills. These students can come across as impulsive, disorganised and as procrastinators. Furthermore, lots of research has shown that there is also a strong relationship between poverty and underdeveloped executive functions. However, all children struggle to some degree with EF skills and these difficulties can have an impact on functioning in all areas of learning and life. In the words of Laurie Faith, EF awareness and training is "necessary for some but good for all".*

*While the term 'Executive Functioning' has been around for years, the conversation about EF skills and education is changing. As a compliment to the self-awareness and self-mastery movement popularly associated with "grit" and "growth mindset", we believe educators can directly teach students about EFs and demystify their impact on performance. We will provide an overview of how the brain develops, what the EF skills are, how to increase student's awareness of them in the classroom and ways to support children to strengthen these skills. We will discuss ways that this approach can reduce teacher stress while also handing children the key to their own success for now and the future.*

#### Session B:

**OneNote to the Rescue! - Stuart Hay, Director of MyEducation**

*Following on from his talk last year about the use of technology in SEND education, Stuart will give a much more in-depth look at Microsoft OneNote, including how it can be used by SEND learners as an effective note-taking solution, with built-in assistive technology. The talk will also explore how OneNote can be used by SENCOs and support staff to support students' work both in 1:1 settings and remotely. OneNote will be demonstrated on both Windows and Apple devices to allow a discussion about the differences, and advice will be given to allow a cost-effective solution for schools.*

### Seminar Session 3:

#### Session A:

**Managing provision, measuring impact** – *Barbara Ball, Managing Director, ASEND and Claire Thurlby, IAPS SEND Subject Adviser and member of ISC SEND Group*

*This session will cover the following:*

- *Provision Mapping versus Provision Management: what's the difference?*
- *Selecting suitable strategies and interventions to support individual needs*
- *How and when to measure their impact*
- *Keeping teachers and parents involved with interventions – how everyone should be included*

#### Session B:

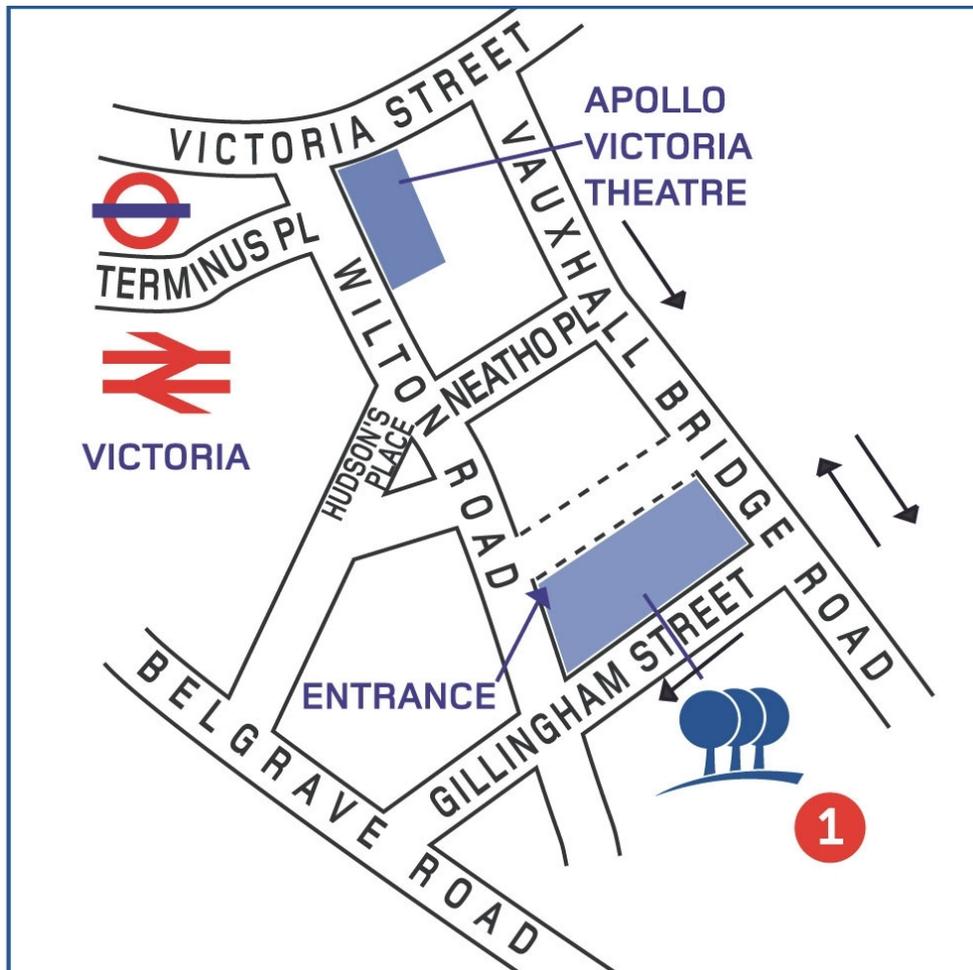
**Understanding the barriers to success in mathematics** - *Dr Camilla Gilmore, Reader in Mathematical Cognition, University of Loughborough*

*It is well known that many students find mathematics challenging. Mathematical cognition research has shown that one reason for this is that mathematics is a complex subject that draws upon a range of cognitive skills. This session will discuss how mathematics relies on general thinking skills, such as working memory, as well as mathematics-specific skills such as conceptual knowledge. Consequently, students may struggle with mathematics in many different ways. This has implications for how mathematics difficulties are identified as well as the support needed and we will discuss a range of strategies to support children's learning.*

## Location

### The Park Plaza Victoria London is located at the following address -

239 Vauxhall Bridge Road  
London  
SW1V 1EQ



### **Directions**

The hotel is located 2 minutes walking distance from Victoria Underground and mainline rail station, serving the Gatwick Express, Connex South Central and Southwest Trains

### **Gatwick**

Easily accessible with direct train service via Gatwick Express from London Victoria Station. The Gatwick Express runs every 15 minutes with an average journey time of 30 minutes.

### **Heathrow**

- The Heathrow Express to Paddington station runs every 15 minutes with a journey time of 15 minutes direct to Heathrow Airport
  - From Paddington station take the London Underground District or Circle Line to Victoria Underground Station.
  - Accessible via London Underground served by Piccadilly Line. Transfer at Green Park Underground and go one stop southbound on the Victoria Line to Victoria Station
- Average journey time is 50 minutes