

Independent Schools SEND Conference in association with



Friday 15 November 2019 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>

Programme

08.45	Registration, coffee and exhibition	
09.20	Welcome – <i>Barry Huggett OBE - Chair, Cross Association SEND Group</i>	
09.40	Being trauma informed - <i>Dr Margot Sunderland, British child psychologist and psychotherapist and Director of Education and Training at the Centre for Child Mental Health</i>	
10.25	Coffee and exhibition	
10.55	The evidence of co-occurrence in learning difficulties and mental wellbeing - why student-centred approaches make sense - <i>Professor Amanda Kirby, Chair in developmental disorders at University of South Wales and Founder of the Dyscovery Centre</i>	
11.40	Seminar Session 1: A) GCSE access arrangements: How can we create a 'level playing field'? – <i>Professor Kevin Woods, Director of Doctorate in Educational and Child Psychology</i>	B) Regulating stressed and distressed children: the science, the psychology; how to be and what to say - <i>Dr Margot Sunderland, British child psychologist and psychotherapist and Director of Education and Training at the Centre for Child Mental Health</i>
12.25	Lunch, exhibition and networking	
13.25	Seminar Session 2: A) Special Educational Needs and Disability Discrimination Legal Update – <i>Sarah Hannett, Matrix Chambers</i>	B) Creative ideas for building positive mental health and wellbeing in schools - <i>Dr Deborah Judge, Child and Adolescent Psychiatrist, Child and Adolescent Psychiatrist and Clinical Director, Youthinc</i>
14.10	Supporting students with SEND in tests and examinations - <i>Lorraine Petersen, Educational Consultant</i>	
14.55	Tea and exhibition	
15.25	The M Factor – <i>Fintan O'Regan, Behaviour Management Training</i>	
16.10	Close of session	

Keynote sessions

Being trauma informed - *Dr Margot Sunderland, British child psychologist and psychotherapist and Director of Education and Training at the Centre for Child Mental Health*

While some diagnoses for ASD and ADHD are correct and helpful, the worry is that when children or teenagers are given a diagnosis, people stop thinking.

When children and teenagers have suffered painful life experiences (for example separation or loss of a loved one, several school or home moves, being bullied, parental separation and divorce, parent with unresolved mental health problems, or suffering from serious illness) they are often labelled as being on the autism spectrum or as having ADHD. This is because symptomatology from traumatic life experience can be very similar. This can lead to unnecessary medication with worrying side effects and prevent the child from getting the treatment they need to alleviate the impact of the traumatic life experience.

75% of children evaluated for conditions such as ADHD receive medication on the very first visit to the doctor. As a result, many children wind up on medication when underlying un-mourned grief or relational stress is the main contributing factor. Through an emotionally engaging presentation, supported by film footage, Dr Sunderland will discuss the debate around the help and hindrance of child and adolescent diagnoses. She will empower delegates to be able to distinguish accurate ADHD and ASD diagnoses from those children who are actually suffering from unresolved painful life experience. She will then explore practical interventions to alleviate distress enabling good functioning and ability to learn.

This session will cover:

- Understanding the role of brain as well as mind in accurate diagnosis of ADHD and ASD
- Learning the most up-to-date research (both brain science and psychology) relevant to ADHD and ASD
- Learn how to consider underlying causes as well as presenting behaviours
- Understanding the role of relational stress and relational poverty in children/teenagers who present with challenging behaviour and blocks to learning
- Learning how to raise the awareness of professionals and parents to early signs of alarm resulting from unresolved painful life experience before seeking out a diagnosis

The evidence of co-occurrence in learning difficulties and mental wellbeing - why student-centred approaches make sense - *Professor Amanda Kirby, Chair in developmental disorders at University of South Wales and Founder of the Dyscovery Centre*

Amanda will present the rationale for a student-centred approach by presenting the extensive and international research relating to co-occurrence (also known as overlap) in learning difficulties and developmental disorders and the association with mental health. Amanda will describe why we have found considering the whole-student in the context of their lives challenging to accomplish and will then propose a practical model for delivering the personalised approach in schools.

Supporting students with SEND in tests and examinations - *Lorraine Petersen, Educational Consultant*

This session will look at the different ways that schools can support students at the very important but often stressful times when they are taking tests and examinations.

This session will include:

- Access arrangements and how they can be applied
- Effective revision and study skills
- Reducing stress and anxiety
- Parental support

The M Factor – Fintan O'Regan, Behaviour Management Training

Engaging and supporting struggling or even disillusioned students will be about understanding the “Message” and then harnessing 7 powerful “Ms” to develop a whole school approach to deliver successful learning, behaviour and socialisation outcomes.

The session will cover and outline the Magnificent 7:

- Mood Management
- The key factors for Motivation
- Movement
- Memory: Learning Hooks and Tricks
- Mindfulness
- That other M?
- And... working with Mums and Dads

Seminar Sessions

Seminar Session 1

Session A:

GCSE access arrangements: How can we create a ‘level playing field’? – *Professor Kevin Woods, Director of Doctorate in Educational and Child Psychology*

GCSE was inceptioned in 1988 as an end-of-school award replacing the previous two-tier system. It was intended to provide all students with a positive opportunity to demonstrate attainment. Under the Equality Act 2010, awarding bodies are required to make provisions for ‘reasonable adjustments’ in examinations and assessments for those GCSE students with disabilities. Accordingly, the Joint Council for Qualifications issues each year its guidance to schools on how to make appropriate applications to examination boards for ‘access arrangements’ within assessments (e.g. extra time; reading assistance; using a rest break). Teachers and educational psychologists may view access arrangements as a means of providing a desirable ‘level playing field’ within examinations and may also be concerned that access arrangements do not confer an ‘unfair advantage’ to students who do not have a genuine need for them. In 2018, we surveyed SENCOs, specialist assessors and school examination officers about the manageability, fairness and scope of GCSE access arrangements. In this talk, I will use the findings from that survey, linked to other research, to consider how effective and fair we might consider GCSE access arrangements to be, including wider considerations about what arrangements are made available, and who gets them. From this, we will consider implications for practice in applying for and managing access arrangements for GCSE.

Session B:

Regulating stressed and distressed children: the science, the psychology; how to be and what to say - *Dr Margot Sunderland, British child psychologist and psychotherapist and Director of Education and Training at the Centre for Child Mental Health*

This session offers ways to help stressed/distressed infants, children and teenagers with states of unmanageable emotional intensity. When they experience high arousal states they react with flight/flight or freeze behaviour, often resulting in anxiety, depression and/or very challenging behaviour. This can leave the adults around them feeling helpless and de-skilled. When adults don't understand, they are in danger of moving into disciplining rather than implementing stress regulatory breaks and empowering children and teenager to understand what's going on.

The fact is that it is never too late to develop the capacity to handle stress well. If on the other hand, we leave children and teenagers with under-developed stress regulating systems (brain and body) they are in danger of resorting to damaging forms of self-regulation such as self-harm, social withdrawal, alcohol, drugs and smoking, simply to calm themselves down. Rather than short term fixes, the evidence-based interventions presented by Dr Margot Sunderland can result over time, in the development of key stress regulating systems in the brain, and good vagal tone in the body. Without the ability for emotional regulation we can never enjoy true quality of life. It is right that schools pick up the baton in this respect.

Seminar Session 2

Session A:

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.

Session B:

Creative ideas for building positive mental health and wellbeing in schools - Dr Deborah Judge, Child and Adolescent Psychiatrist and Clinical Director, Youthinc

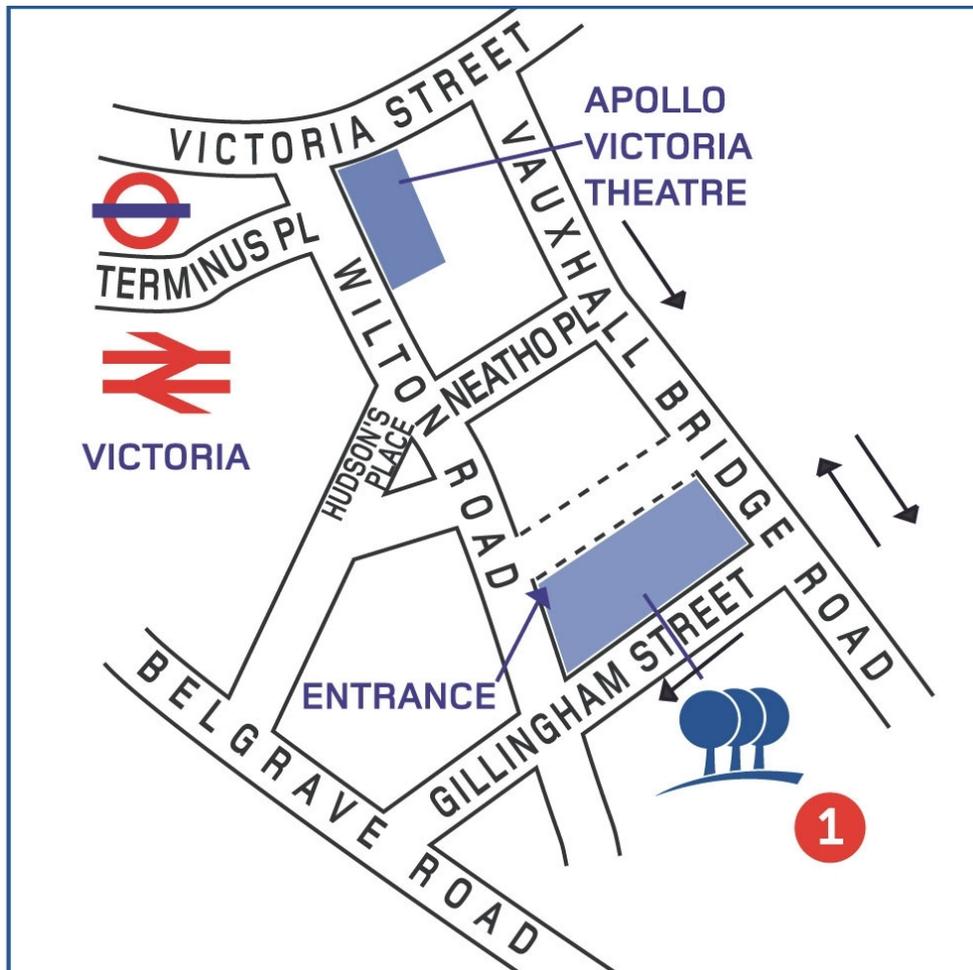
When young people come forward with emotional problems, a decline in their function and performance and with behaviours which may be high risk, it can be difficult not to focus on the problems. Youthinc follows a Youth Centred Integrated Approach, which has a simple overarching theory of change – that positive change is strengths-based and drives the development of skills and competencies, and it is relationship-based.

The workshop introduces some key concepts in taking a collaborative stance, working alongside young people and working towards future goals and solutions from the outset. Adolescents may then begin to work towards key goals which develop personal strengths, confidence and competency in forming friendships and social relationships, skills and learning which develops purpose and skills for education and the workplace.

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