



Independent  
Association of  
Prep Schools

## R16: SEND: Specific learning difficulties within mainstream schools

**Date** Tuesday 5 March 2024  
**Venue** Leonardo Royal Hotel Oxford, OX2 8AL  
**Cost** IAPS members - £ 229 (non-IAPS members - £ 329)

This comprehensive day will ensure attendees are up to date with the latest thinking and research on dyslexia, including a focus on how to use morphology alongside more traditional phonics interventions to improve reading and spelling. This session will be delivered by Louise Selby, a dyslexia expert and author of the 'Morph Mastery' intervention programme. The second session will allow attendees to experience using the latest accessibility features built into mainstream platforms such as Microsoft and Google and consider how these can be used in mainstream classrooms. This will be delivered by Lex Lang, one of the IAPS Digital Innovation Specialist Advisors. The third session will be presented by Dr Katharine Sharpe, the IAPS SEND Advisor who is a Head of Learning Support as well as a Chartered Educational Psychologist. She will present a range of different assessment approaches and tools which can be used by colleagues with and without specialist assessment qualifications. We will consider how to use assessment and data effectively to understand a learner's profile, advise on classroom strategies and to develop effective programmes of intervention. The afternoon will end with an opportunity to discuss key SEND issues facing the independent sector in an informal Q&A format.

**Audience** SENCOs, Heads of Learning Support, Specialist Teachers  
**Objective** This day course will cover a number of key challenges for SENCOs in mainstream settings. The day will start with an update on dyslexia, including definition, research and intervention including a focus on the use of morphology to support reading and spelling. We will then move on to explore the latest accessibility features on main platforms such as Microsoft and Google during a hands-on session to experience what technology can offer pupils with specific learning difficulties. The afternoon will be spent on the assessment of SEND, including a review of test materials which can be used by SENCOs/teachers who do not have specialist assessment qualifications as well as those who do. We will consider how to use data effectively to support our understanding of learning profiles and the development of intervention programmes. There will be opportunities for networking and general SEND discussion throughout the day.  
**Course Director** Dr Katharine Sharpe, Assistant Head (Pastoral) and Head of Learning Support: Caterham Prep School  
**Presenter(s)** Louise Selby, Lex Lang, Dr Katharine Sharpe



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**Programme: Tuesday 5 March 2024**

<b>Time</b>	<b>Activity - <i>Speaker</i></b>
0930	Registration and coffee
<b>0945</b>	Welcome and introduction
<b>0950</b>	Session 1: Dyslexia update
<b>1045</b>	Break
<b>1100</b>	Session 1 continued: Using morphology to support reading and spelling
<b>1215</b>	Lunch
<b>1300</b>	Session 2: Adaptive technology to support specific learning difficulties in the classroom
<b>1415</b>	Session 3: SEND assessment – principles and resources
<b>1500</b>	Break
<b>1515</b>	Session 3 continued: Using assessment to inform interventions
<b>1545</b>	Discussion/plenary
<b>1615</b>	Course ends



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IAPS reserves the right to cancel an event at any time for example, but not limited to, if the event is unsustainable to run due to a low number of attendees, venue/speaker cancellation, transport issued (e.g. rail strikes). We will do all we can to ensure our courses go ahead as planned. There may also be occasions where courses that were due to take place in person may have to take place online.

Please ensure you have read and understood our [term and conditions](#) before proceeding with your booking.

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**Insurance:** IAPS regrets that it cannot accept liability for loss or damage however caused to the personal property of any person attending this or any other event organised under the auspices of the Association.

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