

Independent Schools SEND Conference in association with



Date **Friday 5 November 2021**

Venue **Park Plaza Victoria, London SW1V 1EQ**

Cost **£249** (*online booking*)

Early booking discount - £219
(book before Friday 30 July 2021 to take advantage of this offer)

We are delighted to be back with an in-person conference for SENCOS, Directors of Learning, Learning Support Teachers, Heads and SMT members who wish to understand or improve the SEND provision in their schools. Join us for this long-overdue opportunity for face-to-face interaction and discussion with colleagues from the SENCO network as well as benefitting from the wide-range of organisations showcasing their products and services in the exhibition. **Book online [here](#)**

0845	Registration, coffee and exhibition		
0920	Welcome – Barry Huggett OBE - Chair, Cross Association SEND Group		
0930	Distracted, dreamy and different: demystifying and supporting children with Inattentive ADHD - Fintan O'Regan		
1015	Seminar Session 1:		
	A) How we can engage in effective inclusive practice in the Early Years, promoting positive outcomes for children with SEND - Laura Purser, NASENCO Course Lead, Head of SEN/D and Inclusion, University of Buckingham	B) Disengaged pupils (Part I) – Dr Lucy Brown–Wright, Chartered Psychologist specialising in Neurodevelopment & Education	C) Playing with words: cracking the code of subject-specific terminology - Hannah Alcántara, Teacher of Biology, Downside School
1100	Coffee and exhibition		
1140	Seminar Session 2:		
	A) How we can engage in effective inclusive practice in the Early Years, promoting positive outcomes for children with SEND - Laura Purser, NASENCO Course Lead, Head of SEN/D and Inclusion, University of Buckingham	B) Disengaged pupils (Part II): how much are we the problem? – Dr Lucy Brown–Wright, Chartered Psychologist specialising in Neurodevelopment & Education	C) Playing with words: cracking the code of subject-specific terminology - Hannah Alcántara, Teacher of Biology, Downside School

1225	Lunch, exhibition and networking	
1325	The unteachables: how to connect, empathise and work with hard-to-reach children and adolescents – <i>David Taransaud, Adolescent Psychotherapeutic Counsellor</i>	
1410	Special Educational Needs and Disability Discrimination Legal Update - <i>Mark Greaves, Education Lawyer and Sarah Hannett, QC, Matrix Chambers</i>	
1455	Tea and exhibition	
1525	Seminar Session 3	
	A) Introduction to the Brick-by-Brick programme (formerly LEGO therapy): Using LEGO bricks to support social communication in autism and beyond – <i>Gina Gomez de la Cuesta</i>	B) Fostering positive wellbeing by supporting pupils to navigate their way through the pressures of school life – <i>Ruth Hammond and Hattie Brandreth</i>
1610	Conference closes	

KEYNOTE SESSIONS

Distracted, dreamy and different: demystifying and supporting children with Inattentive ADHD - Fintan O'Regan

This presentation will outline how to identify and support children with the covert symptoms of ADHD. Difficulties for students will affect a range of learning, behaviour and socialisation issues including hypoactivity, organisation, homework, and issues with forming and maintaining friendships with peers.

Less obvious than students with Hyperactive Impulsive ADHD, students with ADD will have more girls than boys at risk in a ratio of 2:1 which is unusual in the field of SEND.

We will discuss a range of proactive systems, strategies and stories in order to support students in both classroom and non-classroom situations.

Special Educational Needs and Disability Discrimination Legal Update – Mark Greaves and Sarah Hannett

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.

The unteachables: how to connect, empathise and work with hard-to-reach children and adolescents – David Taransaud

Some of our children can seem completely unteachable and regularly find themselves at the receiving end of the 'monster' epithet. Yet their disruptive attitude is not wilful defiance but often originates in profound feelings of fear. They are not soulless savages, they are survivors of adverse childhood experiences, and their 'monstrous' behaviour is the means by which they manage early terrors and conceal the hurt aspect of their self. In order for us to help them achieve their full potential for growth and happiness, we need to dare to look into the abyss and venture into the lair of this so-called 'monster', befriend his raw energy and find the beauty within the beast. So, David invites you to embark on an exciting venture into the inner world of the emotionally wounded child. Along the way David will provide you with the necessary tools to form meaningful and healing relationships, the courage to keep on going regardless of any obstacles you might encounter, and a map to negotiate their complex inner worlds.

SEMINAR SESSIONS 1 AND 2

SEMINAR A

How we can engage in effective inclusive practice in the Early Years, promoting positive outcomes for children with SEND - *Laura Purser*

Exploring universal inclusive practice in the Early Years, considering both statutory and best practice elements. The session will explore a range of practical strategies meeting differing areas of need and focus on certain aspects of inclusive effective provision, such as the importance of early identification, and intervention, graduated approach and high-quality provision, the role of the SENCO in an early years setting, the key message of communication and collaboration between parents and professionals to support joined up thinking and the impact of effective transition. The session will be delivered through interactive discussion to consider personal applications in context and encourage inclusive practice.

SEMINAR B

Session 1: Disengaged pupils (Part I) – *Dr Lucy Brown-Wright*

This is the first of two workshops which considers those children who do not engage with conventional teaching as we offer it. Alarming, these children make up between 8-10% of our schools. Who are these children and what are their vulnerabilities? How do we spot them early, change their trajectories and long-term outcomes? This workshop will actively consider those who are inattentive, impulsive and self-directed. They may have symptoms or a diagnosis of ADHD. They may be oppositional or struggle with their behaviour. It will highlight concrete things we can do to change their attainment, experience of success and eventual outcomes. More detailed guidance about the processes and practical solutions will be considered in more detail in the second workshop. Attendees are actively encouraged to sign up to both to optimise on understanding and consider application into school and classroom.

Session 2: Disengaged pupils (Part II): how much are we the problem? – *Dr Lucy Brown-Wright*

All of us engaged in supporting pupils learning know a sizeable portion who resist being taught, disrupt, underachieve or zone out from the process. This has a significant cumulative impact upon their self-perception, confidence and attainment. It influences others around them and creates numerous challenges for sustained periods. Whilst for some, there may well be a specific learning difficulty or a neurodevelopmental explanation, is there actually more to their situation than this alone? This second workshop will consider what current research tells us about how to manage this group and support their cognitive functioning, learning and experience of school. It also highlights active processes that are hidden in plain sight and get played out every day in our classrooms and schools. These serve to compound the child's underlying difficulties. It is argued that our systems, unconscious bias and lack of understanding have the potential to exacerbate a child's cognitive deficits substantially in highly destructive ways over time. We will consider how we reverse these and create more favourable and rewarding outcomes.

SEMINAR C

Playing with words: cracking the code of subject-specific terminology – *Hannah Alcántara*

This practical seminar explores the common prefixes and suffixes of scientific terminology and looks at how a basic understanding of Greek and Latin stems can enhance learning of subject-specific vocabulary. Hannah will present her own findings from the Biology classroom and explain how she uses a linguistic approach in her own teaching. Word play and a love of language are central to Hannah's approach and this session aims to give delegates a practical toolkit of ideas they can implement in their own work.

SEMINAR SESSION 3

SEMINAR A

Introduction to the Brick-by-Brick programme (formerly LEGO therapy): Using LEGO bricks to support social communication in autism and beyond – *Gina Gomez de la Cuesta*

The Brick-by-Brick™ programme is a fun, child-led, learning-through-play concept involving collaborative play with LEGO® bricks. The programme is designed for young people who need extra support with social communication, language and friendships such as young people on the autism spectrum. Through their strengths and shared interest in LEGO models, young people start to make friends and build relationships, all whilst having fun. Run by trained practitioners, children work together to build LEGO models, developing collaboration, communication, problem-solving, turn-taking, conflict resolution and friendship. This session will be a short introduction to the programme, describing what it is, how it can be used to support children with social communication needs, and the evidence base for its effectiveness.

SEMINAR B

Fostering positive wellbeing by supporting pupils to navigate their way through the pressures of school life – *Ruth Hammond and Hattie Brandreth*

All pupils are likely to encounter a variety of pressures at school from managing friendships, to sitting exams.

By knowing how to understand and respond to individuals, we can help them to develop the skills to be self-regulating and resilient, as well as increase whole school wellbeing – yours and theirs. This talk sits between prevention and crisis.

CANCELLATION If a delegate cancels his or her application up to and including 4 weeks prior to the date, a refund of 75% of the fee will be given. 50% of the fee will be refunded up to and including 2 weeks prior to the date. Thereafter, IAPS regrets that no refund can be made.

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.