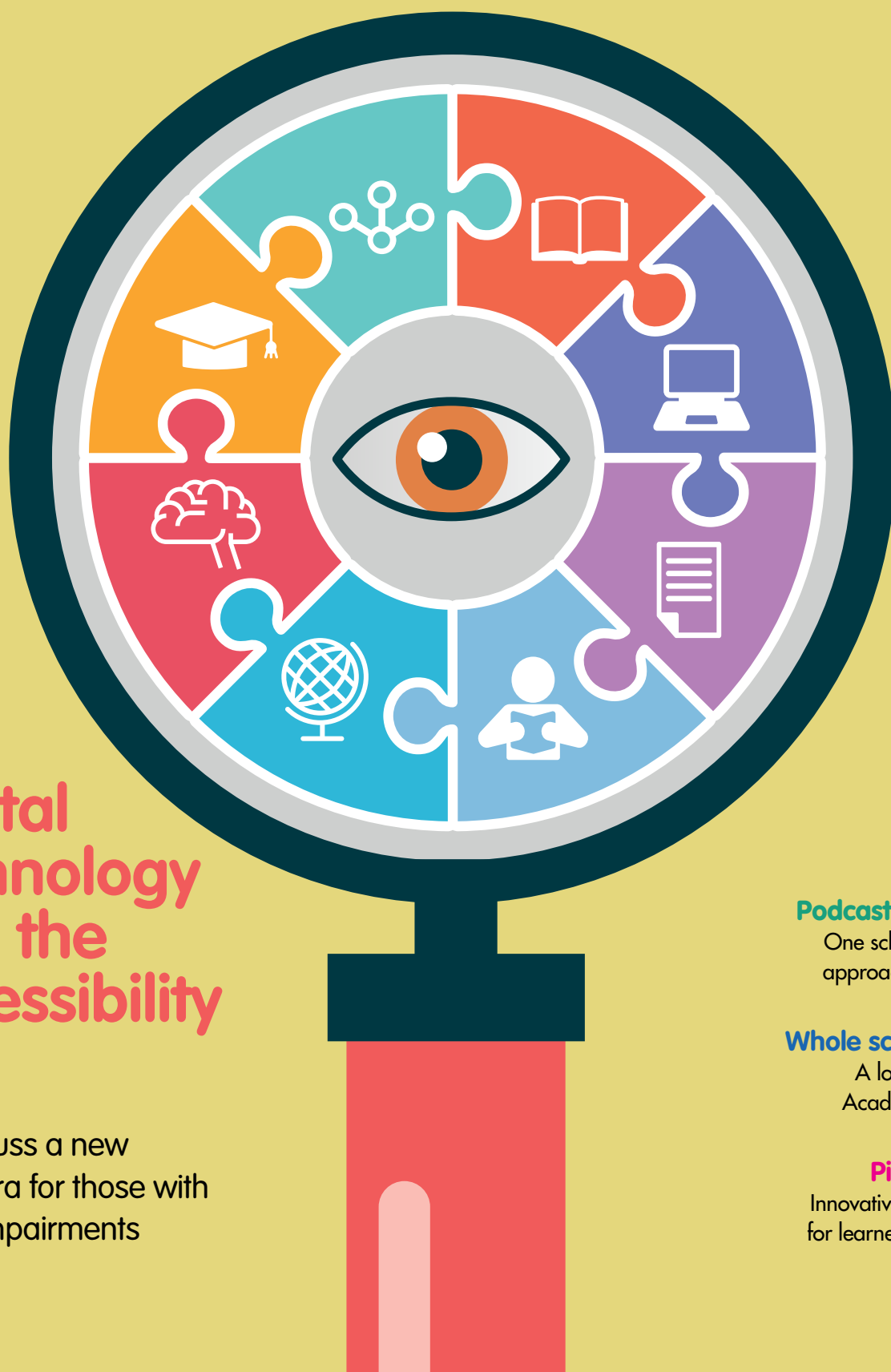


nasen CONNECT

HELPING
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ACHIEVE

SPRING TERM EDITION / ISSUE 43

www.nasen.org.uk



Digital technology and the accessibility gap

We discuss a new
digital era for those with
visual impairments



Podcasts in school

One school's exciting
approach to learning

Whole school SEND

A look at Bedford
Academy's journey

Pinc College

Innovative approaches
for learners with SEND



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Welcome

#43

By **Annamarie Hassall MBE**, Chief Executive, nasen

Welcome to the Spring Term edition of *nasen Connect*.

On behalf of the nasen team, welcome back as we launch into a year that promises to be a landmark one for our sector. With the autumn term launch of the DfE Change Programme for SEND behind us, this will be a year of test and learn, and we'll be hearing from local authority leadership, inclusion partnerships and schools, colleges and settings.

That's a lot of reliance on the selected 31 local authority areas to generate the blueprint for the future. At nasen, we will lend our support in sharing information, dissemination and collaboration. This is an important year, likely to shape the future of SEND and alternative provision for the next decade and beyond.

To coincide with the new term, the popular Teacher Handbook has been revised to include additional subjects and will be available on our website. When this was first published in January 2022, following months of sector-led collaboration and hard work, it quickly became one of the most frequently downloaded resources on the nasen and Whole School SEND website. That's what happens when time and resourcing make it possible to bring a fantastic team of school leaders, SENCOs and practitioners together. Thanks to the DfE for funding through the Universal Services programme, and the talented regional

team for this updated edition, full of practical, classroom-ready information.

You can read more about the Universal Services programme in this edition, featuring the Professional Development groups for school improvement. Meanwhile, the feature on Pinc College showcases an innovative and creative post-16 provider supporting students to be their best selves. We are delighted to also feature the 'Think Forward Programme', delivering unique, personalised coaching programmes for young people, enabling them to overcome challenges as they move into work. The nasen interest in tech in the classroom also continues, with an article on digital tech and EAL. For those with an interest in play and STEM, we feature an article that provides an insight into the world of augmented reality, virtual reality and artificial intelligence through play.

New for 2024, nasen Connect will now be available termly with regular features and guest-written articles. In addition, nasen will bring you a 'feature edition' each June; the first of these in 2024 will focus on mental health and wellbeing. Our planning starts early so if you have practice to share, do get in touch with the *nasen Connect* editorial team at welcome@nasen.org.uk.



“
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”

nasen
Helping Everyone Achieve

Published by nasen
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Designed by:
Headlines Partnership Publishing,
4 Milnyard Square, Bakewell Road,
Orton Southgate, Peterborough,
England, PE2 6GX
Email: info@headlinespp.uk.com
www.headlines.uk.com

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The views herein are not necessarily those of the editor or nasen. Acceptance of advertisements does not imply recommendation by nasen. Not all photographs in *nasen Connect* depict children with special educational needs. Many of the photographs are taken in integrated classes. nasen would like to thank all those who have contributed photographs.

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Empowering early years practitioners across the Family Hub Network.







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BUSINESS OUTLOOK 2024

**PORTFOLIO VALUATION AND
ASSOCIATED ADVICE PROVIDED
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Christie & Co provided valuation services to Stirling Square and Outcomes First Group, including a review of the individual assets and portfolio cumulating in valuation advice. OFG is one of the UK's leasing SEN providers operating 56 schools that server over 3,000 students between three and 25 years of age.

This is one of the largest education transactions of it's type in 2023.



Find out more about what happened in the Childcare & Education market in 2023 and our predictions for what's ahead in 2024.

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Welcome to Connect's Membership Focus

As we start the new year, we extend a heartfelt welcome to each of you. We hope that the recent festive season provided you with joy and rejuvenation, allowing for some well-deserved rest and relaxation.

If you haven't secured your ticket for nasen LIVE 2024, now is the time to seize the opportunity. Take advantage of our irresistible early bird offer and join us at the prestigious Vox Conference Centre in Birmingham on 5 July 2024. For £79, you can enjoy a £20 discount on the standard ticket price. This exclusive offer is valid for a limited time only and will

expire on 29 February 2024, so get yours here now: **nasen Live | Nasen**

Our commitment to delivering exceptional value remains steadfast, even in the face of increasing costs. As a result, we are delighted to have locked in our ticket prices for 2024,

meaning that there have been no ticket price increases for over five years! We are proud to showcase our unwavering dedication to affordability and value for our patrons.

Our one-day SEND CPD event offers an enriching experience with a diverse range of seminars featuring insights from sector-leading specialists. For our members and the wider sector, nasen LIVE serves as a unique platform to connect with like-minded professionals and explore a comprehensive SEND exhibition showcasing products and services from award-winning suppliers.

For any membership-related queries or assistance, don't hesitate to contact us at membership@nasen.org.uk

Here's to a year filled with abundant growth, continuous learning, and unparalleled success!

Warm regards,

The Membership Team



ACCESSING FUTURES – IMPROVING OUTCOMES FOR LEARNERS WITH VI AT POST-16 – FREE WEBINARS

Join nasen for a pair of FREE webinars for staff working with young people at post-16 in education, training or employment. The free sessions explore how the learning environment and additional support can be put in place to ensure that staff and students feel confident and secure in their post-16 provision. These webinars have been

made possible through funding from Thomas Pocklington Trust.

The webinar themes are 'Learning to Access' and 'Access to Learning'. They have been designed to complement each other and help to upskill staff, raising awareness of the type of support that will enable learners and employees with vision impairment (VI) to succeed so that

settings can improve outcomes.

Alongside the webinar recordings, a set of curated support materials from across the VI sector will be hosted.

To further explore the topics covered and to book your free place on the webinars [click here](#).

Webinar 1: 29 February

Webinar 2: 14 March



Improving Outcomes for Learners with Vision Impairment (VI) at post-16

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Ask the team

There is always a steady stream of questions arriving at nasen House and, of course, the Education Team answers them as soon as possible. But while many of them are specific to a particular context, the answers to a number of them could be helpful to the wider nasen membership. 'Ask the team' provides the space to share these questions and answers.



education@nasen.org.uk



01827 311500



@nasen_org



@nasen.org

If you have a question, and think the answer would be useful to everyone, please submit it to education@nasen.org.uk. Of course, you can always give nasen House a call too.

Pupil Voice

We have an annual review coming up for a child in our reception class who is non-verbal. How can we gather their pupil voice?

Reception teacher, Warwickshire

As humans, we are always communicating, whether verbally, through gestures, facial expression or body language. As an early years practitioner, you will already be skilled at tuning into your learners, and it will become easier to understand a child's non-verbal communication as the relationship progresses.

Observation strategies are a valuable method. Try to plan periods of time where you can unobtrusively watch and record everything you see the child do. These observations will show you what they do when their activity is not being directed: what or who they choose to interact with, how they respond to the environment around them and whether they can stop and listen when the whole class is addressed. Try to avoid making judgments as you carry out observations; be as objective as possible.

There are several ways that you can gather this information. You could include incidental observations, more structured observation focusing

on specific objectives, behaviours or targets. You could also try techniques like 'spidergraph' observations. These involve starting with a sketch map of your environment with different activity areas marked (both inside and out). Through the observation period, you can record the child's journey around the setting, noting how long they spend at a particular activity. This will show you where the child chooses to go, how long their focus of attention is, whether they follow a repetitive route and whether they are seeking (or avoiding) any particular sensory experiences.

It is important to capture different activities, at various times of day throughout the week to build a rounded picture. All of this will feed into your pupil voice, building a holistic picture of the child and their motivations, as well as areas of strength and need.



Whole School Inclusion Strategy

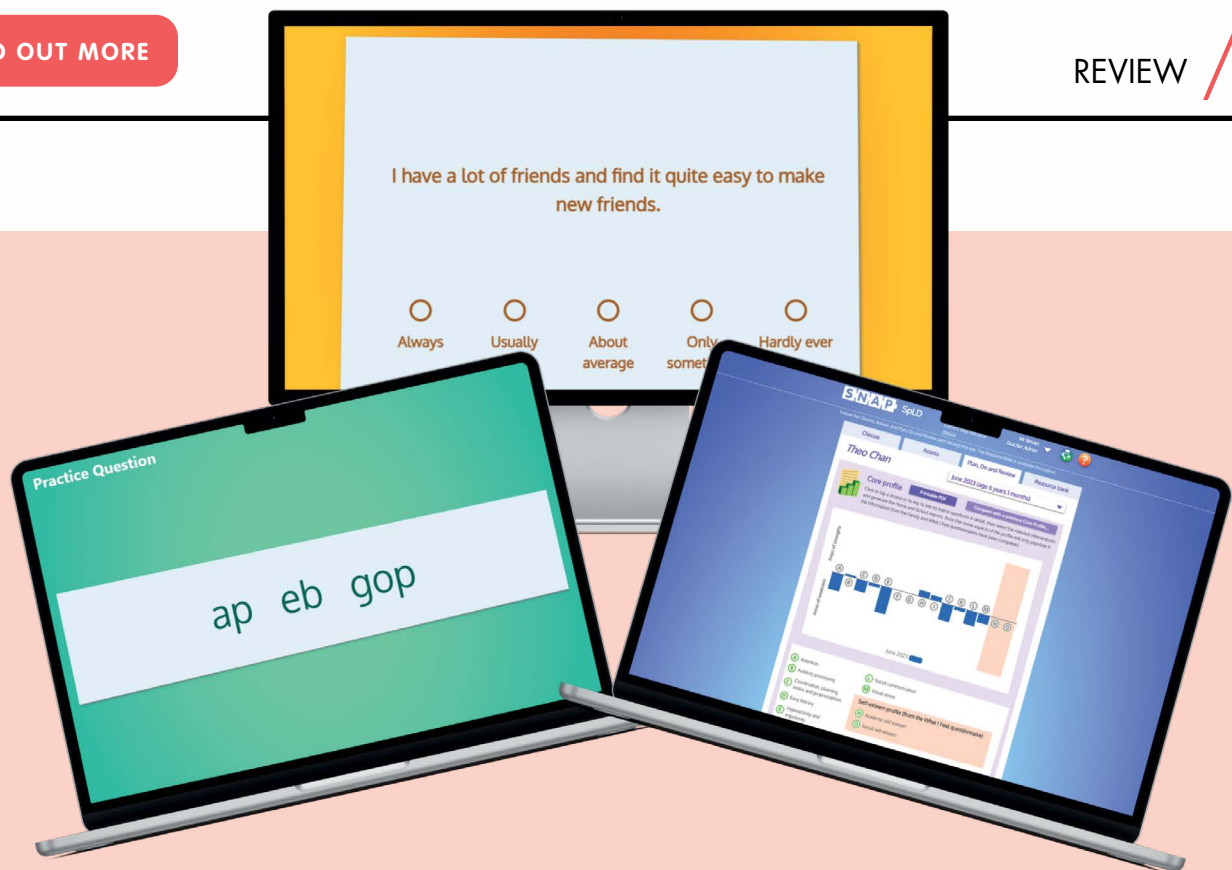
I am a new SENCO and have been tasked to work with our school inclusion lead to put together a SEND and inclusion CPD strategy for staff. I'm not sure where to start – can you help?

SENCO, Liverpool

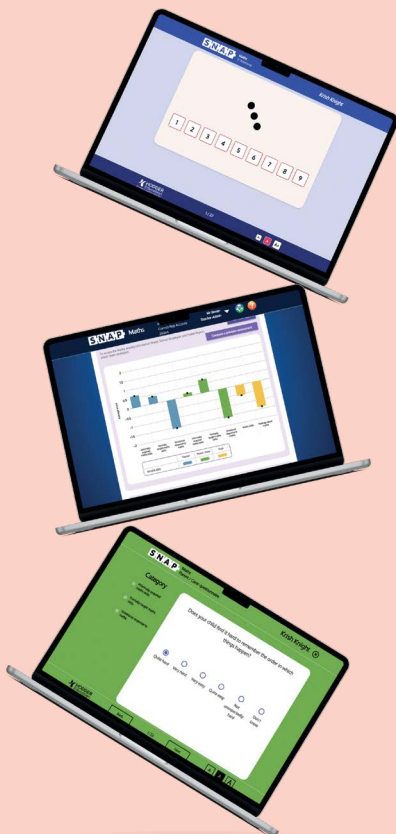
It's wonderful that you have been empowered to build a strategic approach to SEND CPD within your setting. As a first step, you could review your school or SEND development plan to see what the most pressing priorities are. It would then be useful to work out the time allocation and dates you have for training and map them out on a calendar.

In terms of topics and delivery, Whole School SEND offers some free training, delivered in accessible 20-minute units, covering topics such as speech, language and communication, mental wellbeing and supporting sensory differences. These may be a useful starting point to form part of training: **Online CPD Units | Whole School SEND**

Best practice would be to work with the rest of the leadership team, where possible, to tie the CPD strategy together with the rest of what is happening in school, including monitoring cycles. For example, during one half term, you could deliver training on specific adaptive teaching techniques, empower staff to try these in practice and tie this in with the focus feedback and monitoring. These joined up approaches help to ensure that inclusive practice becomes an integral part of the 'usual business' of teaching and learning in school. Developing teacher self-efficacy and collective efficacy for staff will create the culture and ethos to continue this development and ensure all are focused on inclusion.



SNAP Maths product review



SNAP-SpLD (specific learning difficulties), SNAP-B (behaviour) and SNAP Maths are online assessments designed to help pinpoint specific learning and behavioural difficulties which, unidentified, may limit a child's potential to learn. In this portfolio is SNAP Maths; new for 2023, it aims to help teachers and SENCOs assess learners with suspected dyscalculia/maths learning difficulties, including maths anxiety.

SNAP Maths was trialled for four weeks in a school setting to identify the pros and cons of the resource. Overall, the school found that the design and presentation of the resource was good, but identified getting started as a key area for development for the resource, noting that the staff found it laborious to set children up on the system. Teachers also noted that it was difficult for the children to get onto the platform initially, due to the long URL that they needed to use, and a cumbersome login process requiring them to use their birthdates. Teachers felt that it would have been much easier to have a

generated username and password, which could be printed out on cards, as many children are accustomed to this system with other school resources.

Moving on from points for development, the school and its pupils stated that SNAP Maths looks attractive and engaging and the children found it intuitive to use. Teachers noted that the assessments did help them to identify gaps very easily (although this took some time for them to get used to). Teachers liked the way assessments were shown on the chart, which made it easy to spot issues.

The staff also noticed that the fluency boosters were having an impact and children were applying their learning in lessons. Another highlight for the school was that children enjoyed the resource and were engaged in their sessions.

Teachers noted that children liked the fact that the tasks were repetitive, so once they knew how those worked, they could focus on the maths. Once logged in, children found it intuitive to use and teachers stated that the resource helped the children build their overall confidence and independence.

nasen Awards Spotlight

Winner of Primary Provision of the Year award at the nasen Awards 2023 was Sir Alexander Fleming Primary School. We hear from Lisa Pigg, assistant headteacher, inclusion team leader (SENDCo), deputy designated safeguarding lead and EAL lead at the school to find out how they focus on supporting every child, whatever their need.

Sitting through another teaching conference, the same questions come up to the keynote speaker, "how do schools provide for children beyond the curriculum to support them socially, emotionally and mentally?"

I sit in these conferences and feel like I have imposter syndrome, as I feel our school does this well.

Five years ago, I walked into Sir Alexander Fleming and was shown to my 'desk' in an office of four designated safeguarding leads in what is now our 'Rainbow room'. I was an aspiring SENCO, taking over the reins, and what follows are details of the elements that I believe make our provision so effective.

PATCH – NURTURE PROVISION

Our nurture provision is themed around a farm worker who nurtures vegetables and baby animals. In Patch we offer areas such as role play spaces, reading corners and sensory areas with the aim of helping pupils develop their resilience and independence while building a sense of achievement and growing relationships and friendships within a school community. Children get involved in outdoor learning sessions and PE sessions with their class too.

What's more, Patch isn't just here to serve our children. The year before last, we supported two children with complex needs while the local authority (LA) found specialist provision places. We always change and adapt to the needs of our children. Not one year looks the same as the last in Patch.

THE DEN – A CALM SPACE

In the Den we offer a safe, calm and nurturing space to give our children the coping strategies to move onto the next step, whatever that may be. The Den caters for children in KS2 and is run by a nurture lead and assistant.

Each child has four sessions a week in the Den. The children who come in the morning will carry on with their curriculum-based work, but in a smaller and quieter environment with the sessions supporting those who may be falling behind in their work as well as those who may need stretching academically.

The children in the morning are offered a social breakfast, where they work together to make their own food. This helps support independence while

they learn about kitchen safety and hygiene.

Those who come to the Den in the afternoon, having already completed their core subject work in the morning, take part in curriculum-based activities. For example, this term we are learning about the Victorian era, so the children have designed their own gown for Queen Victoria, baked Victoria sponge cakes and used charcoal to draw a traction engine.

Children also get to pick a game for us all to play. This encourages the child to decide independently. I love it when we play set games. I think they are extremely beneficial as they teach children about winning and losing, and how we should cope in the latter scenario.



THE HIVE – A SPECIALIST SEND CLASSROOM

The Hive is our SEND classroom base for children who are working significantly below their peers. Children who work in here will either have an Education Health Care Plan (EHCP) or high needs funding from the LA.

We have a full-time, qualified and experienced teacher and a teaching assistant who is experienced in working with children with speech and language difficulties, advanced drawing and is trained as an emotional literacy support assistant (ELSA).

The room can fit up to 10 children and we work on building their independence and confidence so they can have a go at work that is suitably adapted to their academic ability. In the morning Hive sessions, we teach English, maths, reading and phonics, along with any recommendations from the child's learning support advisory teacher

Some may say that having a class of 10 children would be amazing. It is certainly challenging, rewarding and exhausting all at the same time, and most days feels like it's a class of 30!

reports, such as non-verbal reasoning skills and targets on their EHCP. The children return to their classrooms in the afternoons where they take part in adapted foundation subjects.

In the afternoons, the Hive turns into a targeted intervention room for pupils that are finding areas of the curriculum challenging but can access their own year group's work in the mornings. Here we provide pre-teaching or post-teaching to secure understanding.

Some may say that having a class of 10 children would be amazing. It is certainly challenging, rewarding and exhausting all at the same time, and most days feels like it's a class of 30!

The room provides a space for children to reflect, read a book, have an informal chat with a member of staff or somewhere to retreat to should a busy, stimulating classroom become too much.

RAINBOW ROOM – PROVIDING SPACE TO REFLECT AND MUCH MORE

You may think our Rainbow room is just that; a brightly coloured room. In fact, it's so much more. The room provides a space for children to reflect, read a book, have an informal chat with a member of staff or somewhere to retreat to should a busy, stimulating classroom become too much.

Outside of the four walls, the Rainbow room is a walking bus/minibus service helping children to get to school. A team of staff support children and their families with securing school places and signposting to external agencies that offer housing and food crisis support. Our headteacher even visits our local Aldi to collect surplus food, which is placed outside the school for all to benefit from.

ALWAYS OPEN TO NEW OPPORTUNITIES

This is not an exhaustive list.

Our weekly inclusion meetings with the attendance and senior leadership teams may also highlight something that we could offer that is better suited to the needs of the child to support them in our school to have a successful and happy journey.

If children aren't quite ready to take part in these interventions or if they are too dysregulated, they can use our calm room space which also turns into a soft play room should we need it. I also shouldn't forget to mention two members of staff that our children absolutely adore; our dogs Bella and her little sister Honey!

You may ask how we are able to provide all this, and how it is funded. Initially, we started with a Fairshare funding grant from our LA, and we have also applied to education trust charities for donations. We are always looking on social media for donations of equipment – we managed to get some tables, chairs and soft furnishings from a local charity that were surplus to their

TLC – SUPPORTING CHILDREN

Our TLC room is a room our children love visiting, even if they have never had a session there! It is run by our inclusion support assistant, who has a first-class degree in psychology and is currently training as a psychotherapist. We are very lucky to have her.

She runs different sessions such as Lego therapy, sand therapy and interventions that teach skills for anger management. The latter include how to teach communication of emotions, interventions that are aimed primarily at improving the inclusion of children with challenging behaviour or personal concerns.

Here, we can support children who have difficulties in forming relationships and children with autism by teaching friendship skills and by running activities designed to help children understand and manage anxiety. We always use a relatable story that explains anxiety in an age-appropriate manner. This allows children to grasp how it impacts their lives, and we offer practical tools and strategies to empower children in handling anxiety effectively, promoting relaxation, positive thinking and problem-solving skills.

requirements. In addition, we have a very creative business manager who loves a fundraising event!

Ultimately, all our staff and children work hard to make sure that we follow our school values in all that we do:

- **Safe** – keeping ourselves and others safe in school and the community
- **Respect** – having the nurturing skills to respect ourselves and our families
- **Brave** – overcoming barriers and difficult challenges
- **Pride** – being proud of what we achieve
- **Success** – achieving high standards and believing that anything is possible.

Our weekly inclusion meetings with the attendance and senior leadership teams may also highlight something that we could offer that is better suited to the needs of the child to support them in our school to have a successful and happy journey.

nasen Live *is back*

get your early bird ticket today!

nasen Live 2024 – 5 July 2024 – Vox Conference Centre, Birmingham
Theme: Inclusive Practice in Action



With delegate figures increasing year on year, and an outstanding feedback rate of over 90 per cent, this event is not to be missed. But don't just take our word for it – here's what some delegates had to say about nasen Live 2023.

nasen Live is back and now, with just six months to go until our popular annual SEND conference, we wanted to give you a taster of what's in store for 2024!

Once again, the event promises to be a must visit for any SEND professional. It is designed to provide SENCOs, school leaders, teachers and other education professionals with a unique platform to engage with outstanding practice and provision for children and young people with SEND.

Visitors will have the chance to network and explore the latest developments in the SEND and education sector and will also be able to update their knowledge and learn from evidence-based practice and practical examples.

There will also be an opportunity to access leading, award-winning exhibitors, as well as attend several seminars and keynotes delivered by key figures in the sector.




“I really enjoyed the show and came away with a buzzing mind full of things I want to look at for our academy improvement next year. Thank you!”

“Another fantastic conference full of great practice and learning.”



TICKETS

Our Early Bird tickets are now officially on sale. Be quick – Early Bird tickets are only available until 1 February 2024* at just £79 (usual ticket price £99), so make sure you secure yours today. Ticket prices also include lunch and light refreshments throughout the day.

 Book your ticket today and find out more here.
*Tickets must be paid for by 1 March 2024.

EQUALS SEMI-FORMAL (SLD/MLD) CURRICULUM

This unique curriculum has been written and edited by outstanding practitioners throughout the UK in the education of children, young people and adults with severe and complex learning difficulties.

My Communication



My Thinking and Problem Solving



My Play and Leisure



My Independence



My Music



My Dance



My Art



My Drama



The World About Me



Relationships and Sex Education



My Outdoor School



My Physical Well-being



The general principles governing the schemes of work are that they

are developmental in nature and open to personalisation - they start at the beginning of the individual pupil's learning journey and aim for the highest level of independence possible cover all stages of education from 2 to 25 (and beyond) but are not directly related to either age or key stage. Learners fit into them where they will according to their individual abilities, interests and learning journey are not related to the National Curriculum, though the common language of the P Scales is occasionally used for ease of understanding.



KINDERKEY

www.kinderkey.co.uk



Designed to provide safety, comfort and style our unique Bearhugzzz can be made to any size your room will accommodate. Ideal for safe sleep or a calm quiet retreat.

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Sector Update

ALL THE LATEST
NEWS FROM
ACROSS SEND



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Enhancing inclusion through a citizens' panel

The final report of an innovative citizens' panel has been published, designed to harness the recommendations of young people with SEND on how inclusion can best be designed into the education system. The project aim was to develop adaptable public dialogue processes to ensure that all young people were able to be actively involved in the discussion and thus influence public policy that affects their lives. The project involved running a citizens' panel with twenty-eight people: six young people

with SEND, four young people without SEND, thirteen parents/carers and five education professionals. As part of the project, an extensive exploratory phase was built in to enable the young people with SEND to be consulted on how best to make the panel as inclusive, engaging and productive as possible.

The panel was asked for its views on the question 'How do we make schools more inclusive for children and young people with SEND?'. The panel generated many ideas which **can be read in the report** and the recommendations involved changes that would benefit all, not just those with SEND. Although the ideas are important,

it was the delivery of the panel that truly made a difference. The level of detail, thought and co-production in the design, planning and preparation of the panel carefully considered the needs of the young people with SEND to ensure it was a success. The project produced broad, transferable guidance that can be applied to other public dialogues. One of the key conclusions is that the design and delivery of each new deliberative public dialogue needs to be appropriately differentiated and responsive to the needs of the individual and the collective. This will help ensure that plans are full, productive, meaningful and authentically inclusive for those with SEND.





House of Lords report calls for major reforms

A House of Lords **report** warns that the current education system for 11 to 16 year-olds is too focused on academic learning and written exams, which limits opportunities for students to study a broad curriculum and develop 'core skills'. The report states that the Government's focus on a knowledge-rich curriculum overloads secondary school students with content and stifles their engagement in education. The report comes after the **public call for evidence** closed on 30 April 2023, which encouraged people from all backgrounds to contribute, and after oral evidence was given by witnesses.

Among the recommendations are:

- Reduce the content within the 11-16 curriculum, particularly in GCSE subjects, and develop a revised curriculum enabling schools to offer a more varied range of learning experiences

- Ensure a suite of literacy and numeracy qualifications are available, focusing on the application of these skills in real-world contexts. These should sit alongside GCSE maths and English and increase opportunities for students to demonstrate their understanding and remove barriers to post-16 education

- Create pathways to develop students' digital skills, including a new applied computing GCSE and digital literacy qualification
- Reduce the volume and lower the stakes of examinations taken at 16
- Abandon the EBacc school performance measures. Schools must be given greater flexibility to offer the subjects and qualifications that would best serve their students, based on a balanced curriculum including the study of creative, technical and vocational subjects.

Schools must be given greater flexibility to offer the subjects and qualifications that would best serve their students.

The report advocates for more focus on oracy, developing new subjects relevant to the current world, developing more innovative ways to approach language study and increasing opportunities for studying creative, technical or vocational subjects.



New report hails eBooks and their support for reading

A new report on the impact of eBooks on reading for pleasure has been published by the National Literacy Trust in association with Pearson. The report, **Using eBooks to support reading for pleasure in 2023**, brings together responses from more than 500 primary educators, including classroom teachers, headteachers and SENCOs. It paints an illuminating picture of digital tools and their perceived impact on primary pupils today.

Key findings from the report show that:

- Over half (56 per cent) of primary teachers surveyed use digital tools and resources to support literacy in the classroom.
- Three times more teachers whose pupils had access to eBooks rated their school's culture of reading for pleasure as excellent, compared with those whose pupils did not have access (18 per cent vs 6 per cent).
- Three times as many teachers whose pupils had access

to eBooks felt it increased their pupils' reading confidence compared with those whose pupils did not have access (37 per cent vs 12 per cent).

- Three quarters (74 per cent) of primary teachers who use digital tools agree that it is important to offer different reading formats to support children's reading.
- Despite a third (35 per cent) of primary teachers who use digital tools believing that reading on a digital platform is becoming more important in society, only one in three (33 per cent) teachers who use digital tools say their pupils have access to a school eBook library and one in six (16 per cent) have access to one at home.

The benefits of eBook use are far reaching, with more than three-quarters of teachers whose pupils access eBooks believing they can support opportunities for personalised learning (77 per

cent) and reading for pleasure (76 per cent) in **all children**.

Over half (58 per cent) believe they enhance engagement in reading, and 54 per cent say eBooks provide an opportunity to support different learning needs, while a quarter (26 per cent) feel eBooks encourage greater family engagement with books and reading.

Dr Christina Clark, director of research and evaluation at The National Literacy Trust, said, "The percentage of children and young people who tell us that they enjoy reading, and read for pleasure daily, has been on a downward trend in recent years, with reading enjoyment at its lowest level in 15 years. It is therefore imperative that we explore every way possible to support children's reading, and we hope that these new insights into teachers' experiences and perceptions of using eBooks contribute to the evidence base around digital support for reading for pleasure at school and at home."

Minister for Schools reports to Education Select Committee on teacher recruitment and retention

Damian Hinds, appointed Minister of State for Schools after the departure of Nick Gibb, has spoken to the Education Select Committee on the

current status of teacher recruitment and retention. Damian Hinds said: "We have a lot of work to do ... certain subjects are challenging to recruit to."

This refers to the figures in December showing that only half the targeted number of secondary teachers were recruited to initial teacher training (ITT) programmes.

Mr Hinds was the Secretary of State for Education when the first retention and recruitment strategy was launched in 2019, and he described the progress this strategy has made over the last four years. He cited the Early Career Framework (ECF) as a response to the needs of the sector to ensure the drop-off within the first five years was reduced. Although it should be noted that this is under review after concerns have been raised about the workload the ECF creates for early career teachers and their mentors.

Another positive aspect cited was the development of the NPQ programme to increase teachers' knowledge across their careers, at a variety of leadership levels, and to invest in the 'golden thread' of continuing professional development. We await the details of the National Professional Qualification (NPQ) for SENCOs and hope this is another positive acknowledgement of the leadership role that SENCOs perform.



Good Career Guidance – the Gatsby Benchmarks

In 2014, the **Good Career Guidance** report was published, introducing the eight Gatsby Benchmarks; a framework for careers guidance based on international evidence. These have since become the bedrock of careers education in England, with over 90 per cent of schools and colleges using the framework now reaching an average of 5.5 of 8 Benchmarks, compared to 1.8 in 2017. The first report was backed up with **SEND specific guidance** that showcases the excellent practice for students with SEND across the education sector.

As the benchmarks approach their 10th anniversary, initial evidence from an intensive research programme, which began in 2023, shows that:

- The Gatsby Benchmarks are universally supported – 94 per cent see them as a valuable framework for career guidance

- Every Benchmark is highly valued as part of the overall framework – the value placed on each of the eight Benchmarks individually ranges from 96 per cent to 99 per cent
- The vast majority (88 per cent) of secondary school and college leaders say that the Benchmarks have had a positive impact on their students.

The final report will be published in Autumn 2024, including key research reports and case studies. If you would like to be kept up to date on the progress of this work, please email careerguidance@gatsby.org.uk to be added to the stakeholder mailing list. The Gatsby Foundation is also keen to see good practice in action and encourage you to let them know if you have examples you would like to share.

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Pinc College

Supporting positive change



Pinc College is a specialist creative arts college for neurodivergent young people aged 16-25 years. Principal Rebecca Bromley-Woods gives an overview of the college's approach to helping learners be their best selves.

Pinc College is the only specialist college for young neurodivergent people that specialises in the cultural and creative sector. We exist because families and young people need a college that will adapt to their young person's needs in a way that mainstream education often does not.

We are proud to offer a neuro-affirmative experience to learners who access creative learning studios on one of thirteen campuses set up in museums, galleries and heritage sites over Yorkshire, the Northwest and the Midlands..

When students say that they feel they can "be themselves here and be accepted for who they are" I find it very reassuring. It means that the team at Pinc College is delivering learning experiences that work for previously disenfranchised young people.

At a recent college event, the team was exploring and sharing its views on why our college operates in the way it does. What came out of the discussion is that we shouldn't need to exist but until mainstream education changes, without colleges like ours, too many neurodivergent young people will be failed by an outdated and inflexible mainstream system.

By far the most rewarding aspect of being the principal is being on campus, experiencing the team and students creating together and seeing their work exhibited alongside professional artists, and admired by many visitors in open public spaces. The environment is fundamental in creating a sense of belonging, an aspiration to be part of something special and valued, to be inspired by the work of others and know others can appreciate your own contributions within these prestigious community settings and beyond.

The success is largely due to the flexibility within the curriculum. Our study programmes are highly personalised, and the teams draw on our teaching and learning toolbox, starting each day with the individual learning plans. The learning scheme helps us to cover skills, knowledge and preparation for adulthood through the creative arts subjects.

Alongside this is embedded learning, using maths, English and personal, social development when exploring our inspirational creative cultural sites, delivered by our teachers who have dual roles as working artists. Over time, the team has developed a bank of universal support strategies, which has become our daily way of working. Every student has these strategies embedded into their day, with stable routines, visual timetables, breakout spaces and regular movement within the learning environment.

At the heart of everything is the student session goal planner. This enables every student to understand what the learning focus is for the session, take control of how they approach the topic and reflect and celebrate individual success by the end of each college day. As one student said: "Visual planners give me an overview of the bigger picture; it means I know that I am working with foresight and because I know longer term what is expected it allows me to pace myself knowing how long I should spend on tasks. It lets me know how to break it down and how to build it up."

And there is more. Our students benefit from a wider team of specialists who are on hand to assess and advise on SEND learning support, including our communication and interaction team, who offer autism-inspired tips in effective communication,

“What children need from education is an inclusive, flexible, creative education system where we begin to take strides away from league charts and performance measures.**”**

such as 'Pace and Pause', 'Talking Mats' and minimising processing load by writing key words when speaking and explaining in terms of 'Now, Next, Then'.

Supporting positive change is a key strategy in all our campuses. We recognise the importance of supporting our students to recognise feelings and regulate behaviours, preventing any escalation. We create spaces where the environment, the interactions, and the learning activity work hand-in-hand to engage and enable our students. Pinc has no need for a disciplinary policy. We recognise that every behaviour is a communication and focus on the 'seek to understand' approach when supporting young people to express their thoughts and communicate their needs.

Our curriculum intent statement captures our ethos well. "Art has a profound impact on self-esteem and mental wellbeing. We support our students by providing a safe and supportive space for artistic exploration. Providing resources, support, and reasonable adjustments to ensure that every student can fully participate in all aspects of the curriculum."

The adult environment is certainly influential in encouraging positive behaviours and supporting students to adopt professional behaviours required for success in the workplace.

As many of our studios are in the heart of the heritage building, the student becomes part of the fabric of the partnership and of the workforce team within the museums. This is reinforced by maximising work experience opportunities, co-creation of public exhibitions and by working directly with practicing artists from our local communities to deliver workshops and lead projects that inspire and provide a real taste of what it is to work within the creative arts industries.

The Government continues to invest in specialist SEND education by creating more specialist school buildings, special education classrooms and additional specialist SEN



BIO

REBECCA BROMLEY-WOODS

Rebecca is principal at Pinc College and leader in SEND Initiatives and Innovation in the UK.



school places for children. I return to the comment raised at our college event; specialist education should not be needed as a provision for anyone other than those children and young people with multiple and severe, complex learning difficulties.

In an ideal world, mainstream education would be flexible. It would evolve from, and revolve around, the needs of the child. Teacher training would have significant emphasis on SEND training for ECTs. Exclusions would not be necessary in primary or secondary education and punitive school disciplinary policies would be scrapped and recreated to incorporate how the environment will become enabling and inviting to all, through trauma-informed approaches and by removing the barriers to learning.

Currently, thresholds mean that children must fail before they are eligible for support, and performance targets inevitably threaten inclusive approaches within competitive organisations.

Our northwest teaching and learning lead captures the philosophy of inclusive education during her training sessions in her frequently used phrase, "education that is unified, and not uniform".

I am proud to be Pinc College principal and I will continue to fly the flag for further education and routes into work for those furthest away from the labour market. Our students come to us because they cannot access mainstream education in its current form. Yet they leave us with accredited qualifications at GCSE, A level and often return to mainstream learning in FE and HE, or go on to employment. Regardless of the outcomes, they are all better equipped to negotiate the uneven playing field that is life.

What children need from education is an inclusive, flexible, creative education system where we begin to take strides away from league charts and performance measures. Education that nurtures the whole person in a way that better prepares future generations for the world they live in. It almost certainly isn't simply doing more maths.

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How tech can remove language barriers

Jess O'Dwyer looks at the growing need for translation support for children with English as an additional language (EAL).

Moving to a new country and not knowing the native language can be difficult enough for anyone, especially a child and even more so when there is a special educational need. But this is the challenge that children with EAL moving to the UK face in increasing numbers.

According to research from **Statista**, a global data and information platform, in 2021/22, around a fifth (20 per cent)

of all pupils at schools in England spoke English as an additional language.

This is compared with 18 per cent in 2015/16, which shows a clear need to provide language support for this growing group of pupils.

And this requirement will become greater in future. That's because data from ONS predicts that over the next 25 years, almost 75 per cent of the UK's population growth will come from net international migration, and typically immigrants will speak EAL.

Research by **Save the Children** found that students who are taught in their own language learn better, as mother tongue-based education represents one of the biggest gateways to achieving quality education and the opportunity of a better life. But this isn't always possible to implement.

This challenge only increases when a child has SEND. Providing reassurance and clear communication is crucial, and education settings should be encouraged to investigate the options available to them to minimise the impact of the language barrier.

OVERCOMING LANGUAGE BARRIERS

To use a recent example of how digital technology can transform education for children who speak EAL, we can look at Aston Clinton Primary School in Aylesbury, Buckinghamshire. The school teaches 400 pupils aged between 4 and 11 years old, with 5 per cent of those speaking EAL and with some who do not speak or understand any English at all. This includes a Bulgarian girl who joined the school in KS1.

This student didn't speak or understand any English, and her parents spoke very little. The language barriers caused severe upset and distress for the child and her family, particularly when her parents dropped her off at school, because she thought they were leaving her there and not coming back. Without knowing what the little girl feared, the staff at the school were unable to reassure and comfort her that she was safe and cared for.

When faced with this communication barrier, the school immediately opted to use an online translation tool. But, for safeguarding reasons the website was not accessible from the school's network and the tool didn't offer Bulgarian as a language. Staff are not permitted to use phones in the school, so solutions were limited.

At first the child was so distressed it meant she would only stay at school for an hour or so. But when the school started using a two-way digital translator device to communicate with her, she remained at school for a full day and has done so ever since. Using the digital translator had a

Bonjour

Namaste

Guten Tag



According to research from Statista, a global data and information platform, in 2021/22, around a fifth (20 per cent) of all pupils at schools in England spoke English as an additional language.

significant impact on communication and staff could help her to understand where she was and that she was safe.

UNDERSTANDING DIFFERENT TRANSLATION SOLUTIONS

While there may be a clear need for translation tools, many are slow to implement, unsecure or costly. Other solutions are available but not perfect. Schools could engage with interpreters, but this isn't always suitable if the child speaks a minority language, and it's often these children who are the most impacted by a communication disconnect.

In person translators are a very effective but expensive option. Language lines can be more affordable but can be challenging in the noisy classroom environment and confusing to children. Also, these options don't facilitate relationship building between teachers and pupils.

Schools can use free online translation tools, however, many are not GDPR compliant or accurate as they don't consider regional accents and slang. They also don't cover underrepresented languages.

GDPR-compliant digital translation devices offer instant translation of multiple languages with greater accuracy. Using Wi-Fi or mobile data, these devices offer audio and text translations in real time. Students can also operate the device on their own and use it to build friendships and reduce feelings of isolation.

Ultimately, there is no 'one-size-fits-all' approach to language translation in education and each school will have different needs depending on the diversity of their catchment and the children enrolled.

At a time when EAL is becoming more common in the UK, it is vitally important for schools to understand the translation solutions for the education sector, which can be life changing for pupils' learning.



BIO

JESS O'DWYER

Jess is the general manager for Europe, Pocketalk (<https://uk.pocketalk.com>). Pocketalk is a multi-sensory two-way translation device which uses translation engines to provide translation from 82 languages, including localised dialects and slang.



How can play help in building STEM skills?

In the second in a series of articles on play from Amanda Gummer, she examines the role that STEM toys and games can play in helping children with additional needs.

In recent years, the toy and games industry has seen remarkable advancements in science, technology, engineering, and mathematics (STEM) toys. These developments have opened new avenues for learning and development, particularly for children with special educational needs (SEN). This article looks at how toys incorporating augmented reality (AR), virtual reality (VR), and artificial intelligence (AI) are revolutionising the way children with additional needs learn, play and grow.

STEM toys have come a long way from traditional building blocks and basic science kits. Today, they encompass a wide range of interactive and immersive experiences that encourage critical thinking, problem solving and creativity. These toys are designed to engage children in hands-on learning, making complex concepts accessible and enjoyable.

BRIDGING THE GAP BETWEEN THE PHYSICAL AND DIGITAL WORLDS

AR can change the way children interact with toys. By overlaying digital information onto the real world, AR enhances sensory experiences and

offers a multi-dimensional learning environment. For children with additional needs, AR provides a more inclusive platform, allowing them to engage with content in a way that suits their individual learning styles.

AR-enhanced toys, such as interactive puzzles and storybooks, offer tactile and visual stimuli, benefiting children with sensory processing difficulties. Moreover, AR can adapt to a child's pace and preferences, providing personalised learning experiences. For example, interactive flashcards with AR features can adjust difficulty levels, ensuring an optimal learning curve for every child, regardless of their abilities.



IMMERSIVE LEARNING ENVIRONMENTS FOR ALL

VR is another breakthrough technology that is reshaping the educational landscape. VR headsets create immersive, 360-degree environments, transporting children to virtual worlds where they can explore, experiment and learn. This technology is particularly beneficial for children with additional needs, as it provides a controlled and predictable setting in which they can engage with new concepts.

To give an example, VR can simulate historical events, allowing children to experience them firsthand. This not only enhances their understanding, but also provides a more engaging and memorable learning experience. Furthermore, VR can be used for therapeutic purposes, such as exposure therapy for children with phobias or sensory integration difficulties.



TAILORED LEARNING EXPERIENCES

While VR can change the way children interact with toys, AI can revolutionise the way toys interact with children. Toys equipped with AI algorithms can adapt to a child's individual learning style and pace, providing personalised challenges and feedback. This is particularly advantageous for children with additional needs, as it can help ensure that they receive the support and stimulation they need. For instance, an AI-powered coding robot can provide step-by-step instructions, allowing children to grasp programming concepts at their own speed. The robot can adapt its teaching style based on a child's responses, fostering a supportive and empowering learning environment. This level of customisation is invaluable for children who may struggle with traditional, one-size-fits-all educational approaches.

INCLUSIVITY AND ACCESSIBILITY

One of the most significant advantages of these technological advancements in STEM toys is the increased inclusivity



While VR can change the way children interact with toys, AI can revolutionise the way toys interact with children.

and accessibility they offer to children with SEN. These toys cater to diverse learning styles, ensuring that children can engage with STEM concepts in a way that suits them best. Moreover, they create a more inclusive play environment, allowing children of all abilities to collaborate, learn, and have fun together.

The rapid evolution of STEM toys incorporating AR, VR, and AI technologies represents a significant step forward in providing inclusive and engaging learning experiences for children with additional needs. These innovations could help to bridge the gap between physical and digital worlds, offering immersive environments that cater to diverse learning styles and abilities. Embracing these advancements may help us to empower children with additional needs to unlock their full potential in STEM fields, fostering a brighter and more inclusive future for all.



BIO



AMANDA GUMMER









Amanda is a research psychologist specialising in child development. She founded Fundamentally Children, a research consultancy, and Dr Gummer's Good Play Guide. Her book, 'Play: Fun ways to help your children develop in the first five years', was published in 2015. She is the UK Chapter Chair for Women in Toys, a Fellow of the RSA and a member of The International Toy Research Association, the British Psychological Society and Play England.






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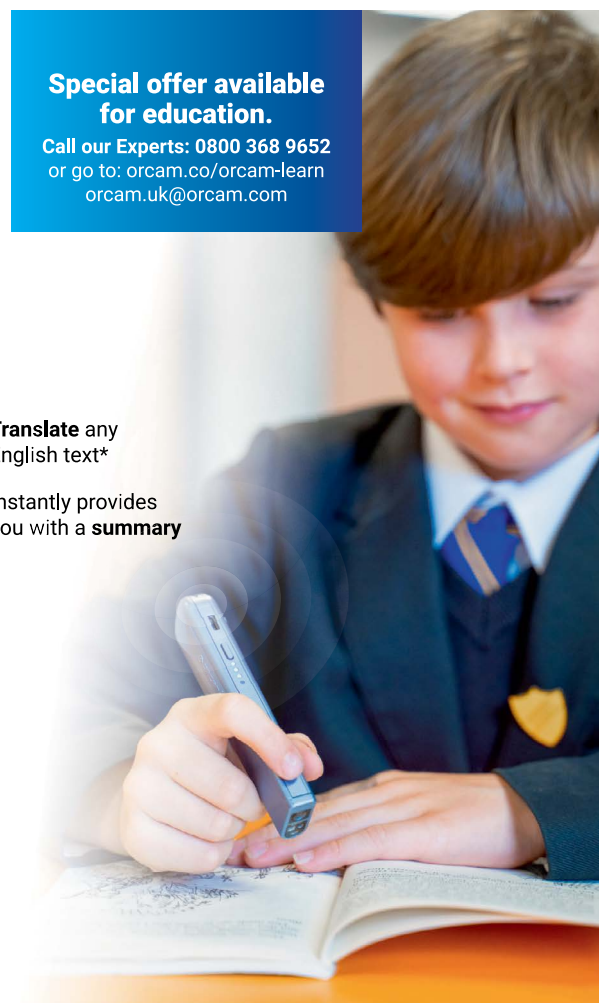
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TCES is committed to safeguarding vulnerable children and young people and safeguarding is the responsibility of us all.



Whole School SEND and professional development groups

Amanda Wright, nasen's head of Whole School SEND, discusses professional development groups and shares one school's journey.

You may have heard about Whole School SEND (WSS) professional development groups – they offer an unrivalled space for teachers and school leaders to provide peer-to-peer reflection, challenge and support.

Each group is facilitated by a WSS regional leader, who empowers participants to make significant improvements to individual practice as well as to the development of strategic, inclusive provision for all children and young people in their setting.

Meeting five times over the course of a year, the groups enjoy tailored support that enables them to focus on a specific area of need so that they can develop and implement a bespoke school improvement project. All participants come from maintained schools or FE colleges, and there is a great mix of individual settings, as well as groups of settings from MATs who work naturally in partnership with each other.

Last year's cohort produced some outstanding projects, with one school developing a new referral system that feeds directly into their inclusion register and provision map, and another now delivering whole school training on how to make best use of teaching assistants. Read on to hear about one school's experience of taking part in the programme, and the subsequent improved attendance for learners experiencing emotionally based school avoidance.





BEDFORD ACADEMY'S JOURNEY

Tim James, director of inclusion: I applied to take part in the 2022/23 group at a time when I was considering and developing my action plan for the previous year. One of the areas identified for action was persistent absence and attendance rates for learners with SEND. We know that nationally, attendance rates for this group are lower than for other learners and this was also the picture in our school. The attendance rate of learners receiving SEN support was 83 per cent, and for students with an EHCP it was 72.7 per cent. It was obvious that we needed to do something to improve attendance for these students.

The school improvement project enabled me to delve deeper into the detail. I had a one-to-one session with the regional SEND lead, Becky. We focused on how I could improve the attendance of learners with SEND, and emotionally based school avoidance (EBSA) came up as part of that.

Follow up conversations with Becky, coupled with my subsequent research and the support of my group peers all really helped me. That professional dialogue helped me to look at what was happening at a wider local authority level. We discussed selected strategies which we felt would work in my school environment and explored how to put the theory into practice. These conversations led to me being able to implement a new EBSA provision within school with the confidence that I had planned thoroughly.

One of our team has a nurture background and uses a trauma-informed approach. With their input, we started the provision in November, working with



The group was supportive, and the content of the sessions made them very worthwhile, so it made attendance an easy choice – I wanted to be there.

a group of 11 students who had been referred to us internally and were unable to access outside support. We started with meeting the students and their families to explain the support that was on offer. The attendance of the group has increased from 11 per cent to almost 40 per cent. We've also seen that they are not only attending school, but also joining lessons with their peers again. Their confidence and self-esteem have improved enormously, and they feel safer and more comfortable about being within the school environment.

Prior to getting involved, I'd expected the time commitment (six group meetings, plus one-to-ones and the delivery of the project) would be a challenge. In fact, it was easy. I found that once I had decided on the



area of focus, I could really move things forward. There was enough time between meetings to implement some of the ideas that had been discussed and then feed back to the group. The group was supportive, and the content of the sessions made them very worthwhile, so it made attendance an easy choice – I wanted to be there.

Despite being at the end of the school day, it was always something that I'd look forward to. This is because I was

making progress and I wanted to share that, to benefit from feedback from the group and to hear about what other people were doing, and to help shape that as well.

As a result of the successful outcomes from my school improvement plan, we applied to be part of the BIG Idea for SEND. Another strand of the Universal SEND Services programme, it is funded by the Department for Education and delivered by nasen through WSS.

Through this, we've been awarded a small amount of funding to help spread the word about our project with the aim of enabling other settings to implement EBSA provision.

We also have regular contact with the LA around how we can develop provision further, and I'm now part of their working party for EBSA. We are constantly building on what we've done, casting the net wider and helping others to do more in this space.

All in all, there are lots of exciting things happening at all sorts of levels, but ultimately the most important outcome has been that attendance has dramatically increased because we have this provision in school.

What I find most astonishing is that all of this came from the seed of an idea and a quick, informal chat with Becky. I'd encourage anyone to take part.



Being a **SEN** governor

Joanne Smith, retired headteacher, looks at her journey to becoming SEN governor of her local school and outlines some of the priorities and challenges that a governing body can face.



My route to SEND governor of my local village school began as my role as headteacher of a large special school for pupils with autism ended.

Shortly after I retired, I was approached and asked if I would consider joining the governing body and I agreed. Covid was on the wane and meetings were gradually returning to face to face, away from the less personal online meetings. I hadn't originally intended to seek to maintain any links with education, particularly as I retired in the middle of the pandemic, when the world tilted on its axis and education morphed into something unbelievably challenging.

My initial thoughts centred around leaving my headteacher role and learning to sit on 'the other side.' I am extremely fortunate to be working with a headteacher who has very clear ideas around what SEND means in her school; ideas which align very much with my own. This means that I have been able to voice my observations with no sense of having to persuade or cajole particular viewpoints. I was also fortunate to be invited to attend the interview process for the position of SENDCO in school, which allows me to be very confident in that individual's knowledge, approach and ideology. Something which continues to be affirmed when we meet.

I was initially a little unsure about my role. Of course, I had worked closely with my own governors who had been incredibly supportive.

Viewing the school from a governor point of view was an interesting change in perspective. I knew that I would be expected to 'challenge' where appropriate, but I had a sense of needing to be supportive within that challenge. I was fortunate to obtain a copy of the nasen document 'The Governance Handbook for SEND and Inclusion', and this gave me a very detailed, solid place to start.

Relationships are, I believe, key to being a successful governor for the school. I meet at least termly with the SENDCO and, after my first meeting, when I had a long list of questions, this has evolved into frank conversations as I get to know the school in more depth. I have met with groups of children to ask about their ideas and experiences in school. There is a sense of openness which has allowed me to become confident that what I see or hear is a true picture. There is no 'show' for my visit.

Returning to the idea of 'challenge', as an experienced practitioner in special education, I was initially quite overwhelmed at the breadth of special needs knowledge that a primary school

teacher is expected to have. This could include children at the beginning of a diagnostic pathway, those who clearly required a special school placement but couldn't access one, children with some moderate need and, of course, those who are gifted and talented. The school was reputationally successful but had places available which were being filled at a rate of knots by pupils who were looked-after children from all over the region. This had the potential to skew the needs of the school population with little or no additional resources being allocated in support. The headteacher remained relentlessly positive in her determination to ensure that every pupil received the best offer.

I was also quickly aware of economy of scale. Many of the jobs that were undertaken by my administration team and school business manager in my own school, were being carried out by the headteacher. I am continually impressed by her ability to multi-task and maintain a huge workload. I also became aware that I couldn't just be a SEND governor, because other aspects of the role mesh and intertwine repeatedly. I was very appreciative of the fact that the chair of governors was experienced at the school, has an eye for detail and a terrific memory for events past.

Relationships are, I believe, key to being a successful governor for the school.



I am also appreciative that another governor has responsibility for safeguarding and does that role very thoroughly. Linking roles through the team allows for continuity and a feeling that judgments can be made safely. It also helps that the headteacher is open in her discussions with governors and this helps to build trust.

I feel that my role is one of challenge; questioning, observing and listening. Within this is a true sense of supporting the staff and acknowledging their success and commitment. I need to guard against 'challenge' simply being criticism. This is not a successful method of supporting children and nor should it be a way of dealing with adults. Acknowledging a job well done, observing success with careful questioning feels like the most appropriate method of working with staff and has so far been a positive experience. My aim is for my role to continue to develop, for my knowledge to expand in this area and for me to maintain my commitment to contributing positively to the experiences of all children, but specifically those with SEND.





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The HIVES Model: One school's journey to 'outstanding'

Elizabeth Harris and Katie Ives from Monega Primary School outline their school's journey from 'inadequate' to 'outstanding' and detail the introduction of a new model that has helped to transform outcomes for their pupils.

After years of using a variety of systems to adapt curriculum content and assess the progress of pupils with additional needs, we wanted to create a simple, systematic model that we could overlay in any setting, whether specialist or mainstream. As we were currently working in a setting where provision was rated as inadequate, we needed to respond quickly and with clarity.

Through our experiences of SEND and of working with many professionals in this field, it became clear that, for all pupils to access their learning, we needed simple, systematic guidance for teachers and teaching assistants. We wanted staff to be able to accurately identify pupil needs and know the level at which they are working. We knew that this would be the most powerful way to influence practice.

These clear systems have improved our staff's capacity to make personalised learning accessible, make learning tasks meaningful and purposeful and ensure learning is adapted from the whole school curriculum. They demonstrate a clearer understanding of all the needs of their pupils and are better able to acquire the skills and tools to adapt lessons according to pupil need.

The impact was so significant that we decided to build on its success through the development of comprehensive documents that provide systematic support in a range of areas.



BIO

ELIZABETH HARRIS

Elizabeth is the headteacher of Monega Primary School in East London. She led the school from its previous rating of inadequate to its current outstanding judgment, received in January of 2022. Throughout her career she has specialised in SEND. Over the last 25 years, she has led specialist resourced provision, worked within NAS accrediting teams, worked as an advisory teacher for autism and led on safeguarding and family centres.





If you would like to learn more about the model or become involved in the project, please click the link and complete the form.

[CLICK HERE](#)


These clear systems have improved our staff's capacity to make personalised learning accessible, make learning tasks meaningful and purposeful and ensure learning is adapted from the whole school curriculum.

Once we had embedded the model in our own setting, we shared it with some other school improvement partners, local SENCOs and research groups. All the feedback was incredibly positive with lots of requests to see it in practice and to take copies away. We now believe that it is something that we could share more widely and collaboratively, so that all professionals could work together to refine and strengthen its content.

AIMS OF THE MODEL

The model aims to improve the quality of provision for pupils with SEND across a wide range of settings; to simplify terminology, increasing the whole school's understanding of SEND; and to enable SENCOs to drive strategic inclusion with a systems-led approach. It recognises that developing leadership of SEND so that it is evenly distributed across the school and not the sole responsibility of the SENCO

is often key to success, as is supporting SENCOs to identify appropriate learning pathways for all pupils. Ensuring clarity and support for SENCOs and teachers to make appropriate adaptations more accessible is a priority, as is providing learning task ideas and strategies to trial for all pupils at all levels. Underpinning this is CPD that gives whole school teams a stronger knowledge of different curriculum entry pathways.

HOW IT WORKS

The HIVES (Holistic, Inclusive and Versatile Education Systems) Model is a systematic approach designed to increase accessibility, varied learning and adaptations for all pupils. It pays regard to individual need and level of learning and is designed to complement and enhance existing practice, and help to identify pupil's level of processing. It can be applied in mainstream or specialist environments and it will support teaching staff to adapt and variate learning.

Those schools that have committed to the project will follow a programme of sequential steps. These begin by identifying the needs of pupils within the context of the programme and matching the pupils to specific curriculum pathways.

All schools will be provided with pre-prepared CPD presentations to engage their school community. Over a series of months, schools will disseminate the documents to enrich their existing SEND provision, moderating changes through discussion, testing, refining and feedback.

THE HIVES MODEL CONSISTS OF THE FOLLOWING DOCUMENTS:

The HIVES Model consists of the following documents:

- 1 'Bee Identified'** – Designed to identify the learning profile of a pupil and corresponding curriculum pathway.
- 2 'Bee Adaptable Learning'** – Provides examples of adaptations that can be used to support each curriculum pathway throughout the components of learning.
- 3 'Bee Adaptable Environment'** – Reasonable adjustments that can be made to environments to ensure accessibility of learning.
- 4 'Bee Ambitious'** – Suggestions of appropriate assessment tools and methods of gathering evidence for outcomes at each curriculum pathway.
- 5 'Bee Ready'** – Emotional regulation strategies for all pupils to ensure readiness to learn.


BIO


KATIE IVES

Katie is currently assistant headteacher for inclusion at Monega Primary School. She has worked in the world of SEND and inclusion for 20 years covering a variety of roles including SEND teacher, SENCO and autism resourced provision manager. Over the previous five years, she has focused on the development of Monega Primary School's SEND department, taking it from Ofsted rated 'Inadequate' to now 'Outstanding'.



Supporting young people with **SEND** into employment

Young people with SEND face challenges when accessing the employment market. Think Forward's Vinny De Falco outlines a charity-led approach to overcoming these barriers.

Many young people face challenges getting into the workplace, with just 4.8 per cent of adults with learning disabilities and autism known to adult services in paid work.

Our data shows the main reasons include the potential loss of personal independence payments, young people's physical and mental health and continuation of studies while working part-time.

We also know that young people with SEND can face barriers relating

to typical recruitment processes. Traditional lengthy online application processes and formal interviews often don't allow our talented young adults to display their skills and attributes.

Opportunities to show skills and talents practically and receive feedback in a supported environment are the key to success.

Personalised coaching programmes for young people at a key stage in their lives can help to address these challenges, helping them to overcome the barriers they face and make a successful transition into work.

COACHING YOUNG PEOPLE WITH SEND

Charity ThinkForward's DFN-MoveForward programme, funded by the DFN Foundation and Life Chances Fund, supports young people in London, Kent and the West Midlands who have mild to moderate learning disabilities and autism to transition into employment. Employment coaches provide one-to-one coaching to help young people to develop their career goals and aspirations. Exposure to workplaces encourage young people to develop their work readiness skills and prepare them for the world of work.





“
Research has found people with learning disabilities stay in their jobs longer than their non-disabled co-workers. They also had fewer instances of being absent or late compared to their non-disabled colleagues.”

As a result of assessing the needs of young people on the programme who are ready for work but not receiving a fair chance in the job market, ThinkForward developed a work placement and job creation extended recruitment pilot programme. Launched in April 2023, this was the first of its kind for the organisation. It offered work placement opportunities tailored to the specific needs of post-16 young people diagnosed with a learning disability, designed to increase their chances of sustainable employment.

ThinkForward is partnering with employers, in the first instance at DHL in Medway, to pilot this work placements programme, and to offer work experience tailored to the specific needs of post-16 young people who are on the programme. Two young people were offered permanent roles with DHL Parcel UK at the end of the placement.

EDUCATING EMPLOYERS

We have also introduced a new initiative to support inclusive recruitment – our Reverse Job Fairs.

Local employers with job vacancies attend to pitch their workplace to young people. They explain about available roles and what it's like to work there, so that young people can connect and network with employers in a variety of sectors. This helps young people learn about viable job opportunities. The Reverse Job Fairs also allow young people who are seeking work to share their experience and skills in a supportive and inclusive environment with employers who have job vacancies.

Ultimately, our aim is to engage in systems change and influence employers to adopt inclusive recruitment practices and become educated and informed about hiring young people with SEND. We want businesses to understand the benefits of employing young people with SEND. Research has found people with learning disabilities stay in their jobs longer than their non-disabled co-workers. They also had fewer instances of being absent or late compared to their non-disabled colleagues. This can hugely benefit employers in terms of saving money on recruitment processes and experiencing increased productivity.

IMPACT

Qualitative research commissioned by ThinkForward in 2022 found that the programme has improved conditions for positive transitions for young people and their families and that it effectively supports employment and education partners. The research also identified that amongst the most important mechanisms of change are clearly defined eligibility and enrolment and exit criteria, the role of the employment coach and co-design with young people, their families and employers.

When our five-year programme comes to an end in spring 2024, we will be using our learnings to inform the next evolution of our SEND programme. This programme will work with young people with learning disabilities who are NEET or at risk of being NEET as they transition into paid employment. We are pleased to be working with several local authority commissioners to develop the model for this programme.

If you are interested in partnering with us, please email vincenza.defalco@thinkforward.org.uk

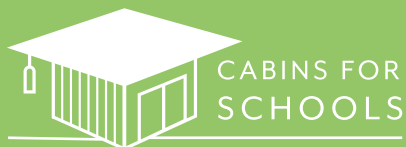


BIO



VINNY DE FALCO

Vinny is head of DFN-MoveForward programme at ThinkForward, leading a team of employment coaches to support young people with SEND into employment. Vinny is a passionate advocate for supporting employers to adopt inclusive recruitment practices. Previously, she was an employment coach herself and has been working with young people with SEND for 15 years.



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Digital technology and the accessibility gap

Moving at an unprecedented pace, a new digital era could be a great opportunity for those with visual impairments. But are we doing enough? Kyran O'Mahoney discusses.

In 2022 the Accessibility Index by the National Council for the Blind of Ireland (NCBI) highlighted disappointing accessibility levels in **Ireland's education**

websites and apps. In fact, every single one of the 28 websites from Ireland's leading universities and secondary schools tested failed the digital accessibility test. Technology can allow those with visual impairments to engage in the world with much-improved autonomy. However, many institutions continue to trail behind in providing tools that deliver better digital

encounters for the visually impaired. This technology should be a priority; by removing hurdles that stand in their way and providing new resources, we can make life easier for the user.

DIGITAL INTERFACES

For many with a visual impairment, navigating digital interfaces can be challenging, particularly for those dependent on-screen readers that rely on keyboard-based interaction. Webpages and applications lacking accessibility pose obstacles; it could be course enrolment, accessing content or joining virtual conversations or communities.

Enterprises that fail to address these issues inadvertently alienate potential customers who cannot find the information they need.

Accessibility shouldn't be an afterthought or just something to mark off a list when we create digital platforms or content. Accessibility should instead be at the centre of all decisions to ensure everyone can have digital access and control. When we design digital tools with everyone in mind, it helps all people use technology to a high standard. If organisations start including accessibility right from the start, they can make sure their products and services work well for all.



BIO

KYRAN O'MAHONEY

Kyran is the chief technology officer of NCBI. NCBI has a mission to transform the lives of people who are blind or vision impaired. They work with children and adults across the country with various programmes designed to ensure the individual can live life confidently and independently.

MAKING ACCESSIBILITY A PRIORITY

To make sure accessibility is a top priority right from the beginning, keep it in mind while designing and creating digital platforms and content. Here are some tips to help:

Format to suit: Provide information in different ways and formats, like audio, big print, or Braille, to help others. This allows those who can't see well to access information in the way that suits them.

Keyboard warriors: Ensure you create websites using keyboard navigation to support special tools like screen readers to access and move through the content.

Picture and video capture: To help visually impaired people understand what's in the pictures and follow videos, add captions.

Get feedback: Test platforms and content on those with visual impairment to help find any issues. This can improve accessibility for everyone.

ENHANCING ACCESSIBILITY

As Ireland's agency for people who are blind or are visually impaired, the NCBI is determined to change these people's lives. The organisation works with 55,000 children and grown-ups nationwide, helping people live confidently and independently.

Through its work, NCBI knows it's essential for everyone to be able to access the digital world and get to the content they need. Using Blackboard Learn from Anthology to help with this alongside **Anthology Ally**, they can change class materials into different types, like audio or Braille. This lets learners get the class content in the format that best suits their needs.

It's having an impact on the people using it. One user said, "Being able to get class content in Braille made a big difference. Now I can use my electronic Braille thing without any problems."

This shows that technology that's easy to use is essential for visually impaired people. It's clear that companies should make sure their digital tools are easy to use and accessible to all.

ALL-INCLUSIVE FUTURE

Moves have indeed been taken to acknowledge the importance of accessibility, but there remains significant work ahead. The above-mentioned Accessibility Index, compiled by Inclusion Accessibility Labs, highlights a growing need for enhanced digital accessibility and inclusivity in various sectors.

Recently, developments in social media platforms have created additional hurdles for those with visual impairments. In particular, images and accessible hyperlinks must incorporate image descriptions, appropriate hyperlinking and video captions to be truly inclusive.

Although technology has the opportunity to transform accessibility for people with visual impairments, to empower the user, organisations must prioritise accessibility thoroughly. By creating inclusive digital environments and adopting accessibility tools, we can bridge gaps and, regardless of visual impairment, offer equal accessibility for all.



When we design digital tools with everyone in mind, it helps all people use technology to a high standard.

ON AIR

Podcasting to build communication skills

Young people with autism can find communication challenging. One school's approach to this was to introduce a sports podcast. Several years and a major award later, teacher Adam Millichip talks us through the initiative.



The TWS Sports Podcast (www.twssportspodcast.co.uk/) is hosted by learners at Tettenhall Wood School. The podcast was set up in May 2021 to help our students develop key skills. We wanted to think outside of the box and create a new way of learning and help to enrich our young people with new experience and opportunities. Autism is often associated with difficulties with social communication and social interactions, so we wanted to focus on these skills.

Podcasting can help to support these skills in several ways. The majority of our podcasts are via Zoom, which helps our learners to feel more comfortable and confident when conducting the interview. The podcast also helps us to promote the amazing things that young people with autism can do and increase the awareness and acceptance of autism to the wider population. Each week we speak to famous sportsmen and women from around the world about their careers, their highs and lows and so much more.

We have had the opportunity to interview some great sportsmen and women such as Harry Redknapp, Sam Allardyce, Tanni Grey-Thompson, Mick Foley, Sir Clive Woodward, Nasser Hussain, Michael Atherton, plus TV presenter Paddy McGuinness and more. The podcast has also given our learners the chance to visit a range of stadiums such as Anfield, Molineux and Croud Meadow. In addition to this, our learners have also been to film premiers, hosted live radio shows, been Commonwealth baton bearers, featured on the BBC News and more. As the podcast has progressed, we have been fortunate to speak to people from all over the world, such as guests from Australia, USA and throughout Europe.



FEEDBACK FEEDS INSPIRATION

We have had some incredible feedback from our guests regarding our podcast. We spoke to TV presenter and sports fan Paddy McGuinness about his love of sport but also about his three autistic children and what it was like as a parent. He gave us some brilliant feedback: "Listening to your students on the podcast gives me as a parent so much hope for the future, it is incredible what you are doing and achieving."

In addition to this, football manager Harry Redknapp stated: "I have loved being a guest on this podcast and the awareness for autism is incredible, well done." Hearing the kind messages from our guests gives our learners so much encouragement going forward and fills them with confidence.

As well as this we have also received so many incredible messages from our listeners from around the world; one of our listeners, Steven, left us this review in September: "I have followed this podcast for a few years now and I am just amazed at how it keeps growing and growing. Hearing the pupils talk so openly and passionately to the sportsmen and women is lovely to hear. The school should be extremely proud of this podcast and the hard work that has gone into it. Giving your pupils a voice that is heard around the world is so powerful and people are listening."

"Please keep these podcasts coming. Every Tuesday when the new episode is released, I turn it on as soon as I get in the car to go to work. Keep up the great work."

We have had a number of students involved with the podcast over the three years since its inception. Some of our learners enjoy supporting with the editing of the podcast, others prefer to host and interview the guests. One of our learners, Tom, who has hosted the podcast from the start said: "This podcast has given me so many opportunities that I never thought were possible. I would love to leave school and work within the media as this podcast has really given me a passion for media work."

Another student, Alyssa, who has hosted the podcast for over a year, said: "This podcast is really inspirational to me, it helps me to improve my communication and confidence and most importantly I am proud of myself because of what I have been doing."

AWARD-WINNING WORK

In 2021 the TWS Sports Podcast won a global sports podcast award. We were shortlisted in the 'Best Equality and Social Impact' category at the Sports Podcast Awards

Awards and we came out as winners, beating podcasts that were produced by the BBC and the Olympic Games. Firstly, to be nominated in our first year was such an incredible honour but to go on and win the award was beyond any of our expectations. To gain that recognition for all our hard work was incredible and an unforgettable experience for our learners. Head of school, Helen Masters, said: "I am so incredibly proud of all of the learning involved with the podcast, they have made the school, the community and themselves so proud. They are superstars."

What we have achieved over the last few years is beyond our wildest dreams, and we cannot wait to see what the next few years have in store for the TWS Sports Podcast.

In 2021 the TWS Sports Podcast won a global sports podcast award. We were shortlisted in the 'Best Equality and Social Impact' category at the Sports Podcast Awards and we came out as winners, beating podcasts that were produced by the BBC and the Olympic Games.



BIO

ADAM MILLICHIP

Adam is a teacher at Tettenhall Wood School, a school for children and young adults with autism. As part of his role he works for the Wolverhampton Outreach Service, which supports mainstream schools to enable inclusion for all children and young people. He has been at Tettenhall Wood School for just over three years and worked at a special school in Shropshire for seven years before that.



Unlock your potential:

FREE DfE-funded early years training!

Empowering early years practitioners across the Family Hub Network

In our commitment to supporting early years practitioners, we're excited to announce FREE training opportunities exclusively for those in the Family Hub Network. This comprehensive session aims to equip practitioners with an understanding of inclusive practices for SEND in early years settings.

Funded by the DfE and delivered in collaboration with the Early Years SEND Partnership, this training initiative offers an incredible opportunity for you to enhance your professional development journey. It aims to help you foster a deeper understanding of inclusion and nurture the skills necessary for advancing your career within the early years sector.

Training sessions will cover:

- **Responsibilities of a Setting:**
Explore the essential responsibilities towards children with SEND.
- **Role of SENCO and Key Person:**
Delve into the pivotal roles in private voluntary and independent (PVI) settings.

- **Early Identification of SEND:**
Understand the significance of early identification.
- **Effective Inclusive Practices:** Discover what constitutes effective inclusive practice.
- **Building Relationships:** Learn to foster positive connections with parents and carers of children with SEND.
- **Free Resources from nasen:**
Explore valuable early years resources supporting all children in your setting.

Who is this training for?

- **Early years practitioners**
- **Childminders**
- **New SENCOs.**

ENHANCE YOUR EXPERTISE: PRACTICAL SUPPORT AND CERTIFICATION

We will deliver a range of supporting documents directly to your email in advance of your chosen seminar. Upon completion of the webinar, you can share your insights through a post-webinar evaluation. You will also receive a certificate acknowledging your commitment to enhancing inclusive practices – the perfect addition to your professional portfolio.

SEIZE THE OPPORTUNITY!

Register now* for this invaluable FREE training session and elevate your early years expertise. Don't miss out on the chance to empower yourself with knowledge that will benefit both you and the children in your care.

For registration and inquiries, visit the **nasen website** or contact us at education@nasen.org.uk

BOOK NOW

*Spaces are limited, so register early to secure your spot. Dates and details are subject to change. Check nasen's website for the latest information. To learn more about the Early Years SEND Partnership, please **click here**.

The Golden Key:

Key Person SEND Programme for EY practitioners

The Golden Key is an online training programme for practitioners in the role of the Key Person in Early Years PVI and maintained school settings. Perfect for those seeking to develop their knowledge, skills and confidence in working with children with SEND.



PROGRAMME DETAILS:

The programme will support practitioners to develop their knowledge, skills and confidence around:

- Legislation for SEND in the Early Years.
- High-quality interactions, observation techniques and assessment tools to identify children's learning and development needs.
- Supporting children with SEND through the Graduated Approach.
- Building relationships with children and young people, and their parents/carers, including handling sensitive conversations.
- Awareness of the role of the SENCO and outside agencies, and how to work together effectively to support children with SEND.

PROGRAMME DELIVERY:

This eight week training programme consists of:

- Four 2-hour live online webinars, delivered fortnightly.
- Short gap tasks to be completed between sessions.
- Online drop-in support sessions on non-training weeks.
- Course participants will receive nasen's Certificate of Attendance.

The four live online training sessions will also be recorded to allow a more flexible approach to learning.

Unlock your potential with nasen's Golden Key! For more details, or to book, contact:



sales@nasen.org.uk



nasen.org.uk/golden-key-programme

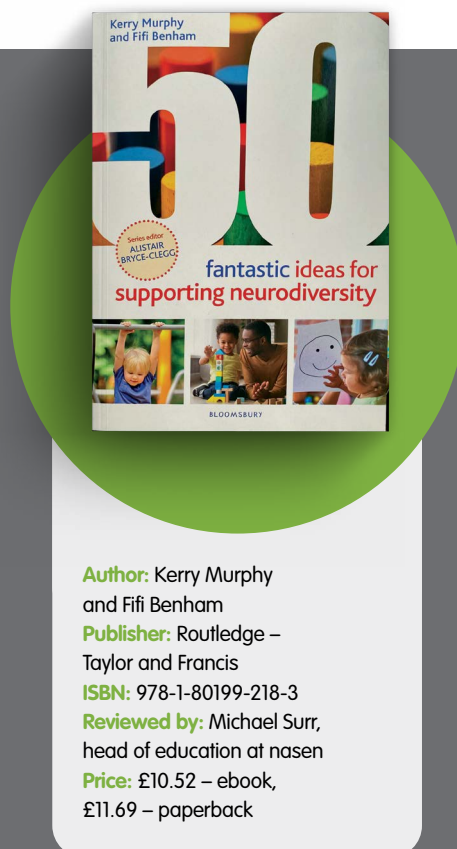
Reviews

50 FANTASTIC IDEAS FOR SUPPORTING NEURODIVERSITY

From the outset, this book establishes its clear regard for neuro-affirmative activities and learning. The introduction gives a clear sense of the authors' knowledge, understanding, empathy and awareness of neurodiversity as a part of the human condition. The authors explore the fact that play can look very different for neurodivergent children and that the majority of interventions are trying to change the child's 'unique way of being' and 'train them out of their neurodivergence', however well-intentioned they are. The rest of the book builds on this idea with practical, strengths-based activities that require no more additional equipment than is to be found in

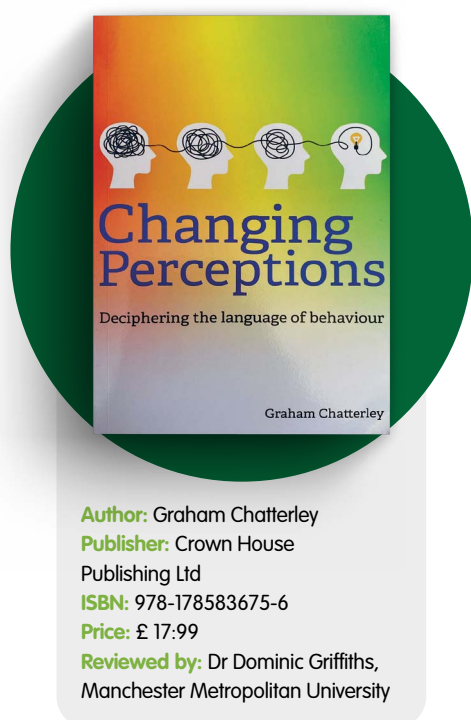
the early years classroom or outdoor space. The activities are in themed sections with a clear focus on resources, what's in it for the children, extension activities, clear instructions on what to do and the essential 'Neurodiversity-affirming element'. With illustrative visuals and downloadable forms and templates that accompany some of the activities, this is a pick-up-and-use book for working with early years children, neurodivergent or not.

If you are an early years practitioner, this book will develop your confidence and enable you to try, develop and embed ideas that are neurodiversity-informed and affirming for those children within your practice. These activities should not be restricted to those with confirmed neurodivergence as



Author: Kerry Murphy and Fifi Benham
Publisher: Routledge – Taylor and Francis
ISBN: 978-1-80199-218-3
Reviewed by: Michael Surr, head of education at nasen
Price: £10.52 – ebook, £11.69 – paperback

we know that what is vital for some, is valuable for all and this book will help you celebrate the uniqueness of each child and support their learning in an inclusive way.



Author: Graham Chatterley
Publisher: Crown House Publishing Ltd
ISBN: 978-178583675-6
Price: £ 17.99
Reviewed by: Dr Dominic Griffiths, Manchester Metropolitan University

CHANGING PERCEPTIONS: DECIPHERING THE LANGUAGE OF BEHAVIOUR

Recently I was attending a taster session for an inclusive education degree unit entitled 'Language, Communication and Behaviour'. The lecturer opened with the words 'behaviour equals communication'. This simple maxim lies at the heart of Graham Chatterley's new book, and its strapline, 'Deciphering the language of behaviour', is a key clue to his message. This message is that the significant and persistent challenging behaviour of many children will usually be a reflection of negative experiences and unmet needs and, crucially, the lack of a toolkit to manage their own feelings.

Each chapter explores different aspects of these behaviours and looks into their possible origins and how these manifest in defensive or aggressive expression. His key message to those managing such

behaviour is to separate the behaviour from the child and to get them to acknowledge guilt but not get trapped in a cycle of internalised shame. This he sees as not only unproductive but reinforcing negative self-perceptions and, thus, more of the same negative behaviours.

Each chapter is summarised by a 'recipe'; key principles that adults need in managing these behaviours with a view to changing them. The recurring motifs are the need for patience, de-escalation, seeing mistakes as opportunities to learn and for reparation and enhancing self-esteem. Underneath these is the spirit of unconditional positive regard and empathy. There is a symmetry in these messages in that they apply as much to us adults as to the children! This book is highly recommended for ALL school staff.



The dyslexia kaleidoscope – do we need to agree?

We all know something about dyslexia. Public awareness campaigns, celebrity views and social media have positioned dyslexia as an ‘accessible,’ difficulty, but the road to assessment can be contentious, costly and confusing.

In his 2020 paper, Julian Elliott, Durham University, described four ways of thinking about dyslexia. 1) a general reading disability; 2) a discrete group of ‘poor’ phonological decoders; 3) a group of learners experiencing difficulties with literacy that are unmet by high quality teaching, and 4) neurodivergent learners with various associated strengths and difficulties, where reading challenges may not always be the key feature.

There are benefits and issues with all the concepts of dyslexia, so let’s think briefly about some of these. The second concept gives rise to systemic biases, disadvantaging some due to inequalities in access to assessment and suitable interventions. A private dyslexia assessment industry has blossomed over the past few decades. Whilst this article is not a criticism of this, it is an acknowledgement that this system favours families who can afford assessment, and leaves others outside, ‘in the cold.’

Recent research suggests that inequities within identification and assessment systems, benefit children from wealthier backgrounds (Knight. 2021). There are ethical questions of fairness and equality, which must be raised regarding the private assessment industry.

Acknowledging dyslexia as a learning difference is also an acknowledgement that there needs to be a fair and equitable system of identification and support, regardless of socio-economic background.

Moving on from the ‘pathologising’ of dyslexia as a difficulty, we stumble into the narrative of ‘dyslexia as a superpower.’ This concept of dyslexia may be helpful for some, but also may contribute to the landscape of confusion and tension.

For example, The World Economic Forum described the enhanced abilities of the dyslexic individual in 2022. Framing dyslexia as a ‘desirable difficulty,’ is troubling and sometimes uncomfortable for me, as I struggle to reconcile this ‘superpower,’ with the child who is frustrated due to being unable to read and access the curriculum.

For the child and their family looking for assessment or support, the noise of the debate may drown out their voice. The child’s personal experience may be undermined, as professionals may question the validity of their needs, the reliability of the assessment, and disagree with just what support should be put in place.

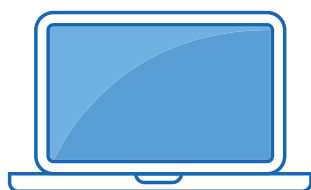
I feel the dyslexia debate needs to evolve and readjust, to be individual learner-led, rather than practitioner pioneered. Pushing this idea further, I also would ask if, as practitioners, we need to agree on every aspect of dyslexia. Practitioners need to be able to consider all perspectives, and feed into policies which support fair and transparent access to assessment and support.

Let’s then think about dyslexia as a conceptual ‘kaleidoscope,’ which provides and acknowledges the space needed for complementary, not competing views. In the same way a kaleidoscope joins together individual colour and pattern to create a mosaic picture, the dyslexia kaleidoscope, may construct a full, objective image of dyslexia, which places the individual’s experience and needs at the centre.



Do you have an opinion about a SEND-related topic that you would like to voice via this format? Or you can simply share your thoughts and reflections on this edition’s topic – education@nasen.org.uk

Events Diary



Meeting the Needs of Every Child – Early Years training

Various dates and times

Online

A two-hour webinar, providing practitioners with a thorough understanding of inclusive practice for SEND. Content includes: Responsibilities of a setting towards children with SEND, the importance of early identification, effective inclusive practice and positive relationships.

Cost: Free for early years practitioners in Family Hub areas.

FREE Early Years training now available!

Nursery World Show 2024

Friday 2 and Saturday 3 February 2024

Business Design Centre, London

Two days of seminars catering to the early years sector, delivered by experts and including SEND and inclusion focused sessions. Free access to exhibitions and demonstrations, and a live theatre with free presentations. The show will also host the Nursery World Business Summit.

Cost: Free to register, cost for some CPD sessions.

Welcome | Nursery World Show

Dyslexia Show 2024 and Dyscalculia Show 2024

Friday 15 and Saturday 16 March 2024
NEC, Birmingham

Dyslexia Show 2024 offers a unique and essential opportunity for educational professionals, including teachers, teaching assistants and specialists to enhance their knowledge and understanding of dyslexia and neurodiversity.

Cost: Free registration, cost for some session.

Dyslexia Show | The UK's leading dyslexia exhibition

Childcare and Education Expo

Friday 1 and Saturday 2 March 2024
Olympia, London

An event for those working in the early years and primary sectors, designed to inform and inspire visitors, giving fresh ideas, activities and resources to take back to their education settings.

Cost: Registration is free.

Childcare and Education Expo | Event for Early Years and Nurseries

Supporting and Understanding Autistic People

National Autistic Society

Wednesday 14 and Thursday 15 February 2024, 9.30am to 1pm
Online

This introductory course builds knowledge, based on the SPELL framework. SPELL is a framework for understanding and responding to the needs of people with autism.

Cost: £165.

Understanding and supporting autistic people

Kidz to Adultz Exhibition

Thursday 14 March 2024, 9.30am to 4pm
Exhibition Hall, Coventry Building Society Arena

An inclusive, vibrant space where people are supported on their journey. Dedicated to children and young people with disabilities or additional needs and the people that support them.

Cost: Free registration.

Kidz to Adultz Middle – Kidz to Adultz Exhibitions

Annual Professionals' Conference

National Autistic Society

Thursday 14 March 2024, 9am to 5pm
Live Online Conference

This annual, one-day Conference is a unique opportunity for professionals to benefit from knowledge from a range of specialists; giving opportunities to learn from personal insight, professional practice, lived experience and research evidence.

Cost: From £65 + VAT.

Annual Professionals' Conference



Improving Outcomes for Learners with Vision Impairment (VI) at post-16

Thursday 29 February and Thursday 14 March 2024, 4.00pm to 5.15pm
Online webinars

Two training sessions for staff working with young people at post-16 in education, training or employment, made possible through funding from Thomas Pocklington Trust.

Cost: Free.

Improving Outcomes for Learners with Vision Impairment (VI) at post-16 | Nasen

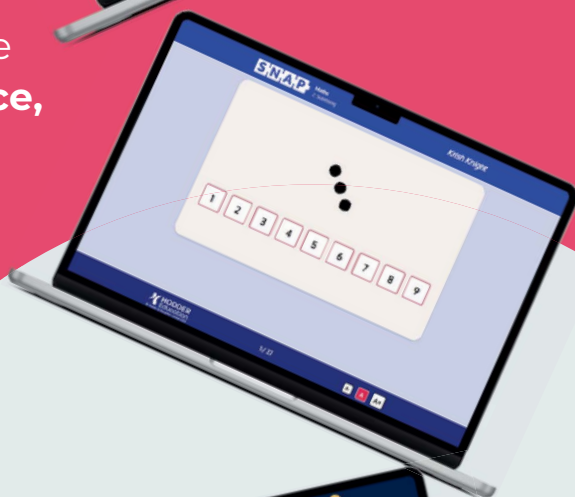
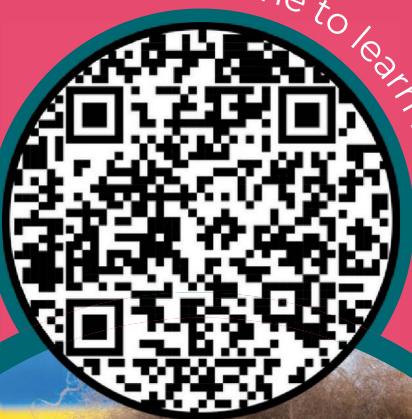


SNAP MATHS

Increase Maths
Confidence in Your Class
and Identify Barriers
to Learning

- Online maths diagnostic tool that is the **winner of the BETT 2024 SEN Resource, Product or Service category**
- Includes diagnostic activities, questionnaires and fluency boosters
- Access strategies and resources that boost SEN student learning outcomes

Scan me to learn more





It was a relief to find a sequential scheme, fit for purpose... Our TAs welcomed 'Maths For Life'... It has become a fully embedded scheme for the past two years.

Laura Craig, Deputy Head
John Hampden School



"Content on time and money is excellent."

- Vicky Rosengarten, Advisory Teacher
SENDSuccess

Ticks all the boxes:

- ✓ value for money
- ✓ age neutral content
- ✓ no specialist training needed
- ✓ accessible via any web browser
- ✓ free Q&A support sessions
- ✓ adaptable to any scheme of work
- ✓ 'self-service' assessment tool
- ✓ gap analysis and target setting
- ✓ used in primary, secondary & further education
- ✓ for mainstream and specialist settings
- ✓ recommended by SEN Advisory Teachers
- ✓ engages students
- ✓ delivers results



Subscribe and access
over 16,000 pages of
supporting resources.

Maths For Life is being rolled out county-wide as
part of a school-based pilot funded by
Oxfordshire County Council
to improve provision for students with a range of
additional learning needs.

OFSTED recently observed students using Maths For Life during a school inspection and were impressed with what they saw, saying of SEN provision:

"For pupils with special educational needs and/or disabilities, staff identify and provide highly effective adaptations."



Scan here to request
a brochure today



www.mathsforlife.com