

KEYNOTE

CONSTRUCTING MEANING FROM TEXT: SUPPORTING YOUNG LEARNERS TO COMPREHEND WITH CONFIDENCE

*Dr Paula Clarke, Associate Professor, School of Education,
University of Leeds*

This keynote presentation will explore how theoretical frameworks can be used to inform assessment, intervention design and personalised provision. It will draw on evidence from randomised controlled trials and signpost a wide range of relevant resources. Key issues will be discussed in relation to standardised and curriculum reading comprehension assessments, resourcing and implementing comprehensive personalised intervention, and training and supporting teaching assistants. The audience will be invited to contribute to these discussions via their mobile phones in an online shared space.

WORKSHOP

EHC ASSESSMENTS AND PLANS - THE FULL WORKS

SENSAP Team, LCC

This workshop, led by the SENSAP team, covers everything about the EHC assessment and planning process. From thinking about when an assessment may be required and making an application to accepting and implementing a finished plan. This will be an interactive workshop so come prepared to get involved!

WORKSHOP

AN INTRODUCTION TO DEVELOPMENTAL LANGUAGE DISORDER (DLD)

*Judith Lund Highly Specialist Speech and Language Therapist
& Clinical Lead for DLD/ SSD, NHS*

Have you heard of DLD but still aren't sure what it is? Developmental Language Disorder is one of the most common neurological conditions affecting on average 2 children in every classroom and yet most people have never heard of it! This introduction will give you an improved understanding of what DLD is and how to identify children within your settings that could potentially have DLD.

WORKSHOP

USING A WHOLE WORD APPROACH TO GET READING 'MOTORING'

Jill Igoe, SENIT, LCC

In this workshop we will explore a whole word approach to reading and consider what current research and the 'Reading Framework' say about this.

We will:

- Look at research and the reading models to see what they tell us about early reading skills.
- Think about how a whole word approach fits in with our phonics focus to make inroads into early reading skills.
- Consider when we might use this approach with a pupil, looking at assessment and barriers to learning.
- Take a close look at the SENIT Key Word Reader scheme and how this can support early readers with Special Educational Needs 'kickstart' their reading.
- Explore strategies to develop fluency in recall of whole words to support reading.

WORKSHOP

SEND FUNDING - GETTING MORE FOR YOUR MONEY

SENSAP Team, LCC

This workshop, led by the SENSAP team, will explore tips, tricks and resources which help you get more value out of your SEND funding to better impact on provision and outcomes for children and young people.

WORKSHOP

AUTISM, LGBTQ+ AND MENTAL HEALTH

Ashleigh Coles Walker, STARS Lead Trainer & Samantha Horsfield, Youth Worker, Youth Offer Improvement Team, LCC

Studies suggest that a much higher percentage of autistic people identify as LGBTQ+ than in the general population. LGBTQ+ and autistic young people are at greater risk of developing reactive psychiatric conditions due to a range of external factors.

We will explore some of the external factors that increase vulnerability and identify some strategies to support mental wellbeing and to reduce barriers to happiness.

WORKSHOP

RETHINKING SEMH IN THE EARLY YEARS; AN INTRODUCTION TO USING THE WELL BEING SCALE WITHIN THE SENIT DEVELOPMENTAL JOURNAL

Charlie Mallows & Marieke Carbonell, SENIT, LCC

What does SEMH look like in the early years?

What might children's behaviours be communicating?

How can we use the graduated approach to support children with low levels of well-being?

This will be a taster session exploring how we can use the well-being scale as an assessment tool and to explore our understanding of children's emotional well-being. The workshop will be part theory and part practical activities to initiate thought provoking discussion around what we mean by SEMH in the early years.

WORKSHOP

THE LEEDS PRIMARY RESILIENCE PROGRAMME

John May, Health & Wellbeing Team, LCC

The Leeds Primary Resilience Toolkit will be developed by the Support and Prevention Team (SPT) who have over 19 years' experience of supporting and managing a caseload of vulnerable young people and delivering preventative sessions/programmes within primary and secondary settings in Leeds.

The eight-week group work programme has been developed using a combination of existing resources aimed at primary pupils including Mentally Healthy Schools, and Young Minds to develop a flexible programme, which is needs led. The workshop will explore the content of the programme as well as successes and challenges experienced through the process of delivery.

WORKSHOP

TEACHING EARLY READING; TWO MODELS TO INFLUENCE AND INFORM

Jenny Scott, SENIT, LCC

In this workshop we take a closer look into how schools can use two key reading models to transform their reading curriculum for learners with SEND.

We explore how we:

- underpin assessment practice to inform developmental starting points
- apply a holistic approach to the teaching of reading
- implement the 'same curriculum, different starting point' in school practice
- ensure our learners achieve success in reading, irrespective of their starting point

Working together to transform the way we TEACH pupils who struggle to read.