

## Workshops

### WORKSHOP 1A

#### ACHIEVING A GOOD OFSTED OUTCOME – A SENCO’S EXPERIENCE

*Elizabeth Park, Monitoring & Quality Assurance Officer SENSAP, Leeds Learning Inclusion Service*

*Lianne Jackson, Assistant Headteacher and Lead Practitioner for SEND, Beeston Primary School*

*Karen Horler - SEND Team Lead Co-op Academy Leeds*

This workshop will look at the current OFSTED framework and its expectations on teachers and leaders to include and support CYP with SEND. It will explore the experiences of 2 current SENCOs and 1 former SENCO who have been involved in OFSTED inspections under the current framework. The workshop will aim to highlight good practice that was recognised by OFSTED and resulted in good outcomes for CYP with SEND.

### WORKSHOP 1B & 2B

#### DEVELOPING A WHOLE SCHOOL APPROACH TO UNDERSTANDING AND MEETING SENSORY DIFFERENCES

*Sarah Haggas and Emily Watkins, Occupational Therapists, Leeds NHS*

A growing number of children are presenting with sensory differences that affect their ability to engage in school life. Using a universal approach to supporting sensory differences can enable all children in the classroom to be prepared for learning.

This session will cover:

- understanding our senses;
- how we use our senses to understand and interact with our world;
- what happens when this goes wrong;
- a functional approach to meeting sensory differences;
- practical strategies for a whole school approach to managing sensory differences.

### WORKSHOP 1C & 2C

#### SENCO WELLBEING

*Ruth Watson and Sedi Dzokoto Assistant Educational Psychologists, Leeds Learning Inclusion Service*

In order to effectively support the mental health and wellbeing of pupils we must first support our own mental health and wellbeing and that of the colleagues we work with. In this workshop we will discuss what wellbeing means to you and what that looks like in the work place. We will explore a range of approaches to self-care and consider strategies for supporting staff well-being. There will be time to reflect on whole-school approaches, share best practice and gather practical ideas to take back into school.

## **WORKSHOP 1D & 2D**

### **HOW CAN YOUR SETTING BE “COMMUNICATION FRIENDLY”?**

*Kate MacCowan, Highly Specialist Speech and Language Therapist and Lead for Leeds Communication Friendly Setting Standard (LCFS)*

With high numbers of children and young people in education with Speech, Language and Communication Needs settings need the right tools to support and develop communication skills at all levels.

Research indicates that by adapting your classroom environment to be communication friendly learning gains can be made in reading, writing and maths of up to 16%. This workshop will provide you with practical strategies which can be embedded into everyday practice and provision to support the communication needs of all children in a setting.

You will gain an insight into the Leeds Communication Friendly Setting Standard (LCFS) and how this whole school approach can support you to establish effective communication skills and practices, to enable all children to achieve their communication and academic potential.

## **WORKSHOP 1E & 2E**

### **WHY IS LANGUAGE IMPORTANT WHEN DISCUSSING AUTISM?**

*Ashleigh Coles Walker, STARS lead trainer and Stephanie Gill, STARS inclusion worker, Leeds Learning Inclusion Service*

During this interactive session, we will explore the impact language has on people’s understanding and acceptance of autism, with a particular focus on autistic people themselves.

‘Over my lifetime, I’ve had medical professionals reduce me to the sum of my deficits. As soon as I was “diagnosed” as having “Autism Spectrum Disorder”, my passions were recast as “restricted interests”, my adaptations to manage heightened sensitivity were labelled “rigid, repetitive behaviours” and “interventions” were prescribed to “treat” the “symptoms” of my “disorder” for an “optimal outcome” of a “normal” adult’ (Emma Ward, Autistic advocate, Reframing Autism)

## **WORKSHOP 2A**

### **SUPPORTING CHILDREN AND YOUNG PEOPLE AT RISK OF EXTENDED SCHOOL NON-ATTENDANCE (ESNA)**

*Amy Taylor and Laura Ward, Assistant Educational Psychologists, Leeds Learning Inclusion Service*

The purpose of this workshop is to support the understanding, thinking, and developing practice around SEMH and the links with extended school non-attendance (ESNA). We will explore the link between anxiety and school attendance and offer practical strategies and resources to use with children and young people and families in your setting. The training will encourage you to think about your school context with opportunities for reflection, questions, and discussions.