

SEN CONFERENCE 2024



Neurodiversity: Celebrate minds of all kinds



Empowering solutions,
inspiring learners

6 February 2024 – MORNING PROGRAMME

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| 8.00 | Registration, Breakfast Pastries & Exhibition |
| 9.00 | Welcome <i>Joan Kavanagh, SEND Teams Service Delivery Manager, LCC</i> |
| 9.10 | Opening Address <i>Dan Barton, Deputy Director Learning, LCC</i> |
| 9.20 | Neurodiversity Information Hub (Mindmate) <i>Ameilia Wesley-Holley, SaLT, CAMHS Neurodevelopment Team</i> <i>A neuro-affirming strengths based approach to understanding differences and to promote the ND Hub as a source of advice and support</i> |
| 10.20 | Student perspective, life and education experiences <i>STARS Ambassadors – Student Voice</i> |
| 10.30 | Refreshments & Exhibition |
| 11.00 | ADHD and Neuro-inclusive classrooms <i>Emma Weaver, Deputy CEO, ADHD Foundation Neurodiversity Charity</i> |
| 12.00 | Leeds Parent Carer Forum <i>Jess Dufy, Co-Chair and Maria Adams, Co Vice-Chair</i> |
| 12.15 | Lunch, Refreshments & Exhibition |

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6 February 2024 – AFTERNOON PROGRAMME

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| 1.15 Workshop Session 1 | a) The pervasive importance of Executive Functioning <i>Graham Ramsden, Educational Psychology Team</i> |
| | b) Improving Self-Esteem for pupils with ADHD <i>Fiona Gallagher & Emily Searle, SEMH Inclusion Team</i> |
| | c) Early identification of Speech, Language and Communication Needs (SLCN)- Perspective from SLT in Criminal Justice <i>Megan Higgins & Gemma Manojlovic, Speech and Language Therapists, Criminal Justice, NHS Leeds Community Healthcare</i> |
| | d) Pathways and Preparing for Adulthood (secondary audience) <i>Ben Allchin & Rhena Khan, SENSAP</i> |
| | e) Developing therapeutic and neuro inclusive classrooms; a school's journey <i>Cookridge Primary School</i> |
| 2.15 | Refreshments & Prize Draw |
| 2.30 Workshop Session 2 | a) The pervasive importance of Executive Functioning <i>Graham Ramsden, Educational Psychology Team</i> |
| | b) Improving Self-Esteem for pupils with ADHD <i>Fiona Gallagher & Emily Searle, SEMH Inclusion Team</i> |
| | c) How can we support autistic pupils to successfully access the English curriculum at Key Stage 2 and beyond? <i>Ashleigh Coles Walker, STARS</i> |
| | d) Noticing and responding to movement to support strong foundations for learning <i>Sharon Longman & Caroline Timms, SENIT</i> |
| | e) An Introduction to the Leeds Whole School SEND Self Review Tool: A Deep Dive into School Systems and Practices for CYP with SEND <i>Jenny Scott, Monitoring & Quality Assurance Officer, SENSAP</i> |
| 3.30 | Evaluations and Close |

Workshops

WORKSHOP 1A & 2A

THE PERVERSIVE IMPORTANCE OF EXECUTIVE FUNCTIONING

Graham Ramsden, Educational Psychology Team

Executive Functioning is central to everything we do. It controls our decision making and it directs our emotional response to events around us. The session briefly explores the many components that make up the skillset known as Executive Functioning. Through practical examples and self-monitoring exercises, the session will unpick how pedagogy needs to rethink how it delivers and assesses 'learning' from the earliest experiences children have, to the most complex we expect our children and young people to do, in the name of exam success. It will outline a possible pathway for supporting children with neurodiversity through a cognitive problem-solving approach.

WORKSHOP 1B & 2B

IMPROVING SELF-ESTEEM FOR PUPILS WITH ADHD

Fiona Gallagher & Emily Searle, SEMH Inclusion Team

This workshop will explore how the experiences of CYP with ADHD impacts on their self-esteem in both primary and secondary settings.

- Raise awareness of the relationship between ADHD and self-esteem and how this impacts on engagement, aspirations, attainment, and mental health.
- Develop a shared approach between SEND, teaching and pastoral teams, to improve self-esteem for pupils with ADHD.
- Practical strategies for improving self-esteem for pupils with ADHD.

WORKSHOP 1C

EARLY IDENTIFICATION OF SPEECH, LANGUAGE AND COMMUNICATION NEEDS (SLCN)- PERSPECTIVE FROM SLT IN CRIMINAL JUSTICE

Megan Higgins & Gemma Manojlovic Speech and Language Therapists for Criminal Justice, NHS Leeds Community Healthcare.

A high proportion of Children and Young People (CYP) in the Criminal Justice system have SLCN, much of it previously unidentified. Failing to recognise and address these needs may contribute to CYP's vulnerabilities, including increased risk of misunderstandings and frustration, difficulties with accessing learning and meeting behavioural expectations. Early identification of needs is crucial. We need to be aware that SLCN can emerge at any time, not just in early years (e.g., as the academic and social demands of school increase). We will look at common areas of difficulty, how to recognise these, ways to support and useful resources.

WORKSHOP 1D

PATHWAYS AND PREPARING FOR ADULthood (SECONDARY AUDIENCE)

Ben Allchin & Rhena Khan, SENSAP

Join us for an interactive and practical workshop exploring ways in which we can support SEND learners in readiness for appropriate post-16 pathways, and prepare them for life as independent adults.

WORKSHOP 1E

DEVELOPING THERAPEUTIC AND NEURO INCLUSIVE CLASSROOMS; A SCHOOL'S JOURNEY

Cookridge Primary School

Join staff from Cookridge primary school who will take you through their journey in improving the environment to meet the strengths, needs and differences of their learning community. They will share why they embarked on this change, what is involved and the impact.

WORKSHOP 2C

HOW CAN WE SUPPORT AUTISTIC PUPILS TO SUCCESSFULLY ACCESS THE ENGLISH CURRICULUM AT KEY STAGE 2 AND BEYOND?

Ashleigh Coles Walker, STARS

Autistic people's brains work differently: they think differently, see the world differently and process information differently. It is logical, therefore, that autistic pupils need adapted teaching approaches.

In this session we will look at some practical approaches to adapting English teaching to meet the needs of autistic pupils and those on the neurodiversity pathway. We will then look at real case-studies to explore how those approaches have been applied effectively to meet the needs of young people in Leeds.

WORKSHOP 2D

NOTICING AND RESPONDING TO MOVEMENT TO SUPPORT STRONG FOUNDATIONS FOR LEARNING

Sharon Longman & Caroline Timms, SENIT

Join us to explore and recognise how children's sensorimotor systems, (which begin to develop in-utero) can impact on higher level engagement within their learning. Through noticing and responding to the finer details of children and young people's movements we can begin to build a greater understanding of how we can extend and create strong foundations to bodily and emotional regulation, physical development, confidence and relationships and a wider access to learning.

WORKSHOP 2E

AN INTRODUCTION TO THE LEEDS WHOLE SCHOOL SEND SELF REVIEW TOOL: A DEEP DIVE INTO SCHOOL SYSTEMS AND PRACTICES FOR CYP WITH SEND

Jenny Scott, Monitoring & Quality Assurance Officer, SENSAP

The SEND Whole School Self Review Tool is a comprehensive tool supporting quality assurance of provision for children and young people with SEND across a whole school or setting. The tool will provide insight into systems, processes and practice and contribute to strategic outcomes around SEND within the school's development plan.

This workshop is an opportunity to explore the tool in more detail. We will hear from SENCOs who have already used the tool and offer tips on how to maximise its impact.