

INCLUSION CONFERENCE

“Building Relationships”

22 May 2025 – MORNING PROGRAMME

8.30	Registration, Refreshments & Exhibition
9.30	Welcome & Updates
9.45	Keynote Presentation <i>Gary Aubin, Whole Education SEND Consultant, Education Endowment Foundation SEND Associate. Curriculum and Assessment Review panel member Author, The Lone SENDCO; The Parent's Guide to SEND. Blogger SENDMatters.co.uk</i>
10.45	Refreshments & Exhibition
11.15 Workshop Session 1	1A. Embracing challenging conversations with parents and carers <i>Helen Ortnier, Professional Lead Specialist, SEND Service</i>
	1B. Using Five to Thrive Strategies within Parenting Programmes, to Support Connections Between Adults and Children <i>Lucy Bracher, Family Hub County Manager (Quality and Practice), Spurgeons</i>
	1C. Building Relationships with Alternative Providers <i>Teresa McIlroy, Strategic Lead for Alternative Provision and team members, SEND & Inclusion Service</i>
12.00	Young Pioneers Wiltshire residents with lived experience to talk about what is important in building relationships with young people in education
12.30	Lunch, Refreshments & Exhibition

22 May 2025 – AFTERNOON PROGRAMME	
1.30 Workshop Session 2	2A. People Need People: How belonging and relationships are central to attendance and inclusion <i>James Wood, Educational Psychology Service</i>
	2C. Applied Trauma Responsive Classroom Model (ATRCM) <i>John Spring, Head of Service: Targeted Education</i>
	2D. Vision, Strategy, and Positive Relationships: Empowering Leaders to Transform Inclusion <i>Emma Rossiter, Head of SEND Consultancy, Silverwood School</i>
2.15 Workshop Session 3	3A. Positive Partnerships between SEND Parents and Schools <i>Stuart Hall, Strategic Director, Wiltshire Parent Carer Council (WPCC)</i>
	3B. A Person Centered Approach to Annual Reviews <i>Jo Edington, SEND Voice and Participation Lead, Wiltshire Council Participation Team</i> <i>Gerri Kemp, SEND Consultant, working with Wiltshire Council on a range of SEND Improvement projects</i>
	3C. A learning led approach to meeting the needs of pupils experiencing disadvantage <i>Kate Wilkins, Disadvantaged Learners and School Leadership, School Effectiveness</i>
	3D. Transforming Inclusion: listening to Neurodivergent Learners <i>Emma Rossiter, Head of SEND Consultancy, Silverwood School</i>
3.00	Refreshments
3.15	Q and A with panel from LA and invited others
4.00	Final Comments & Prize Draw
4.30	Close

WORKSHOP 1A

EMBRACING CHALLENGING CONVERSATIONS WITH PARENTS AND CARERS

Helen Ortner, Professional Lead Specialist, SEND Service

We are all part of a complex SEND system which can be difficult to navigate for parent/carers.. This workshop will explore the skills we need as professionals to enable us to have 'challenging' conversations with parent/carers where needed, how we can ensure that these conversations are successful and how we communicate and work collaboratively with parent/carers to ensure the best outcomes for them and their child.

WORKSHOP 1B

USING FIVE TO THRIVE STRATEGIES WITHIN PARENTING PROGRAMMES, TO SUPPORT CONNECTIONS BETWEEN ADULTS AND CHILDREN

Lucy Bracher, Lucy Bracher, Family Hub County Manager (Quality and Practice), Spurgeons

Explore how the Five to Thrive approach can be integrated into parenting programmes, to strengthen adult-child(ren) relationships.

Through evidence-based strategies and practical applications, participants will gain valuable insights, to support healthy attachment and child development between parent and their child(ren).

WORKSHOP 1C

BUILDING RELATIONSHIPS WITH ALTERNATIVE PROVIDERS

Teresa McIlroy, Strategic Lead for Alternative Provision and team members, SEND & Inclusion Service

- Identification of alternative provision for children and young people at SEND support or with an EHCP
- Commissioning of providers and commissioner responsibilities
- Maintaining communication and overseeing progress of children and young people in receipt of provision from an alternative provider

WORKSHOP 2A

PEOPLE NEED PEOPLE: HOW BELONGING AND RELATIONSHIPS ARE CENTRAL TO ATTENDANCE AND INCLUSION

James Wood, Educational Psychology Service

Pupils who experience positive relationships and a sense of belonging in school are more likely to attend and to experience positive outcomes. In this session we will explore the evidence, debunk myths, and think about how, as a collective, we can steer the ship towards a more relational approach to education.

WORKSHOP 2C

APPLIED TRAUMA RESPONSIVE CLASSROOM MODEL (ATRCM)

John Spring, Head of Service: Targeted Education

This workshop will support with developing the understanding of how the ATRCM tool can support schools with:

- Tangible application of trauma-informed practice
- Self-assessment of a child's current trauma/attachment presentation
- Bespoke planning to support a child experiencing trauma/attachment
- Identification of areas of further work to support improved outcomes (linked to ordinarily available provision for all learners)

[ATRCM information \(Right Choice\)](#)

Please note: This tool is available to access from the Virtual School resource page (link below) but does not only apply to Virtual School cohorts. It can support any child experiencing trauma/attachment concerns.

WORKSHOP 2D

VISION, STRATEGY, AND POSITIVE RELATIONSHIPS: EMPOWERING LEADERS TO TRANSFORM INCLUSION

Emma Rossiter, Head of SEND Consultancy, Silverwood School

Emma takes us on a journey to explore why and how schools have such a profound impact on the lives of young people, both now and in the future. She highlights that if we leave relationships to chance, we miss the biggest opportunity for change — ensuring that all professionals in a school are aligned in intentionally creating positive relationships and delivering a shared message of listening, care, and support.

The number one reason students give for success in lessons is that "the teacher likes me." True inclusion happens when leaders intentionally craft a vision and strategy that ensures all students — from the most able to those with the most challenging needs — feel they truly belong, are cared for, and are inspired to be their best selves.

Education should unlock each student's unique gifts and potential, empowering them to live their best life. At the heart of this transformation are the relationships that leaders must prioritise in our schools to create truly inclusive environments for every pupil.

WORKSHOP 3A

POSITIVE PARTNERSHIPS BETWEEN SEND PARENTS AND SCHOOLS *Stuart Hall, Strategic Director, Wiltshire Parent Carer Council (WPCC)*

This session will look at the offer of information and support available to SEND families in Wiltshire through the Wiltshire Parent Carer Council (WPCC) and how we can work positively together as agencies to link parents and carers to the right information and support, at the right time, to build stronger partnerships between families and schools.

The Wiltshire Parent Carer Council, known locally as the WPCC, represents and supports parent carers of children and young people aged 0-25 with SEND, resident in Wiltshire.

The WPCC provides a consultation and participation service which enables parent carers to have a voice about the services and the support their children and family use, offering real opportunities to influence and shape provision.

The WPCC also provides the Special Educational Needs and Disabilities Information Service (SENDIS), which offers a wealth of information, as well as signposting to specialist services.

WORKSHOP 3B

A PERSON-CENTERED APPROACH TO ANNUAL REVIEWS *Jo Edington, SEND Voice and Participation Lead, Wiltshire Council Participation Team and Gerri Kemp, SEND Consultant, working with Wiltshire Council on a range of SEND Improvement projects*

In this workshop we will look at principles behind person centred approaches and hear what children and young people have told us they want from their EHC annual review.

We will look at examples of person centred resources to support reviews and consider any barriers to running successful PCR meetings in schools and settings.

WORKSHOP 3C

A LEARNING LED APPROACH TO MEETING THE NEEDS OF PUPILS EXPERIENCING DISADVANTAGE *Kate Wilkins, Disadvantaged Learners and School Leadership, School Effectiveness*

A third of SEND pupils in Wiltshire are also classified as disadvantaged (in receipt of Pupil Premium). This workshop will acknowledge the effects of disadvantage and explore a high expectations, learning led approach to meeting the needs of pupils with multiple vulnerabilities.

WORKSHOP 3D

TRANSFORMING INCLUSION: LISTENING TO NEURODIVERGENT LEARNERS

Emma Rossiter, Head of SEND Consultancy, Silverwood School

Noah Wyatt and Vixx Hall in Conversation with Emma Rossiter: Transforming Education for neurodivergent learners.

Noah and Vixx are two remarkable young people with diagnoses of autism who are passionate about sharing their lived experiences to inspire change in the education system. Having recently completed their education in mainstream secondary schools, their journeys highlight the stark contrast in how schools can support—or fail to support—neurodivergent students.

For Noah, school was a challenging and often isolating experience, with their unique needs going unmet and the added weight of mental health challenges. In contrast, Vixx thrived in an inclusive and empowering environment, demonstrating the transformative potential of a school that listens, adapts, and champions the strengths of neurodivergent students.

In conversation with Emma, Noah and Vixx share their personal stories and insights, offering a powerful vision of how education can become a place where all young people flourish. Their message is clear: transformation starts with truly listening to and valuing the individuality of each person. Through their dialogue, they challenge educators and policymakers to reimagine schools as inclusive, supportive spaces for growth, belonging, and success.