

SEND Futures Conference

Twickenham Stoop Langhorn Drive, TW2 7SX

Workshop Options

Explanatory notes:

1. The booking form will ask you to confirm what time you will be arriving and departing the conference. We will then know how many workshops you will be able to attend, and when
2. If you are attending 3 workshops we ask you to select, in order of preference, 4 workshops
3. If you are attending 2 workshops we ask you to select, in order of preference, 3 workshops
4. If you are attending 1 workshop we ask you to select, in order of preference, 2 workshops
5. Once we know delegate workshop preferences and the times they will be present for, we will timetable the workshops to allow as many delegates as possible to attend their preferred workshops
6. Your least preferred option will only be allocated to you if the timetable requires this
7. Please complete the booking form by **21st September**

Title		Description
1	ADHD in girls and women	Understanding and awareness of Attention Deficit Hyperactivity Disorder and Attention Deficit Disorder in girls and women is developing rapidly and identification locally is increasing. There are a number of differences in presentation between boys and girls and bespoke resultant challenges. Participants will have the opportunity to discuss national best practice and the local context with Dr Jo Steer, Head of Emotional Health Service and Consultant Clinical Psychologist who is one of the leading experts nationally, and is a published author, in this area.
2	Best practice in early years	Excellent early years provision can play a key role by identifying needs early and putting the right support in place so that children can progress. High-quality early years provision for children significantly decreases the likelihood of a child being identified with SEN in later years. The Early Years Foundation Stage (EYFS) two-year old progress check and the Healthy Child Programme (HCP) development review offer two valuable opportunities to identify additional needs for children aged 2 to 3 and put the right support in place for the children who need it in partnership with parents, carers and any relevant professionals. These are important interventions in assessing a child's progress and optimising children's development, which includes a focus on communication and language, personal, social and emotional development, as well as on children's physical development milestones. This workshop will give participants an opportunity to contribute to improved local arrangements in Kingston and

		Richmond.
3	Co-production : Working together to achieve the best outcomes for children and young people with SEND – what it is and how to make it part of your practice	Co-production is about the individual child or young person and everyone working together to get the best for them. Children and young people, family members, carers, organisations and commissioners work together from the beginning of the process in an equal way, sharing influence, skills and experience to design, deliver and monitor services. Co-production means that individual needs are optimally met, and crucial insights are obtained into how services and outcomes can be improved. For this to happen, all partners need to engage with children and young people with SEND and their parents and carers on decisions about their own support, and on services offered across the wider system. Participants will improve their understanding of the agreed approach to co-production in Kingston and Richmond , including how they can include it more fully in their practice.
4	Early identification and support in mainstream education settings, including ordinarily available provision	The recently published SEND green paper “ Right support, right place, right time ” places early identification, early intervention and the key role of mainstream schools at the centre of the future national policy agenda. Proposals include setting out when needs can and should be met effectively in mainstream provision, and the support that should be made ordinarily available in mainstream settings to facilitate this. This workshop will update participants on support available locally, including that relating to Quality First Teaching and the Threshold Guidance .
5	Holistic outcomes / person centred planning	Excellent person centred planning results in clear holistic outcomes for children and young people. Participants will increase their understanding of how to contribute to person-centred planning and how to use tools and conversations to find out what is important to (and for) children/young people. They will develop their understanding of how to develop holistic outcomes and look at creative ways to achieve the outcome.
6	How we can help: A voluntary sector guide to the support and advice available for families	Families are already facing multiple challenges, and the impact of the pandemic and the cost-of-living crisis is only adding to the concern and pressures that parents and carers are feeling. This workshop will help you connect to the support and advice available, both disability specific, and services for carers, and will also highlight the range of organisations locally that can help with debt, energy costs, employment, legal and housing issues, and emotional health support for both parent and the child. Its aim is to give an overview of what's available, and give you the knowledge and confidence to support families to access them. <i>"As we work to create light in others, we naturally light our own way"</i> (Mary Anne Radmacher)
7	Maximising the impact of teaching assistants	Teaching assistants play a vital role in supporting pupils with SEND in mainstream schools, but research suggests that the way that we deploy and prepare support staff for their role can have an adverse impact on pupil progress. As budgets become even further stretched, the numbers of pupils with SEND in mainstream schools increases and needs are increasingly complex, it becomes even more important to ensure we're making best use of this essential workforce. Based on our latest research with the Education Endowment Foundation, this workshop will introduce practical solutions to the implementation challenges that senior

		leaders face when recruiting and deploying support staff. It will look at the sustainability of a model of inclusion that is almost fully dependent on the use of TAs, and explore deployment models that better support the needs of pupils and schools.
8	Oracy education and its importance in learning	Oracy refers to the set of skills needed to develop spoken forms of communication, as well as the processes through which children learn through talk. The benefits of oracy education span all areas of SEN. There is overwhelming evidence to suggest that poor language skills are linked to learning needs and also to mental health difficulties. Oracy education improves outcomes with regards to children and young people's learning (vocabulary acquisition, reasoning skills, improved outcomes in Maths and Science) as well as their social emotional and mental health. Oracy supports the development of students' confidence and self esteem. Oracy education builds a greater sense of community, participation and belonging in school. This workshop, delivered by the Educational Psychology Service, will offer participants an overview of oracy. The workshop will also offer delegates practical tools with which to create language rich classrooms, giving children the speaking and listening skills they need to succeed in school and beyond.
9	Parent carer information session	Parents and carers frequently ask for more information about Parent Carer Needs Assessment (PCNAs) , short breaks and personal budgets / direct payments . Local practitioners working in these fields will provide updates on provision and access arrangements in Kingston and Richmond and host a question and answer session. This workshop is aimed at parents and carers and also practitioners whose role includes signposting parents and carers to support available in the local area.
10	Supporting social and emotional well-being with Mental Health Support Teams in Schools	Kingston and Richmond are part of the Mental Health Support Teams (MHST) in Schools initiative , a collaborative project between education and mental health services. This workshop will consider the role of the MHST in supporting the social and emotional well-being of children and young people; inclusive practices; challenges and a vision for the future. Participants will gain an understanding of the role of MHSTs across Kingston and Richmond, and explore how to adapt current practices to better support the emotional wellbeing of children and young people with additional needs and their caregivers.
11	The Balanced System, speech and language therapy and occupational therapy	The Balanced System ® is an evidence-based framework for commissioning and providing services for children and young people with a range of speech, language and communication needs. The approach has also been taken on by occupational therapy services with the support of the Royal College of Occupational Therapists. The principles of the 'Balanced System' form the core of the evidence based model for therapies (speech and language, occupational and physiotherapy) in Kingston and Richmond. Parents, carers and practitioners will be aware of the increase in the need for therapy support both locally and nationally, and of the challenges in sourcing sufficient therapy expertise. This makes the implementation of the Balanced System more important and urgent than ever.
12	Transition to adult services	Significant changes and improvements are being made in

		<p>education, health and care provision and pathways for those with SEND aged 16 to 25 years in both Kingston and Richmond. This workshop will provide an update on these developments, and give delegates the opportunity to speak with and give feedback to practitioners on progress and priorities. As well as parents, carers and post 16 providers, this workshop is relevant to secondary schools who have a key role to play in sharing information and preparing young people with SEND for transition, whether they have an education, health and care plan or not.</p>
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