

SEN

special educational needs

May • June 2019 • Issue 100

Our 100th issue!

Teaching girls with autism

Positive support for
learning disability

Healthy eating for kids

SLCN • dyslexia • dyscalculia • outdoor play • sport • all-ability cycling
technology in education • SEN law • fostering • DME • senses and behaviour
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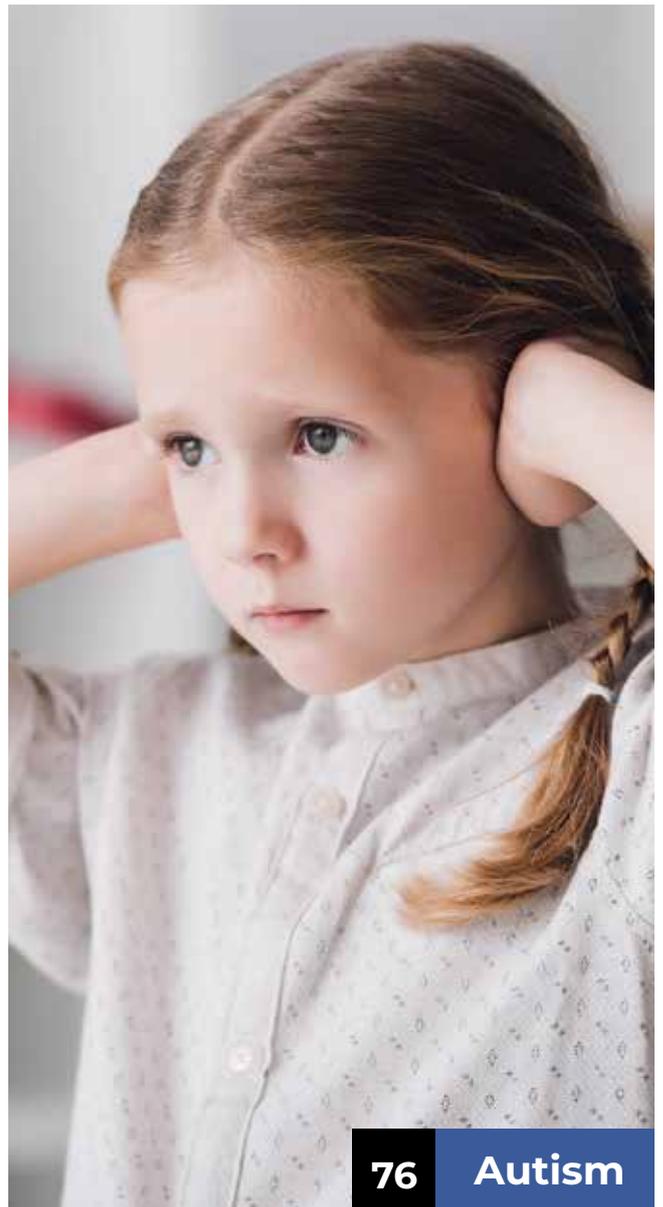
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£6.5 million for early support of SLCN

The Government has announced a £6.5 million package to help young children who require additional help because they have speech, language and communication needs (SLCN).

A range of local initiatives will include projects designed to support families by improving training for early years professionals, introducing family reading sessions and running local parenting pop-ups.

In a speech in July 2018, Education Secretary Damian Hinds noted that 28 per cent of children finish their reception year “without the early communication and reading skills they need to thrive”, and he announced his ambition to cut that figure in half over the next decade.

The new funding will support eight projects, across 27 local councils. The Department for Education (DfE) says it will build on successful programmes already in place to “bring education and health services closer together to help improve children’s outcomes by age five”.

Projects will concentrate on supporting families in some of the most disadvantaged areas of the country, including three of the Government’s 12 “Opportunity Areas”: Doncaster, Derby and Stoke-On-Trent. DfE figures show that disadvantaged children are, on average, four months behind at age five, ten months behind by the age of 11, and 19 months behind at 16.

Professionals such as health visitors, early years staff and family support workers will be trained to identify children with poor language and communication skills and to ensure the right support is in place so they don’t fall behind.

The schemes will offer parent-child workshops and outreach programmes to raise awareness amongst parents of the importance of speech, language and communication development. One local project will introduce an online tool to help parents understand the basic child development stages, and provide activities and ideas they can use at home.

Lasting impact

The Government hopes the eight projects will create tools and approaches that can have a lasting impact on how children with SLCN are supported. “I want to support families with hints and tips to propel their child’s learning so they can go on to reach their full potential, whatever their background”, says Mr Hinds.

The funding announcement has been broadly welcomed by children’s communication charity I CAN, whose Chief Executive Bob Reitemeier believes it will go some way towards providing support for the 1.4 million children in the UK who struggle with their communication skills.



■ The Government is supporting schemes to help children develop communication skills.

“Identifying a child’s SLCN early is crucial to ensuring it doesn’t become a long-term barrier to them succeeding in life”, he says. “One aspect of this funding is to support collaboration between the health and education sectors. We are particularly interested to see real progress in this collaboration, which currently is not taking place in many parts of the country.”

Councillor Anntoinette Bramble of the Local Government Association’s Children and Young People Board also supports the Government’s focus on early language and literacy skills. “It’s positive that some areas will receive funding to provide additional support to families and improve children’s early communication skills”, she says.

A recent survey of members by school leaders union NAHT found that 86 per cent believe school readiness has become worse over the past five years. Speech, language and communication issues were identified as the greatest area of concern, with 97 per cent identifying this as a problem.

“Damian Hinds is absolutely right to be looking at early intervention to help parents support children in this crucial area of development”, says the union’s Director of Policy for School Leaders James Bowen. “Children’s early speech and language skills are the foundations upon which all future learning is built.”

Mr Bowen cautions, though, that the new proposals will only go so far: “what is often needed is specialist help from speech and language therapists. This expert support is something that schools have been finding it harder and harder to resource, as both school budgets and local authority budgets have been cut.”



Over 1,000 councillors demand greater investment in education and SEN

A letter signed by 1,115 local councillors calls on the Government to reverse education spending cuts and properly fund support for pupils with SEN and disabilities.

“Many schools are now desperately overwhelmed, as more and more students are competing for fewer and fewer resources”, the letter says. “Compounded by biting cuts to local council services, in addition to the teacher recruitment and retention crisis, the current settlement is not tenable.”

The letter demands that the Government invests more money in schools to help meet what it describes as the huge funding crisis across education, which is resulting in growing budget deficits, cuts in teaching staff, a reduction in some subject areas and a poorer education for children.

The Institute for Fiscal Studies Annual Report on Education Spending in England states that schools have experienced a cut of eight per cent per pupil since 2010. The Education Policy Institute has said almost a third of all council-run secondary schools are now in deficit and, according to last year’s Kreston UK report, eight out of ten academies are in deficit.

In addition to reversing the cuts to school budgets since 2010, the letter calls for funding for SEN provision to be of a level that ensures all children and young people get the education they deserve, regardless of where they live.

The signing of the letter has been organised by the National Education Union’s councillor network, which is supported by the education fair funding campaign group f40.

Councillor Maggie Browning of Southwark believes cuts to school budgets have reached “epidemic levels” in England and Wales. “Schools are also struggling to provide adequate support for students with special educational needs and some are even closing early or starting late to save money”, she says.

More people with SEN and disabilities to get personal budgets

People who use aftercare services under the Mental Health Act and wheelchair users will soon have a right to a personal health budget, the Government has announced.

Personal health budgets allow people to choose their own health and care support, which could include specially adapted wheelchairs, a choice of personal assistants who can be specially trained to meet the individual’s needs, technology, equipment or an assistance dog to reduce the need for support from a carer.

Over 40,000 people currently operate personal health budgets, and the Government plans to increase this to up to 200,000 people by 2024.

As well as extending the legal right to wheelchair users and people who access aftercare services under the Mental Health Act, the Government will look to give personal health budgets to people with ongoing mental health needs, autistic people and people with learning disabilities.

Personal health budgets are planned and agreed between individuals and clinicians, with the aim of giving people greater choice, flexibility and control over their health and care support. The Government believes personal budgets can also help to join up health and social care services in local areas and reduce pressure on emergency care.

Increasing access to personal health budgets is part of the NHS Long Term Plan, which aims to extend personalised care to 2.5 million people by 2024. This will partly be achieved through personal health budgets and social prescribing, which is when people are referred by their GPs to local community or voluntary activities.

Physical exercise helps children learn

In a new study into the impact of physical activity on behaviour and classroom achievement in primary school age children, 77 per cent of participating schools noted an improvement in brain function and learning in their pupils after exercise.

Findings from the study indicated that brain speed, the ability to process information and apply it to tasks, increased by up to 19 per cent after exercise. Physical activity also significantly improved mood in all the children who exercised.

The research was led by Professor Eef Hogervorst of Loughborough University and Super Movers, an initiative run by the BBC and the Premier League.



theatrical productions

M&M Theatrical Productions are the UK's largest and most respected provider of theatre-in-education, specialising in Classic Literature Adaptations and Pantomime Productions for Primary and SEN School audiences.

We transform gyms and dining halls into a magical theatrical experience, using state of the art sets, sound, lighting and special effects. Our inclusive, cross-curricular productions can be relaxed and tailored to suit the needs of the audience, ensuring that children of all ages and abilities are equally engaged, educated and entertained.

“Having a theatre company visit the academy meant many of the pupils who would otherwise be unable to access a theatre still get to experience what it is like to watch a professional production”



www.magicoftheatre.com

Only six weeks to go until The Autism Show 2019

The national event for autism is returning this June with a packed programme of specialist talks, workshops and clinics. Once inside the event, all content is free to access and CPD certified.



Speakers this year include: Georgia Harper and Sam Ahern, Presenters of Channel 4's *Are You Autistic?*; Willard Wigan MBE, internationally renowned micro artist; and Professor Francesca Happé of King's College London. Special new features include the Hexagol Interactive Games Station, Motability Central and Autism Reality Experience.

Book tickets and save 20 per cent at autismshow.co.uk

Fully inclusive D of E courses at Bendrigg Trust

Improve your self-confidence and life skills whilst enjoying adventurous activities on Bendrigg Trust's fully inclusive and accessible D of E courses.



Gold Award places are available for individuals on Bendrigg Trust's open courses in July and August 2019 for the Residential and Expedition sections of the Award.

The Bendrigg Trust can also run training, practice and qualifying courses for the Expedition section of your Bronze and Silver Awards.

For more information, visit bendrigg.org.uk/dofeaward/, call **01539 723766** or email jo@bendrigg.org.uk

SEN Course at BGU earns national recognition

Bishop Grosseteste University (BGU) has been recognised as a high-quality provider of The National Award for Special Educational Needs Co-ordination (NA-SENCO).



The masters-level course provides focused, professional development for teachers who lead the education of pupils with SEN in schools.

The course has been awarded the NA-SENCO Quality Mark, a nationally recognised accreditation only given to providers who offer the highest standards of teaching and learning.

To find out how you can apply to take on the NA-SENCO at BGU, email enquiries@bishopg.ac.uk

LEGO®-based therapy training courses

Bricks for Autism run training courses for professionals on using LEGO®-based therapy to support children with social communication difficulties such as autism. LEGO®-based therapy is a fun social skills programme involving collaborative LEGO® play.



Suitable for psychologists, teachers, SALTs and other health professionals, courses are endorsed by Cambridge Autism Research Centre. The trainer is Dr Gina Gómez de la Cuesta, Clinical Psychologist and co-author of the LEGO®-based therapy manual.

Attendees said: "Extremely enjoyable and informative" and "Excellent delivery and useful materials".

bricks-for-autism.com
info@bricks-for-autism.co.uk

Live online Catch Up® training now available

Training courses to deliver Catch Up® Literacy and Catch Up® Numeracy are now available as live online sessions, so teaching assistants and teachers can train from wherever they are, with no travel costs.



Catch Up® is a not-for-profit charity that offers two structured one-to-one interventions, proven to significantly improve the achievement of learners who find literacy or numeracy difficult.

Learners taking part in Catch Up® Literacy or Numeracy typically achieve more than double the normal rate of progress.

Visit catchup.org, email training@catchup.org or call **01842 752297**.

Former SENDCO receives business boost from Dragon's Den star

Georgina Durrant, CEO of Cheshire SEN Tutor LTD and owner of the website The SEN Resources Blog, has been announced as winner of entrepreneur Theo Paphitis' Small Business Sunday award.



"I initially set up a tutoring service for children with special educational needs", said Georgina. "I was keen to reach more families, so I started to provide reviews, activities and advice via my website, The SEN Resources Blog. The Blog is now visited by thousands of teachers and parents each week."

senresourcesblog.com

A child as young as six years old is left covered in bruises after being physically restrained by adults. A child is locked in an empty room, isolated, alone and terrified because their behaviour is considered “out of hand”. A child is tied to a chair and left sitting in their own urine just because they didn’t understand that they had to get off a bike. These stories are all true and all happened recently in a UK school.

These cases are not rare. Too many children with learning disabilities or autism are being denied their basic rights as we fail to meet our obligations under the UN Convention on the Rights of the Child.

The four core principles of the Convention are non-discrimination, the best interests of the child, the right to life, and respect for the views of the child. But how does the culture we promote in our schools support these principles? Are we meeting the needs of society’s most vulnerable children?

Excluded and left behind

Ofsted recently highlighted the “deep injustice” of the rising number of children with SEN being excluded from school. The education watchdog found that pupils with SEN are five times more likely to be permanently excluded than other pupils overall. Shocking reports like this led the Department for Education (DfE) to commission a review of school exclusions (currently expected to report by Easter 2019), led by former Children’s Minister Edward Timpson.

Positive support for learning disability

*We need new attitudes and a new approach to the care and education of children with complex needs, writes **Ben Higgins***

What is behind these high exclusion figures for children with SEN? Recently there has been a growth in schools adopting a “zero tolerance” approach to behaviour. This involves a focus on reactive disciplinary approaches such as “naughty” children being removed from the classroom, put in detention or excluded from school. The zero tolerance approach puts the blame on the child, when often the reality is that their needs have not

Are we meeting the needs of society’s most vulnerable children?

ABOUT PECS

The evidence-based Picture Exchange Communication System® (PECS®) is used to rapidly teach communication skills to those with limited functional speech. The PECS® Protocol is successfully utilised in learning environments by hundreds of thousands of professionals worldwide.

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Open Day at WESC Foundation Tuesday 18th June 2019



WESC Foundation runs a specialist College in Exeter, Devon, for 16 to 25 year olds with visual impairment and additional needs.

We offer day, weekly and termly places in College focussed on personalised preparation towards leading a fulfilling life, with a strong emphasis on work skills and independent living.

WESC Foundation's next open day takes place at the main campus in Exeter, Devon, on **Tuesday 18th June 2019** from 10am to 2pm.

Our open days are useful for parents and young people considering WESC Foundation as an option, and also for commissioners, teachers and SEN professionals to find out all about the services we offer.

Find out more: wescfoundation.ac.uk

we
sc Foundation
The Specialist Centre for Visual Impairment



Play for all

Ben Shears looks at how to design an outdoor learning space that celebrates ability

As any good teacher will tell you, no two children are the same. In every group you'll find individuals with a wide range of differing abilities, all presenting with their own challenges for learning and skills development. Many schools have worked hard in recent years to provide better and more integrated learning experiences for pupils with SEN. The effective use of outdoor space is often low on a school's list of priorities though, particularly for pupils with SEN, who can find themselves with very limited opportunities to enjoy time outdoors at school.

I believe that success in outdoor learning lies not in concentrating on special educational needs, but in considering all educational needs. Whether you are designing a playground for a special school or improving the outdoor learning provision in a primary setting, don't just look at restrictions imposed by disabilities; instead, focus on enabling children of all abilities to take part. For children to learn outdoors they have to feel included and empowered. This means providing opportunities that suit those with a wide range of abilities and are accessible to them. When we think in terms of ability – rather than disability – children

One of the key things that children learn through play is to embrace challenge

with SEN are no longer separated out and outdoor learning and play can start to become more inclusive.

It's important not to play it safe when it comes to presenting learning and play opportunities. One of the key things that children learn through play is to embrace challenge. If children aren't challenged, they don't experiment and they don't improve their skills. Children of all abilities need to be given opportunities to explore new things and make mistakes, as these are vital elements of the learning process.

Testing pupils

As part of the scheme for one special school's outdoor learning space, panels that offer rewards or targets for the children were added to a tower and ramp design to provide a sense of learning as children make their way through the structure. The panels, which were selected to offer differing levels of challenge, make things more interesting and engaging for the children, as well as providing an accessible route towards the shelter of the tower. Once at the tower, there is a slide or a fire-person's pole for the children to use, depending on their wishes and ability.

This kind of design allows teachers to integrate a sense of learning and challenge into the play experience: "Can you make your own way to the first panel?" "Can you complete the puzzle at the second zone?"

Another similar type of scheme might, for example, involve using different surfaces (such as bumps, cobbles or logs) and posts for the children to navigate. This could be integrated within an active trail, perhaps on a sloped deck.

It's important that things are not made too easy for the children, so they complete the activities too quickly, and we also want to ensure pupils are able to move on to the next challenge without restrictions. Providing a range of versions of the same activity, so that peers of different abilities can play and learn together, can be a great way of achieving the right balance.

Inclusive play

Good play schemes help all children to build on their strengths, and discover new ones, while having fun. The Seashell Trust, near Manchester, has created an inclusive play area for children living on site and visitors. The main focus was on inclusivity – getting children of all ages and abilities playing together.

Swings with a range of different seats and a roundabout with access for a wheelchair were installed, along with a sunken trampoline, a shelter, picnic tables, teepees and a variety of different surfaces. By combining equipment designed for those with limited physical ability with mainstream equipment, the scheme makes it easy for peers to play and learn side-by-side, as well as offering opportunities for progression.



■ Being active outdoors can have a positive impact on behaviour.

About the author

Former primary school teacher **Ben Shears** is a Consultant at Playforce, who design and install children's outdoor play equipment for schools and nurseries.



 [playforce.co.uk](https://www.playforce.co.uk)

 @PlayforceUK

 PlayforceUK

Active engagement

Reach Primary Learning Centre in Leeds specialises in teaching children with social, emotional and mental health (SEMH) needs. Headteacher Ali Elvidge was keen to include a strong active aspect to her students' education.

"We really wanted a new outdoor space that would help the children find an outlet for their energy", she says. "We've been able to incorporate a huge range of educational equipment for the children to enjoy, like the post-mounted chalk board, spinning disk challenge and the large mud kitchen. But it's also involved a range of equipment designed to give them a chance to 'blow off steam' and be active".

Good play schemes help all children to build on their strengths and discover new ones

Finding positive ways to be active is particularly important for children with SEMH needs and the school's new outdoor space has, Ali Elvidge believes, had a tangible impact in terms of pupils' behaviour and social interaction. "We've gone from having on average 20+ serious incidents a day to no more than three a day. Now that the children have something fun to do, they've got a positive outlet for their energy."

More and more schools are recognising the impact that active time outdoors can have on pupils' learning and behaviour, not to mention their fitness and health. Settings of all types are starting to think creatively about how they use their outdoor space for the benefit of pupils. As the examples in this article show, while it is important to consider the abilities and needs of the children who will be using the play space, the crucial thing is to provide an engaging and challenging environment for all children. The best outdoor environments present challenge, integration, progression and, most of all, fun for all children. **SEN**

Capture and keep a child's learning journey online



Learning Journals have grown in popularity over the last decade, offering early years settings and schools a way to record the special moments of their children, and to keep parents involved in a partnership as their children blossom and

grow. Traditionally, these individual records have been collected in scrapbooks or binders, building up into a treasured memoir that children can take with them when they leave for the next stages of their educational journey – each entry forming a thread in the warp and weft of the tapestry that is their life.

The cost, in time and money, of providing these journals has often caused problems for leaders and staff in schools and settings. The purchase of the scrap books alone can be significant; printing photographs, and cutting, pasting and writing in the journals is a time-consuming affair.

Additionally, managers experience the trauma of sending their journals home with parents, only to find they return them late or even lose them. In the event of parents who are separated it can be difficult to make the journals available to both, or to include the wider family and outside professionals who might be working with the child.

What if it were possible to create records of observations instantly? To add notes and images and have them immediately available to any authorised person as part of the complete story of the child's life at their nursery? To have parents able to view and comment on these special moments, and to be able to contribute their own stories of the child's life outside nursery?

Well, we believe you can. This is what we call Tapestry Online Learning Journals.



Tapestry online learning journals

Tapestry is about capturing the magic of a child's learning, and recording children's experiences in a way that is easy, fun and affordable.

Launched in 2012 and used by over 16,000 educational settings, Tapestry looks after the journals of almost 900,000 children, containing over 60 million observations!

We've thought carefully about every single aspect of our online learning journals, to make it easy for you to record and track children's progress – as well as providing parents with special memories to treasure.



Assessment frameworks are an important part of the tracking progress. But traditional, linear progress focused analysis isn't always the best way to show it, especially to the students and their parents. Traditional reports can leave parents and children cold.

We're working to change that.

Over the last year, we have had the pleasure of working with the outstanding Cherry Garden School in South London, which has developed an assessment framework for children with SEND and complex needs. The exceptional Cherry Garden Branch Map assessment framework is based on years of SEND teaching experience and is targeted at children who are working below Year 1 expectations.

An online version of this framework is now exclusively available through Tapestry.

We believe that maximising the quality of parent and carer engagement is a core strength of Tapestry. To that end, we're developing a powerful visual alternative to standard assessment reports. Here, a family-friendly interactive animation brings the data to life, by representing observations, milestones, and wow moments in a fun and intuitive way. Parents and carers – and children themselves – are free to explore the animation interactively with touch, experiencing the sights and sounds of their learning journey.

Prices start at just £53 a year for up to six children, inclusive of all Tapestry features: learning journal, care diary and a register coming soon.

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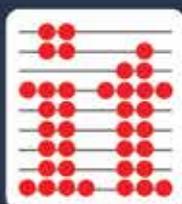
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How to improve kids' eating habits

Emma Haycraft shares evidence-based ideas for helping children to eat healthily

We all want children to eat a healthy, balanced diet, and caregivers have a really important role in feeding children in their care, yet children often have other ideas!

Most children go through a phase of fussy eating¹ and this behaviour is totally normal. How this fussiness is managed can affect whether children outgrow it, or if it will continue as they get older, and this is why caregivers are vital for helping children to develop healthy eating habits.

There are some common feeding pitfalls that caregivers may encounter, including: children refusing to eat foods; children having preferences for unhealthy foods; caregivers pressuring children to eat more than they want to; caregivers restricting children's access to certain foods; and caregivers using food as a reward for good behaviour.

Food refusal

Being faced with a child who refuses to eat fruit or vegetables, but who will happily eat cake, chips and other “junk” foods, can be worrying for those who are taking care of them.

Foods people are pressured or forced to eat become less desirable

Caregivers may feel a need to force the child to eat food, believing that this is in the child's best interests. But compelling a child to eat a food, or to eat more than they wish, can have unintended consequences.

Research has shown that foods people are pressured or forced to eat become less desirable², which means children are even less likely to want to eat their cabbage or pasta bake if they feel pressurised.

Evidence also shows us that if a child is repeatedly pressured to eat more than they want to at mealtimes it can “teach” them to ignore their internal signals about fullness and hunger which,



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Step into MyWorld

Sign up for free resources to help you support students on the autism spectrum at www.autism.org.uk/myworld




The National Autistic Society is a charity registered in England and Wales (269425) and in Scotland (SC039427)



SEN
special educational needs

CPD, training and events

Your indispensable guide to SEN courses,
workshops, conferences and exhibitions

4 to 6 July

LEGO®-based therapy train-the-trainers courses
Cambridge

For LEGO®-based therapy practitioners with a professional qualification.
info@bricks-for-autism.co.uk
bricks-for-autism.com

5 July

Curriculum at the Heart of Learning
NCVO, Central London

One-day conference with key note Nick Whittaker, HMI Ofsted. Includes four curriculum-themed workshops: Pre-formal PMLD Curriculum, Semi-formal SLD/MLD Curriculum, Informal (P4-P5) Curriculum, and Formal Curriculum.
equals.co.uk/equals-conference-2019

5 July

Success in Science

This course will involve carrying out practical work using modified resources, tactile diagrams and graphs. £80 with lunch and refreshments included.
01905 763933
ncw.co.uk

6 July

Angry About Everything: How to Connect with the Vulnerable Young Person Underneath

10.00 to 17.00
Cost: £183
The Centre for Child Mental Health
020 7354 2913
info@childmentalhealthcentre.org
www.childmentalhealthcentre.org

August 2019

20 to 23 August

Halliwick Association of Swimming Therapy Foundation Courses
York

This is a basic course on the Halliwick Association of Swimming Therapy (Halliwick AST) concept. Consisting of four days of training, this includes both theory and pool work. Courses are accredited by CERTA.
halliwick.org.uk

22 and 23 August

PECS Level 1 Training Workshop
Brighton

PECS is an approach that teaches functional communication skills using pictures. This workshop will give you all the practical details you need to start implementing PECS immediately, including: demonstrations, videos and opportunities to practice.
01273 609555
pecs-unitedkingdom.com

29 and 30 August

PECS Level 1 Training Workshop
Aberdeen

PECS is an approach that teaches functional communication skills using pictures. This workshop will give you all the practical details you need to start implementing PECS immediately, including: demonstrations, videos and opportunities to practice.
01273 609555
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September 2019

11 September

Women and Girls Conference
Edinburgh

Annual conference exploring how autism presents in women and girls, and how to better support autistic women.
autism.org.uk/conferences

18 September

SoSAFE! Social and Sexual Safety/Safeguarding Workshop
Manchester

How safe are your students in their relationships? The need to educate children and young people about relationships and social safety is not being met at the moment. SoSAFE! is a visual teaching tool which enables learners to develop their abilities in managing and communicating about their relationships.
01273 609555
pecs-unitedkingdom.com

21 September

NCW Sixth Form Open Day

The Sixth Form Open Day is an opportunity to find out all the benefits of attending NCW at Sixth Form. You will learn about studying and living at NCW and how students prepare for onward transition into further or higher education, the workplace and independence.
01905 763933
ncw.co.uk

24 September

LEGO®-based therapy training courses
Cambridge

Bricks for Autism C.I.C.
info@bricks-for-autism.co.uk
bricks-for-autism.com

October 2019

4 to 5 October

TES SEN Show 2019
Business Design Centre, London

The Tes SEN Show is the largest special educational needs show in the UK. The show provides an opportunity for SEN professionals at all levels of education to benefit from direct access to professional development opportunities and the latest products, resources and services available to the sector. The show includes a full programme of CPD certified seminars, free-to-attend workshop sessions and a wide range of exhibitors
tessenshow.co.uk/london

17 to 19 October

LEGO®-based therapy train-the-trainers courses
Manchester

For LEGO®-based therapy practitioners with a professional qualification.
info@bricks-for-autism.co.uk
bricks-for-autism.com

November 2019

14 to 16 November

LEGO®-based therapy Train-the-Trainers Courses
Cambridge

For LEGO®-based therapy practitioners with a professional qualification.
info@bricks-for-autism.co.uk
bricks-for-autism.com

11 and 12 November

PECS Level 2 Training Workshop
London

Learn practical ideas for advanced lessons in expanding language and communication within functional activities, plus tools for identifying communication opportunities across the day. Successfully problem solve PECS implementation and take it to the next level.
01273 609555
pecs-unitedkingdom.com

19 November

LEGO®-based therapy training courses
Cambridge

Bricks for Autism C.I.C.
info@bricks-for-autism.co.uk
bricks-for-autism.com

December 2019

5 December

PECS in Your Curriculum Workshop
Birmingham

A practical workshop which will help you maximise teaching time for learners with autism and complex communication difficulties. Develop effective learning environments which emphasise functional communication and learn how to use reinforcers effectively in the classroom.
01273 609555
pecs-unitedkingdom.com



Sen resources directory

Information, advice and support for all things SEN

ADHD

ADHD Foundation
Training and awareness raising around ADHD.

adhdfoundation.org.uk

National Attention Deficit Disorder Information and Support Service
Resources and information for ADHD.

addiss.co.uk

Autism

Ambitious about Autism
National charity for children and young people with autism.

ambitiousaboutautism.org.uk

Autism Alliance
Network of 16 UK autism charities.

autism-alliance.org.uk

Autistica
Autism research charity.

autistica.org.uk

National Autistic Society
Help and information for those affected by ASD.

autism.org.uk

Brain conditions

Cerebra UK
Charity for children with brain related conditions.

cerebra.org.uk

Child Brain Injury Trust
Charity supporting children, young people, families and professionals.

childbraininjurytrust.org.uk

Bullying

Anti-Bullying Alliance
Coalition of organisations united against bullying.

anti-bullyingalliance.org.uk

Bullying UK
Support and advice on beating bullying.

bullying.co.uk

Cerebral palsy

Action CP
Charity raising awareness of issues facing children and young people with cerebral palsies.

actioncp.org

Scope UK
Help, advice and support for those affected by cerebral palsy.

scope.org.uk

Child support

Childline
Confidential advice and support for children.

childline.org.uk

Down's syndrome

Down's Syndrome Association
Information, support and training on Down's syndrome.

downs-syndrome.org.uk

Down's Syndrome Research Foundation UK
Charity focussing on research into Down's syndrome.

dsrf-uk.org

Dyslexia

British Dyslexia Association
Information and support for people affected by dyslexia.

bdadyslexia.org.uk

Driver Youth Trust
Charity offering free information and resources on dyslexia.

driveryouthtrust.com

Dyspraxia

Dyspraxia Foundation UK
Dyspraxia advice and support.

dyspraxiafoundation.org.uk

Epilepsy

Epilepsy Action
Advice and information on epilepsy.

epilepsy.org.uk

Young Epilepsy
Support for children and young people and training for professionals.

youngepilepsy.org.uk

Hearing impairment

Action on Hearing Loss
Charity for people with a hearing loss.

actiononhearingloss.org.uk

National Deaf Children's Society
Charity supporting deaf children and young people.

ndcs.org.uk

Learning disability

BILD
Charity offering support and information on learning disabilities.

bild.org.uk

Choice Forum
Forum for discussing issues affecting those with learning disabilities.

our.choiceforum.org

Mencap
Learning disabilities charity.

mencap.org.uk

Learning outdoors

Council for Learning Outside the classroom
Awarding body for the LOTC quality badge.

lotc.org.uk

Literacy

National Literacy Trust
Literacy charity for adults and children.

literacytrust.org.uk

Mental health

MIND

Advice and support for people experiencing a mental health problem.
mind.org.uk

NHS

National Health Service
nhs.uk

Department of Health
Northern Ireland
health-ni.gov.uk/

Health in Wales
wales.nhs.uk

NHS Health Scotland
healthscotland.scot

Rebound Therapy

ReboundTherapy.org
The UK governing body and international consultancy for Rebound Therapy.
reboundtherapy.org

SEN law

Douglas Silas Solicitors
Douglas Silas Solicitors are the legal experts specialising exclusively in SEN, helping parents successfully throughout the SEN process.
SpecialEducationalNeeds.co.uk

IPSEA

Free, legally-based advice for parents of children with SEN.
ipsea.org.uk

SLCN

Ace Centre
Advice on communication aids.
ace-centre.org.uk

Afasic

Help and advice on SLCN.
afasicengland.org.uk

Communication Matters
Support for people with little or no clear speech.
communicationmatters.org.uk

I CAN

Children's communication charity.
ican.org.uk

The Communication Trust
Consortium of charities raising awareness of SLCN.
thecommunicationtrust.org.uk

senmagazine.co.uk

Special educational needs

nasen

Organisation for the education, training and advancement of those with SEN.
nasen.org.uk

SEN.fyi (App)

Everything You Wanted to Know About SEN – all in one place! Download this app free to your smartphone or tablet for iOS (on Apple App store) or Android (on Google Play store).

specialeducationalneeds.co.uk/senfyi-app.html



Spina bifida

Shine

Information and support relating to spina bifida and hydrocephalus.
shinecharity.org.uk

Tourette's syndrome

Tourette's Action

Information and advice on Tourette's.
tourettes-action.org.uk

UK Government

For Department for Education, Department of Health and Social Care and other departments.
gov.uk

Visual impairment

New College Worcester

Advice and support for those teaching children who are visually impaired.
ncw.co.uk

Royal Society for Blind Children
Support and services for families and professionals.
rsbc.org.uk

RNIB

Support and advice for those affected by visual impairment.
rnib.org.uk



Bespoke design eco buildings
Special spaces for special needs

TG escapes

Complete service for cost certainty

"It's such a calming environment and I have noticed that the students are much calmer and more engaged."

Manager, Cambian Pengwern

"Our pupils feel valued and like the roominess and light of their new learning space. The cedar building also has a warmth that is hard for them to put into words but, basically, they feel comfortable."

Headteacher, Priory Rossendale School

"It's been amazing how it's transformed the way we work as a school and what the boys are getting out of it. I am really excited about its future."

Principal, Swalcliff Park



TG Escapes customers awarded us 5 out of 5,
based on 133 reviews

info@tgescapes.co.uk

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SUPPLIERS ASSOCIATION



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by nature